

DEREE COLLEGE SYLLABUS FOR:						
HY 3146 INVESTIGATING HISTORY  (Updated Fall 2025)		UK LEVEL: 5 UK CREDITS: 15 US CREDITS: 3/0/3				
PREREQUISITES:	HY 2038 Introduction to Historical Studies					
CATALOG DESCRIPTION:	Examination of the various ways in which history has been studied and written from antiquity to the present day; emphasis on the assumptions and methods which have shaped the reconstruction and interpretation of the past; future challenges of the discipline					
RATIONALE:	This course intends to provide students with an understanding of the history of the discipline, which should enrich their study of other modules, and encourage them to think about how history can be written. The module will give students the background they need to develop a more perceptive approach to the secondary literature which they encounter, and to formulate their own approaches to historical research and writing. Ultimately, the study of historiography matters because it makes us reflect on why we write history at all, why some approaches might prove more satisfying to us than others, and whether historical accounts can ever convey the truth about the past.					
LEARNING OUTCOMES:	As a result of taking this course, students should be able to:  1. Examine how and why history as an academic subject has developed over time, considering the impact of political, social, and intellectual changes 2. Develop a critical approach to secondary literature 3. Appreciate how other disciplines and ideas have had an impact on the study of the past 4. Demonstrate ability of discussing ideas and evaluating intellectual arguments					
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used:  <i>This is a mixed lecture/seminar course focusing on critical reading, writing and in-class discussion. More specifically, students are required:</i> <ul style="list-style-type: none"><li>To complete assigned readings before class.</li><li>To participate intelligently in class discussion with the instructor and fellow students.</li></ul> <i>Students are encouraged to make full use of:</i> <ul style="list-style-type: none"><li>The office hours of their instructor, where they can discuss the course material and assignments.</li><li>Library facilities for further study and preparation for the exams</li><li>Course Blackboard site, where instructor will post lecture materials, assignment instructions, timely announcements, and any additional resources.</li></ul>					
ASSESSMENT:	<table><tr><td colspan="2">Summative:</td></tr><tr><td>1<sup>st</sup> assessment: Portfolio of Assessments based on three short pieces of work undertaken during the semester (writing assignments (800</td><td>40%</td></tr></table>		Summative:		1 <sup>st</sup> assessment: Portfolio of Assessments based on three short pieces of work undertaken during the semester (writing assignments (800	40%
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	<table border="1" data-bbox="587 147 1385 439"> <tr> <td>words each)/podcast recordings/video presentations)</td><td></td></tr> <tr> <td>2<sup>nd</sup> assessment: Oral presentation of Bibliographic Essay</td><td>10%</td></tr> <tr> <td>Final assessment: Bibliographic Essay (2,500 words) that critically reviews the secondary literature on a specific topic</td><td>50%</td></tr> </table> <p><b>Formative:</b></p> <table border="1" data-bbox="587 510 1385 586"> <tr> <td>Oral engagement in seminar discussions</td><td>0%</td></tr> <tr> <td>Term Paper Drafts</td><td>0%</td></tr> </table> <p>The 1<sup>st</sup> summative assessment tests LOs 1,2,3  The 2<sup>nd</sup> summative assessment tests LO 4  The final summative assessment tests LOs 2, 3</p> <p><i>Students are required to resit failed assessments in this module.</i></p>	words each)/podcast recordings/video presentations)		2 <sup>nd</sup> assessment: Oral presentation of Bibliographic Essay	10%	Final assessment: Bibliographic Essay (2,500 words) that critically reviews the secondary literature on a specific topic	50%	Oral engagement in seminar discussions	0%	Term Paper Drafts	0%
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Final assessment: Bibliographic Essay (2,500 words) that critically reviews the secondary literature on a specific topic	50%										
Oral engagement in seminar discussions	0%										
Term Paper Drafts	0%										
<p><b>INDICATIVE READING:</b></p>	<p><b>REQUIRED READING:</b></p> <p>Jeremy D. Popkin, <i>From Herodotus to H-Net: The Story of Historiography</i>, Oxford: Oxford University Press, 2016</p> <p>Stefan Berger, Heiko Feldner and Kevin Passmore, <i>Writing History. Theory and Practice</i>, London and New York: Bloomsbury, 2003</p> <p>Peter Burke, ed., <i>New Perspectives on Historical Writing</i>, Malden, MA: Polity Press, 2001</p> <p>John Tosh, ed, <i>Historians on History</i>, 2nd ed. Milton Park: Routledge, 2009</p> <p>Beverly Southgate, <i>History: What and Why? Ancient, Modern and Postmodern Perspectives</i>, 2nd ed. London and New York: Routledge 2001</p> <p>David Cannadine, ed. <i>What is History Now?</i> Hampshire and New York: Palgrave Macmillan, 2002</p> <p>Georg Iggers, Edward Wang and Supriya Mukhrjee, <i>A Global History of Modern Historiography</i>, 2nd ed. Milton Park: Routledge, 2017</p> <p><b>RECOMMENDED READING:</b></p> <p>Richard Evans, <i>In Defence of History</i>, New York and London: Norton &amp; Company, 1997</p> <p>Laura Lee Downs, <i>Writing Gender History</i>, London and New York: Bloomsbury, 2001</p> <p>Judith M. Bennet, <i>History Matters: Patriarchy and the Challenge of Feminism</i>, Pennsylvania: University of Pennsylvania Press, 2006</p>										

Michael Bentley, *Modern Historiography. An Introduction*, Milton Park: Routledge, 1998.

