SCHOOL OF DIVINITY, HISTORY AND PHILOSOPHY

ACADEMIC SESSION 2016-2017

HI 356J: THINKING HISTORY

30 Credits: 11 Weeks

PLEASE NOTE CAREFULLY:
The full set of school regulations and procedures is contained in the Undergraduate Student Handbook which is available online at your MyAberdeen Organisation page. Students are expected to familiarise themselves not only with the contents of this leaflet but also with the contents of the Handbook. Therefore, ignorance of the contents of the Handbook will not excuse the breach of any School regulation or procedure. You must familiarise yourself with this important information at the earliest opportunity.

COURSE CO-ORDINATOR/COURSE TEAM
Course Coordinator: Dr Andrew Mackillop: Office hours: 9-11 Wednesdays.
Room CA 108. Telephone number: 01224-272460. E-mail: a.mackillop@abdn.ac.uk

Team members: Professors, Andrew Blaikie, David Dumville, Tom Weber; Drs. Heidi Mehrkens, Lena Liapi, Aly Macdonald, Ben Marsden, Hannah Burrows and Regina Jaschke & Andrew Mackillop

Discipline Administration:
Mrs Barbara McGillivray/Mrs Gillian Brown
50-52 College Bounds
Room CBLG01
01224 272199/272454
history-ug@abdn.ac.uk

TIMETABLE
For time and place of classes, please see MyAberdeen

Students can also view their university timetable at http://www.abdn.ac.uk/infohub/study/timetables-550.php
COURSE DESCRIPTION
This course provides an introduction to some of the different ways in which Clio, the Muse of History has inspired historians since the invention of History as a discipline two and a half thousand years ago. The lecture course will analyse the problems faced by historians, and consider approaches to the study of history from the ancients to the postmodernists. They will be accompanied by a set of seminars designed to encourage students to debate the major issues, both philosophical and practical, that every historian has to consider. The first three seminars will complement the lecture course by examining seminal texts that debate how history can and should be written. The second three seminars will explore a particular approach or theme assigned by the seminar leader. Students will be asked to provide choices of seminar group, in order of preference. Every effort will be made to place students in their first or second choice group. If some groups are over-subscribed, students will be assigned on a first-come first-served basis. Choice cannot be guaranteed for those who miss the deadline for submitting their preferred option.

The last three seminars explore how different approaches and methods of writing about the past (known as historiography) enable the historical research. Aligned to these seminars, single honours and joint honours students intending to do their dissertation in History will write a 1,500 word report on the historiography of their likely subject. [NB: undertaking a particular topic at this stage will not restrict a student to this theme for their dissertation in the senior honours year]. Joint honours students completing the dissertation in the other discipline will complete a 1,500 word report on interdisciplinary trends between History and their other discipline.

INTENDED AIMS AND LEARNING OUTCOMES
Aims:
The course examines the problematic nature of history as a discipline, the approach to those problems taken by historians throughout the ages, and its contemporary relevance. It also explores how particular approaches link to and shape historical research.

Learning outcomes:
At the end of the course students should have:

• Attained a better understanding of the problematic nature of history as a discipline, the approach taken to those problems by historians throughout the ages, and its contemporary relevance;
• An enhanced ability to reflect philosophically on the nature of historical work and historical judgement;
• A broader and more critical understanding of historical concepts and the variety of approaches to History;
• Greater insight into the problems of conducting historical research that will inform approaches to other honours history courses;
• been exposed to the thinking of major figures in the development of history as a scholarly discipline.
LECTURE/SEMINAR PROGRAMME

ATTENDANCE AT ALL MONDAY LECTURES AND SEMINARS IS COMPULSORY [Attendance at the separate lectures for Dissertation Preparation and Interdisciplinary Approaches is highly recommended]

Week 1: 16 January 2017
Introduction and outline of seminar topics. Final selection of seminar groups: Deadline for submission of choices: 12 noon, Wednesday 18 January.

