

**Trent University
Department of History**

**HIST 5100:
Theory, Historiography, Methodology**

SUMMARY: The course introduces beginning graduate students to the essentials of the concept and philosophy of history, the relationship between history and other disciplines (both humanities and social sciences), the importance in theory in historical research, the idea of and developments in the historiography, approaches to historical questions and problems, research methods, and ways of practicing history. The course draws both on the extensive literature on the subject and the expertise of the members of the graduate faculty in order to highlight the multifaceted dimensions of history as a scholarly discipline and link them to individual scholarly projects.

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Secretary: Kim Fielding (TC WH 133, 748-1011, x 6256)

FORMAT: a weekly three-hour seminar, supported by WebCT.

EVALUATION SCHEMA:

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|---|------|
| Seminar Participation: | 20% |
| Take-Home Exam (Theory) | 10% |
| Take-Home Exam (Historiography) | 10% |
| Take-Home Exam (Methodology) | 10% |
| Book Review (Theory) | 7.5% |
| Review of Thesis and MRP Proposals | 7.5% |
| Historiography Research Paper Proposal: | 5% |
| Historiography Research Paper, First Draft: | 10% |
| Historiography Research Paper, Final Draft: | 20% |

DEADLINES:

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|--|--------------|---------|
| Take-Home Exam (Theory): | The Week of: | Nov. 3 |
| Book Review (Theory) | | Dec. 1 |
| Take-Home Exam (Historiography): | | Jan. 26 |
| Historiography Research Paper, Proposal | | Feb. 2 |
| Historiography Research Paper, First Draft | | Mar. 23 |
| Take-Home Exam (Methods) | | Apr. 6 |
| Historiography Research Paper, Final Draft | | Apr. 13 |

COURSE REQUIREMENTS:

Seminar Participation (In Class and WebCT): Students are expected to participate in seminars not only actively but also in informed fashion. While in-class participation is central, they should pay attention to the corresponding units on WebCT Discussions where commentary from other students and from faculty members may be entered.

An introduction to the seminar material and the questions for discussion will be posted weekly on the course WebCT site.

Take-Home Exams (minimum 3,000 words): Students assigned questions selected from among those listed for seminar discussions under the pertinent course segments: Theory, Historiography, Methodology

Research Paper Proposal (750-1,250 words): The students will choose a historiographical topic related to but broader than their thesis/MRP research question. They will track through time and assess the current state of literature. All papers will share the following research question: “What trends, patterns, and approaches characterize the historiography on ... [*the individual topic*]. It is strongly recommended that the students consult both with their supervisor and the Course Coordinator before commencing the work on the proposal. They will then develop a research plan and a bibliography of at least **25** core secondary sources.

Historiography Research Paper: First Draft (6,000-7,500 words):

The paper will address the following research question: “What trends, patterns, and approaches characterize the historiography on ... [*the student’s individual topic, as defined in the proposal*].

Requirements:

- 1) Sufficient research base (at least 25 core secondary sources).
- 2) 6,000-7,500 words (24-30 pages) of text, or longer.
- 3) The paper must be analytical, rather than descriptive.
- 4) Be constructed around a clear argument.
- 5) Well written (style, grammar, spelling).
- 6) A clear discussion of theoretical issues, as relevant.

- 7) An ample coverage and analysis of literature on the chosen historiographical topic.
- 8) The paper must work with the original historiography (as opposed to quotations or summaries).
- 9) Pay rigorous attention to the rules of evidence.
- 10) Be supported by rich scholarly documentation (footnotes or endnotes, bibliography), both in terms of usage and format. The documentation should include references to works mentioned as representative but not included among the 25 core works.
The documentation must be in the correct format. Consult *Notes on the Preparation of Essays in the Arts and Sciences*, 5th ed., The Academic Skills Centre, particularly “Method One: Footnoting and Endnoting” (pp. 49-94).

Historiography Research Paper: Final Draft

The final version of the research paper should address the criticisms and suggestions raised in connection with the previous draft. If the final draft is not submitted, the first-draft mark will stand for both.

WebCT (BLACKBOARD/MY LEARNING SYSTEM):

HIST 5100 is based on the use of WebCT. Students are expected to **submit** assignments through WebCT and they will be **published** there, for the purpose of the course. Students are expected to engage the course materials not only in seminars but also in **WebCT discussions**. **Comments** and **marks** will also be provided through WebCT.