Georg G. Iggers, "The Professionalization of Historical Studies and the Guiding Assumptions of Modern Historical Thought," eds. L. Kramer and S. Maza *A Companion to Western Historical Thought*, Malden MA: Blackwell, 2002, 225-42

Akira Iriye, "The Internationalization of History," *American Historical Review* 94:1 (1989), 1-10

George Lawson, "The Eternal Divide? History and International Relations," *European Journal of International Relations* 18:2 (2010), 203-26

Lynn Hunt, "French History of the Last Twenty Years: The Rise and Fall of the Annales Paradigm," *Journal of Contemporary History* 21:2 (1986), 209-24

Raphael Samuel, "What is Social History?" *History Today* 35 (1985)

Walter Johnson, "On Agency," *Journal of Social History* 37 (2003), 113-24

Ludmilla Jordanova, *The Look of the Past: Visual and Material Evidence in Historical Practice*. Cambridge: Cambridge University Press, 2012

Natalie Zemon Davis, "Narrative as Knowing: Stories and the Hunger to Know." *Yale Journal of Criticism* 5 (1992), 159-63

Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91:5 (1986), 1053-1075

Gisela Bock, "Women's History and Gender History: Aspects of an International Debate," *Gender and History* 1 (1989), 7-30

Gabrielle Spiegel, *Practicing History: New Directions in Historical Writing after the Linguistic Turn*, London and New York: Routledge, 2005

Meili Steele, *Hiding from History: Politics and Public Imagination*, Ithaca: Cornell University Press, 2005

Sebastian Conrad, *What is Global History?* Princeton: Princeton University Press, 2015

Praesentit Duara, "Postcolonial History", eds. L. Kramer and S. Maza, *A Companion to Western Historical Thought*, Malden MA: Blackwell,

	<p>2002, 417-31</p> <p>Eleanor Newbiggin et al, "Do We Need to Decolonise History? And If So, How?", <i>History Extra</i>, 25 March, 2019</p> <p>Ludmilla Jordanova, <i>History in Practice</i>, London: Oxford Headline Group, 2000</p> <p>Maria Grever, "Plurality, Narrative and the Historical Canon," eds. Maria Grever and Siep Stuurman, <i>Beyond the Canon: History for the Twenty-first Century</i>, Basingstoke: Palgrave MacMillan, 2007</p>
<b>INDICATIVE MATERIAL:</b> <i>(e.g. audiovisual, digital material, etc.)</i>	<b>REQUIRED MATERIA: N/A</b>  <b>RECOMMENDED MATERIAL: N/A</b>
<b>COMMUNICATION REQUIREMENTS:</b>	Verbal skills using academic / professional English
<b>SOFTWARE REQUIREMENTS:</b>	MSoftware; Blackboard CMS, video and podcast software
<b>WWW RESOURCES:</b>	<p>Humanities and Social Sciences online:  <a href="https://networks.h-net.org">https://networks.h-net.org</a></p> <p>Online Primary Source Repositories:  <a href="https://history.hanover.edu/link-lists/etexts.html">https://history.hanover.edu/link-lists/etexts.html</a>  <a href="https://sourcebooks.fordham.edu/index.asp">https://sourcebooks.fordham.edu/index.asp</a></p> <p>History Blogs:  <a href="https://www.historyoftheancientworld.com">https://www.historyoftheancientworld.com</a>  <a href="https://www.historytoday.com">https://www.historytoday.com</a>  <a href="http://www.historymatters.group.shef.ac.uk">http://www.historymatters.group.shef.ac.uk</a>  <a href="https://womenofhistory.blogspot.com">https://womenofhistory.blogspot.com</a></p>
<b>INDICATIVE CONTENT:</b>	<ol style="list-style-type: none"> <li>1. The birth of historical inquiry (<i>historein</i>) – the nature of history for the Greeks and the Romans</li> <li>2. Christian and Classicizing Historiography in the Medieval Ages</li> <li>3. The "historiographical" revolution of the early Modern Era</li> <li>4. The "professionalization" of historical studies – the search for "scientific" and "objective" history in the 19th century</li> <li>5. Political and Diplomatic History – national histories and international relations</li> <li>6. Marxist History – the subjects of Marxist historical enquiry and the forces / processes that shape history (relations / mode of production, productive forces, class struggle / antagonisms)</li> <li>7. The Annales School – the strengths and limitations of the Annales School approach to doing history</li> <li>8. History from Below – the advantages of the 'bottom up' perspective and the challenge of recovering the 'agency' of subjects who often</li> </ol>

	<p>leave few written records</p> <p>9. The Cultural Turn – the challenges and opportunities of material/visual sources; understanding narrative, language, meaning, customs, representation, identity, symbols, rituals and political culture</p> <p>10. Gender and Sexuality – understanding how gender and sexuality have shaped past societies and historical scholarship</p> <p>10. Postmodernism and new directions in historical research</p> <p>12. The local, the global and the transnational – the growth of interest in global history; opportunities and challenges that the global and transnational turn poses to writing history</p> <p>13. Decolonizing a discipline? – the postcolonial approach to historical writing; its implications for the perspectives we have examined over the preceding weeks</p> <p>14. Public History and Collective Memory – the role of the historian in the public sphere and in framing public memory of the past</p>
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