Week 2: 23 January 2017
Lecture 1: — Antiquity – Professor David Dumville

Week 3: 30 January 2017
Lecture 2: —The Middle Ages – Professor David Dumville

Week 4: 6 February 2017
Lecture 3: — Annals – Dr Heidi Mehrkens

Week 5: 13 February 2017
Lecture 4: —Careers: Dr H. Burrows and Regina Jaschke

Week 6: 20 February 2017
Lecture 5:— The History of Emotions – Dr Heidi Mehrkens
Seminar session 5: Seminar Theme for your group

Week 7: 27 February 2017
Lecture 6:—History of the Book– Dr Lena Liapi
Seminar session 6: Seminar Theme for your group

Week 8: 6 March 2017
Lecture 7:— History and Modernity – Professor Andrew Blaikie
Seminar session 7: Seminar Theme for your group

Week 9: 13 March 2017
Lecture 8: —Postmodernism and History – Dr Andrew Mackillop
Seminar session 8: Dissertation preparation & Interdisciplinary approaches

Week 10: 20 March 2017
Lecture 9: — Counterfactual History – Professor Tom Weber
Seminar session 9: Dissertation preparation & Interdisciplinary approaches

Week 11: 27 March 2017
Lecture 10:—Cultural History – Dr Ben Marsden
Seminar session 10: Dissertation preparation & Interdisciplinary approaches

Week 12: 24 April 2017
Revision
SEMINAR THEMES:

Group 1. Heidi Mehrkens: History of Emotions

Texts to be discussed:


Additional reading


Group 2. Lena Liapi: History of the Book

Texts to be discussed:


Additional Reading

Roger Chartier, Forms and Meanings: Texts, Performances, and Audiences from Codex to Computer (University of Pennsylvania Press, 1995)


D. F. McKenzie, Bibliography and the Sociology of Texts (Cambridge University Press, 1999)

D. F. McKenzie, Making meaning: “Printers of the mind” and other essays, (University of Massachusetts Press, 2002)

Michel Foucault, ‘What is an Author?’, in Textual strategies : perspectives in post-structuralist criticism. A copy of the chapter (from a different collection) can be found here: http://www.sas.upenn.edu/~cavitch/pdf-library/Foucault_Author.pdf


Stanley Fish Is There a Text in This Class? The Authority of Interpretive Communities (Cambridge 1980)

**Group 3. David Dumville: History and the Idea of Reform**

**Text to be discussed:**


**Additional Reading**


**Group 4. Aly Macdonald: Gender History?**

**Texts to be discussed:**

Terry Brotherstone, ‘Women’s History, Scottish History, Historical Theory’, in Brotherstone et al. (eds), *Gendering Scottish History: An International Approach* (Glasgow, 1999)


Susan Crane, ‘Clothing and Gender Definition: Joan of Arc’, *Journal of Medieval and Early Modern Studies*, 26 (1996), 297-320

**Additional Reading**


Rebecca Fraser, *Gender, Race and Family in Nineteenth Century America* (Basingstoke, 2013) [electronic resource]

*Gender and History*, 20 (2008) [electronic resource]. Articles from this issue were published in book form as: Alexandra Shepard and Garthine Walker (eds), *Gender and Change: Agency, Chronology and Periodisation* (Chichester, 2009)
Julie Gottlieb and Richard Toye (eds), *The Aftermath of Suffrage: Women, Gender, and Politics in Britain, 1918-1945* (Basingstoke, 2013) [electronic resource]

Catherine Hall, *White, Male and Middle Class: Explorations in Feminism and History* (Cambridge, 1992)


Kevin P. Murphy and Jennifer M. Spear (eds), *Historicising Gender and Sexuality* (Chichester, 2011) [electronic resource]


Joan Scott, ‘Women’s History’, in Peter Burke, ed., *New Perspectives on Historical Writing* (Cambridge, 1992)


## SECTORARY READING

### Lecture 1: Antiquity

**Texts**

**Bury, J.B.** *An Inaugural Lecture* (Cambridge 1903) [https://archive.org/stream/aninaugurallect00burygoog#page/n6/mode/2up](https://archive.org/stream/aninaugurallect00burygoog#page/n6/mode/2up)