READINGS:

Peter Burke, *History and Social Theory*. 2nd ed. Cambridge: Polity Press, 2005.
 Ernst Breisach. *Historiography. Ancient, Medieval, Modern*. Chicago: University of Chicago Press, 2007 (October Release), or the previous edition.
 Howell, Martha. *From Reliable Sources: An Introduction to Historical Methods*. Ithaca, NY: Cornell University Press, 2001.
 William H. Sewell, *Logics of History. Social Theory and Social Transformation*. Chicago: University of Chicago Press, 2005.

In addition to these four books, there will be **articles** and **book chapters** to read. The readings normally will not be more than **200 pages a week** (an average book or six articles).

SEMINAR UNITS – SUMMARY

Sep. 8: Introduction to the Course and to Graduate Studies in History

Theory

Sep. 15: The Nature and Practice of History

Sep. 22: Uses and Abuses of History

Sep. 29: Objectivity and Subjectivity in History Writing

Oct. 6: History, Humanities, and Social Sciences

Oct 13: Thanksgiving – No class

Oct. 20: Reading Week – No Class

Oct. 27: Theory, Theoretical Framework and Historical Research

Historiography

Nov. 3: Introduction to Historiography

Nov. 10: Historiography in the Pre-modern World

Nov. 17: Empire-Building, Imperialism and Anti-Colonialism in Historiography

Nov. 24: Social Inequality in Historiography

Dec. 1: Materialist Approaches to History (Marxist and Marxian Historians; the *Annales* School, economic history)

Jan. 5: Gender and Historiography

Jan. 12: Nationalism, National Histories, Transnational Historiography

Jan. 19: Post-modernism, New Social History, and the Current Trends in Historiography

Methodology, Approaches and Methods

Jan. 26: World/Global History, Large-scale Syntheses, and Microhistory

Feb. 2: Approaches to and Perspectives on History

Feb. 9: Non-written Sources I: *Archaeology, Historical Geography, Cartography*

Feb. 16: Reading Week – No Class

Feb. 23: Non-written Sources II: *Visual and Oral Evidence*

Mar. 2: Published Primary Sources

Mar. 9: History, Structure and Changing Nature of Archives

Mar. 16: Deciphering Documents (Paleography, Diplomatics, Document Validity and Utility)

Mar. 23: Practical Issues in Using Archives

Mar. 30: Original Research and Research Project Design

April 6: Publishing Research Results

SEMINAR UNITS

Sep. 8

Unit 1: Introduction to the Course and to Graduate Studies in History

Theory

Sep. 15

Unit 2: The Nature of History and the Practice of History

Discussion of the concepts of history. Philosophies of history and their evolution. Past-dependency. – History as an artefact. Antiquarianism. History and auxiliary disciplines. Professional historians and history in universities. History in secondary education. Journalism and history.

Readings:

Burke, *History and Social Theory*, Chaps. 1 and 2.

Howell and Prevenier, *From Reliable Sources*, Chap. 5.

Sewell, *Logics of History*, Chap. 1.

Louis O. Mink, "Philosophy and Theory of History," in *International Handbook of Historical Studies. Contemporary Research and Theory*, ed. G.G. Iggers and Harold T. Parker (Westport: Greenwood Press, 1979).

Christian Meier, "Scholarship and the Responsibility of the Historian," *Diogenes*, no. 168 (*The Social Responsibility of the Historian*) (1994): 25-39.

Groarke, "Teaching History. The Future of the Past," in *The River of History. Trans-National and Trans-Disciplinary Perspectives on the Immanence of the Past* (Calgary: University of Calgary Press, 2005), 59-71.

Stages of History: Selected Models from Breisach, *Historiography*.

Sep. 22

Unit 3: Uses and Abuses of History

General public and history. Historical heritage in public policy. History in trade non-fiction; history in non-written media. History as entertainment/'edutainment.' – History as an aid in

shaping ethics and morality. The 'grand-narrative'. Teleology. History in civic education; history as propaganda; history as a justifier and legitimizer of the present.

Readings:

Peter Lee, "Understanding History," *Theorizing Historical Consciousness*, ed. Peter Seixas (Toronto: University of Toronto Press, 2004), 129-164.