### Secondary Reading

**Greenwood, Emily** *Thucydides and the Shaping of History* (London 2006)

**Sahlins, Marshall** *Apologies to Thucydides. Understanding History as Culture and vice versa* (Chicago, IL 2004)

**Collingwood, R.G.** *The Idea of History* (Oxford 1946)
Lecture 2: The Middle Ages
Secondary Reading

Bartlett, R.  
*The Making of Europe: conquest, colonization and cultural change, 950-1350* (1993)

Wickam, C.  
*Framing the Early Middle Ages* (2005)

Geary, P.  

Hay, Denys  
*Annalists and Historians. Western Historiography from the VIIIth to the XVIIth Century* (1977)

Brink, Stefan  

Hermann, P. (ed.)  
*Literacy in medieval and Early Modern Scandinavian culture*, (Viking Collection 16.) Odense 2005

Faulkes, A.  
'Snorri Sturluson: his life and work', in S. Brink (ed) *The Viking World* (2008), pp. 311–14. (In UL, also online)

Meulengracht Sørensen, P.  
*Saga and Society. An Introduction to Old Norse Literature* (1993) (In UL)

Lecture 3: Time: The Annales School
Texts

Febvre, Lucien  
*The Problem of Unbelief* (1942; English tr. 1986)

Bloch, Marc  
*The King’s Touch* (English tr. 1973)

Braudel, Fernand  

Secondary Reading

Burke, Peter  

Stoianovich, Traian  
*French Historical Method: the Annales Paradigm*

Bailyn, Bernard  

Hexter, J.H.  
‘Fernand Braudel and the Monde Braudellien’ *Journal of Modern History* 44 (1972)

Dosse, François  
*New History in France. The Triumph of the Annales* (1994)
Lecture 4: Careers

Lecture 5: The History of Emotions
[See Readings for seminar topic]

Lecture 6: The History of the Book
[See Readings for seminar topic]

Lecture 7: History and Modernity
Text
Ferguson, Adam  
*Essay on the History of Civil Society* (1767)  
[http://oll.libertyfund.org/titles/1428](http://oll.libertyfund.org/titles/1428)

Secondary reading

Gellner, Ernest  
*Nations and Nationalism* (1983)

Hamerow, Theodore S.  
‘The professionalization of historical learning’,  

Nisbet, Robert  
‘The idea of progress: a bibliographical essay’,  

Taylor, Charles  
Lecture: Master Narratives of Modernity (2008),  
[http://www.youtube.com/watch?v=m95ck7A2Ooc](http://www.youtube.com/watch?v=m95ck7A2Ooc)

Van der Veer, Peter  
‘The global history of “modernity”’,  

Lecture 8: Postmodernism & History
Texts

Jenkins, K.  
The *Postmodern History Reader* (1997)

Jenkins, K.  
*On ‘What is History?’ From Carr and Elton to Rorty and White* (1995)  

Schama, S.  
*Dead Certainties* (1986)

Foucault, M.  
*Discipline and Punish* (1977)
Clark, J.C.D.  

**Secondary Reading**

Stone, L.  
‘History and Post-Modernism’ *Past and Present* 131 (1991) (see comments by Patrick Joyce and Catriona Kelly in *Past and Present* 133, and the reply by Stone in *Past and Present* 135)

Appleby, J. et al, eds.  
*Knowledge and Postmodernism in Historical Perspective* (1996)

de Certeau, M.  

Jordanova, L.  

**Lecture 9: Counterfactual History**

**Texts**

Ferguson, Niall,  

Evans, Richard  

Cowley, Robert  

Cowley, Robert  

**Lecture 10: Cultural History**

**Texts**

Darnton, R.  
*The Great Cat Massacre and Other Episodes in French Cultural History* (1984)

Davis, N.  
*The Return of Martin Guerre* (1983)

Geertz, C.  
‘Thick description: toward an interpretative theory of culture’, in *The Interpretation of Cultures: Selected Essays* (1973)

Ginzburg, C.  