Christian Laville, "Historical Consciousness and Historical Education," *Theorizing Historical Consciousness*, ed. Peter Seixas (Toronto: University of Toronto Press, 2004), 165-182.

Nicola Gallerano, "History and the Public Use of History," *Diogenes*, no. 168 (*The Social Responsibility of the Historian*) (1994): 85-102.

Robert Wright, "The Way We Were? History as 'Infotainment' in the Age of History Television," in *The River of History. Trans-National and Trans-Disciplinary Perspectives on the Immanence of the Past* (Calgary: University of Calgary Press, 2005), 35-57.

Simon Shama, "Television and the Trouble with History," in *History and the Media*, ed. David Cannadine (Houndmills and New York, Palgrave, 2004/2007), 20-33.

Roger Smither, "Why is So Much Television about War," in *History and the Media*, ed. David Cannadine (Houndmills and New York, Palgrave, 2004/2007), 51-66.

Sep. 29

Unit 4: Objectivity and Subjectivity in History Writing

The development in and debate on the objectivity/subjectivity in historical analysis and scope of research. The debate on history as a science. Normative influences. Reification of concepts. The problem of unattainability of either completeness or finality in history-writing. The sources of subjectivity in history writing. The impact of subjectivity on interpreting history.

Please, note the link to the previous unit.

Readings:

Burke, *History and Social History*, 95-140.

Howell and Prevenier, *From Reliable Sources*, 146-150.

C. Behan McCullagh, "Introduction. Truth and Justification," *Justifying Historical Descriptions* (Cambridge: Cambridge Univ. Press, 1984), 1-14.

Paul Ricoeur, "History and Rhetoric," *Theorizing Historical Consciousness*, ed. Peter Seixas (Toronto: University of Toronto Press, 2004), 7-24.

F. M. Barnard, "Reasons and in History: Causality of History," in *Reason and Self-Enactment in History and Politics. Themes and Voices of Modernity* (Montreal and Kingston: McGill-Queen's University, 2006).

Mark Salber Phillips, "History, Memory, and Historical Distance," *Theorizing Historical Consciousness*, ed. Peter Seixas (Toronto: University of Toronto Press, 2004), 87-102.

Oct. 6

Unit 5: History, Humanities, and Social Sciences

History as literature. The relationship between history and philosophy. History and/in culture and cultural studies. The relationship between history and social sciences as a group, as well as individual disciplines, particularly sociology, anthropology, psychology, and geography. Social sciences as sources of theories offering an analytical and conceptual tools. The troubled relationship between economic history and economics. The problem of "presentism" and "cultural projection" in social sciences. Historical branches of social sciences (such as historical sociology and historical geography).

Readings:

Howell and Prevenier, *From Reliable Sources*, 89-109.

Burke, *History and Social History*, Chap. 5 and 6.

Sewell, *The Logics of History*, Chaps. 2-6, 10.

Hayden V. White, *Figural realism: Studies in Mimesis Effect* (Baltimore: Johns University Press, 2000), chapters 1-3. ACLS Humanities E-Book (Trent e-books).

Bernard C. Cohn. "History and Anthropology," Part I of B.S. Cohn, *An Anthropologist among Historians and Other Essays* (Oxford: Oxford Univ. Press, 1987), 1-77. ACLS Humanities E-Book (Trent e-books).

Oct. 27

Unit 7: Theory, Theoretical Framework and Historical Research

The concept of the theoretical framework and its roles in historical research. Choosing applicable theories and developing a theoretical framework to support a specific project. Concrete examples of historical frameworks.

Readings:

Burke, *History and Social Theory*, Chaps. 2, 3, and 4.

Sewell, *The Logics of History*, Chap. 7.

Historiography

Nov. 3

Unit 8: Introduction to Historiography

The concept of historiography. Historiographical schools and trends. The importance of awareness and understanding of historiography. Analyzing and presenting the historiography of a research question.

Readings:

Daniel Woolf, "Historiography," In *New Dictionary of the History of Ideas*, ed. Maryanne Cline Horowitz (Detroit: Charles Scribner's Sons, 2005).

Breisach, *Historiography*, Ch. 17.

Howell and Prevenier, *From Reliable Sources*, 109-119.

Nov. 10

Unit 9: Historiography in the Pre-modern World

The evolution of history telling and history writing from pre-history to the end of the eighteenth-century. Greek and Roman historiographical tradition. Medieval approaches to history writing. Chroniclers and historians. Sponsors of history writing. History writing and the elites. History-writing and the state. History writing in the service of *status quo*. History writing as an instrument of change.

Readings: Breisach, *Historiography*, chaps. 1-13.

Excerpts from primary sources, according to the assigned periods.

Nov. 17

Unit 10: Empire-Building, Imperialism and Anti-Colonialism in Historiography

Historiography and expansionism. Historiography as a tool of imperialism and racism. Centrism, ethno-centrism and Eurocentrism. Historiographical reactions to the glorification of the West. Historiography and anti-colonial movements. Resurgence of west-centric and pro-imperial historiography.

Readings:

Breisach, *Historiography*, Chaps. 21 and 30.

Philip Pomper, "The History and Theory of Empires," *History and Theory* 44 (2005): 1-27. On-line

Linda Colley, "The Difficulties of Empire: Present, Past and Future," *Historical Research* 79, no. 205 (2006): 367-382. On-line

Jörn Rüsen, "How to Overcome Ethnocentrism: Approaches to a Culture of Recognition by History in the Twenty-First Century," *History and Theory* 43 (2004), 118-129. On-line

Alan Cobley, "Does Social History Have a Future? The Ending of Apartheid and Recent Trends in South African Historiography," *The Journal of Southern African Studies* 27 3 (2001): 613-625.

Nov. 24

Unit 11: Social Inequality in Historiography

Forms of social inequality and historiography. Historiography of the working people. The emergence of class as a subject of history writing. Class as a tool of analysis. Different historiographical approaches to class and social stratification in the past. The problem of differing concepts of social class. Class, social status, and social history.

Readings:

Breisach, *Historiography*, Chap. 20.

S.H. Rigby, "Introduction. Social Structure and Economic Change in Late Medieval England," pp. 1-30 in R. Horrox and W.M. Omrod, *A Social History of England, 1200-1500* (Cambridge: Cambridge University Press, 2006. Reading Room.

Eric Arnesen, "Passion and Politics: Race and the Writing of Working-Class History," *Journal of the Historical Society* 6 (3) (2006): 323-356.

John Womack, Jr. "Doing Labor History: Feelings, Work, Material Power," *Journal of the Historical Society* 2005 5(3): 255-296.

Jan Goldstein, "Of Marksmanship and Marx: Reflections in the Linguistic Construction of Class in Some Recent Historical Scholarship," *Modern Intellectual History* 2(1) (2005): 87-107.

Vinay Bahl, "Terminology, History and Debate: "Caste" Formation or "Class" Formation," *Journal of Historical Sociology* 17(2-3) (2004): 265-318.

Geoff Eley and Keith Nield, "Farewell to the Working History?," *International Labor and Working Class History* 57 (2000): 1-30.

Neville Kirk, "Decline and Fall, Resilience and Regeneration: A Review Essay on Social Class," *International Labor and Working Class History* 57 (2000): 88-102.

Dec. 1

Unit 12: Materialist Approaches (Marxism and Marxian Historians; the *Annales* School)

The significance of materialist (as opposed to idealist) approaches to historical analysis. The importance of Marx and early Marxists. Trends in Marxist analysis. Historiography in "communist" countries. Marxian approaches to history, in particular the world-economy and world-system theories. The *Annales* school and its branches. Economic history. Reactions to materialist approaches to history.

Readings:

Breisach, *Historiography*, Chaps. 19, 26, 28.

Alan Carling, "Karl Marx's *Theory of History* and the Recovery of the Marxian Tradition," *Science and Society* 70 (2) (2006): 275-297.

John T. Chalcraft, "Pluralizing Capital, Challenging Eurocentrism: Towards Post-Marxist Historiography," *Radical History Review*, 91 (Winter 2005): 12-39. On-line.

Iu.N. Afanas'ev, "The Phenomenon of Soviet Historiography." *Russian Studies in History* 40 2 (2001): 32-64.

Jan. 5

Unit 13: Gender and Historiography

Historiography and gender. Masculinity and manliness. Historiography and "exceptional" female historical figures. The emergence of and trends in women's history. Feminist interpretations of history and gender roles. Gender as an instrument of analysis.