Huizinga, J.  
‘The task of cultural history’, in his *Men and Ideas: history, the Middle Ages, the Renaissance* (1960).

Williams, R.  
‘Culture is ordinary’, in his *Resources of Hope: culture, democracy, socialism* (1958)

**Secondary Reading**


Burke, Peter  
*Varieties of Cultural History* (1997)

Burke, Peter  
*What is Cultural History?* (revised edn, 2008)

Burke, Peter  

Green, Anna  
*Cultural History* (2008)

Hunt, L. (ed.)  

Jordanova, L.  

Mandler, P.  
*Marsden, Ben and McCaffery, Peter
‘Histories of cultural history’ in Peter McCaffery and Ben Marsden (eds), *The Cultural History Reader* (2014), pp. xxvii-lvii. See also the many examples of recent cultural history within this collection.


**ASSESSMENT**

1. **CONTINUOUS ASSESSMENT: (30%)**: HISTORICAL APPROACHES

   Students will write one 2,500 word essay, including quotations and footnotes, on the theme explored in the seminar sessions 5–7 (weeks 6-8) the title to be agreed in consultation with their group leader.

2. **CONTINUOUS ASSESSMENT (20%)**: HISTORIOGRAPHY & RESEARCH

   Students will write one 1,500 word review, including quotations and footnotes, on EITHER historiographical issues surrounding a possible dissertation theme OR interdisciplinary approaches between History and the other discipline of their joint degree.

3. **ONE THREE HOUR EXAMINATION (50%)**

   Students will answer two questions on themes from the lecture course, and one question on extracts selected from the set texts studied in the first three weeks of the seminar course. The purpose and scope of these questions will be discussed by seminar leaders, and in the revision lecture.

**RESIT**: Resit examination (100%).

Feedback on all assessment should be timely and *normally* provided within a maximum of three working weeks (excluding vacation periods) following the deadline for submission of the assessment.

To view the CGS Descriptors please go to MyAberdeen - Organisations - Divinity, History & Philosophy Student Information for Undergraduates. The link to the CGS Descriptors is on the left hand menu.

**PLEASE NOTE:** In order to pass a course on the first attempt, a student must attain a Common Grading Scale (CGS) mark of at least E3 on each element of course assessment. Failure to do so will result in a grade of no greater than CGS E1 for the course as a whole.

**ASSESSMENT DEADLINES**

Essays must be handed in by 3pm on Wednesday 15 March 2017
Dissertation Historiography Reviews or Interdisciplinary Reviews must be handed in by 3pm on Monday 24 April 2017

SUBMISSION ARRANGEMENTS

Please submit by the deadline ONE paper copy (cover sheet required) PLUS, ONE official electronic copy (no cover sheet required) as follows:

Hard Copy: One hard copy typed and double spaced, together with an Assessment cover sheet – this should have your ID number CLEARLY written on the cover sheet, with NO name and NO signature but EVERYTHING ELSE filled in – and should be delivered to the History Admin Office [Drop-off boxes located in CB008, 50-52 College Bounds].

Electronic Copy: One copy submitted through Turnitin via MyAberdeen. (For instructions please see http://www.abdn.ac.uk/eLearning/turnitinuk/students/) Students are asked to retain the Turnitin receipt so they are able to provide proof of submission at a later date if required.

In advance of uploading, please save the assignment with your student ID number listed in the filename, i.e. 59999999 Viking Essay 1.

When asked to enter a title for the assignment, please enter a title identical to the name of your saved assignment, i.e. 59999999 Viking Essay 1.

Both copies to be submitted by 3.00pm on the due date

Please note: Failure to submit both an electronic copy to Turnitin and a hard copy to the school office, by the stated deadline, will result in a zero mark. N.B Turnitin does not accept Mac documents in Pages. If using a Mac please go to File and export work as a Word document.

EXAMINATION

Past exam papers can be viewed at http://www.abdn.ac.uk/library/learning-and-teaching/for-students/exam-papers/.