Readings:

Introductory Readings:

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

Beryl Satter, "Writing Gender History: What Does Feminism Have to Do with It?" *History and Theory* 2006 45(3): 436-447.

Canadian Gender History Debates:

Nancy Christie, "By Necessity or by Right: The Language and Experience of Gender at Work" *Labour* [Canada] 2002 (50): 117-148.

Bryan D. Palmer, "Historiographic Hassles: Class and Gender, Evidence and Interpretation." *Histoire Sociale* [Canada] 2000 33(65): 105-144.

Joy Parr, "Gender History and Historical Practice." *Canadian Historical Review* [Canada] 1995 76(3): 354-376.

Joan Sangster, "Beyond Dichotomies: Re-assessing Gender History and Women's History in Canada." *Left History* [Canada] 1995 3(1): 109-121. D 1 .L4 V.3 1995 96

Responses:

Franca Iacovetta and Linda Kealey, "Women's History, Gender History and Debating Dichotomies." *Left History* [Canada] 1995-1996 3(2)-4(1): 221-237. D 1 .L4 V.3 1995 96

Karen Dubinsky and Lynne Marks, "Beyond Purity: a Response to Sangster." *Left History* [Canada] 1995-1996 3(2)-4(1): 205-220. D 1 .L4 V.3 1995 96

Joan Sangster, "Reconsidering Dichotomies." *Left History* [Canada] 1995-1996 3(2)-4(1): 239-248. D 1 .L4 V.3 1995 96

Gender in Pre-1900 History

Read at least **one** of these articles.

Martin Ingram, "Men and Women in Late Medieval and Early Modern Times." *English Historical Review* [Great Britain] 2005 120(487): 732-758.

Karen Harvey, "The History of Masculinity, circa 1650-1800." *Journal of British Studies* 2005 44(2): 296-311.

Amanda Anderson, "The Temptations of Aggrandized Agency: Feminist Histories and the Horizon of Modernity." *Victorian Studies* 2000 43(1): 43-65.

Gender in World History

Read at least **one** of these articles and discuss it in the "Historiography Report"

Afsaneh Najmabadi, "Beyond the Americas: Are Gender and Sexuality Useful Categories of Historical Analysis?" *Journal of Women's History* 2006 18(1): 11-21.

Lorina Repina, "Gender Studies in Russian Historiography in the Nineteen-nineties and Early Twenty-first Century." *Historical Research* [Great Britain] 2006 79(204): 270-286.

Durba Ghosh, "Gender and Colonialism: Expansion or Marginalization?" *Historical Journal* [Great Britain] 2004 47(3): 737-755.

Jan. 12

Unit 14: Nationalism and Historiography

The importance of historiography in shaping the idea of national identity. The uses and abuses of history by nationalist movements. The expanding importance of history in the age of the nation-state. National histories and historiography. 'New Nationalism': A result of the fragmentation of twentieth-century 'nation states'. Transnational history.

Readings:

Breisach, *Historiography*, Chaps. 15, 16, 24.

Elías José Palti, "The Nation as a Problem: Historians and the "National Question"." *History and Theory* (2001): 324-346.

John Coakley, "Mobilizing the Past: Nationalist Images of History." *Nationalism and Ethnic Politics* 10 (2004): 531-560.

Stefan Berger, "A Return to the National Paradigm? National History Writing in German, Italy, France, and Britain from 1945 to the Present." *The Journal of Modern History* 77 (2005) 629-678).

Maria Todorova, "The Trap of Backwardness: Modernity, Temporality, and the Study of Eastern European Nationalism." *Slavic Review* 64 1 (2005) 140-164.

Prasenjit Duara, "Nationalism in East Asia." *History Compass* 4 (3) (2006): 407-427.

John S. Brownlee, "Why Prewar Japanese Historians Did not Tell the Truth." *Historian* 62 2 (2000): 343-356.

Transnational History:

Bernard Bailyn, "The Idea of Atlantic History." *Itinerario* 20 (1996): 19-44. Note: The article will be posted on WebCT Wednesday evening.

Alison Games, "Atlantic History: Definitions, Challenges, and Opportunities." *American Historical Review* 111 (2007): 741-57.

Jan. 19

Unit 15: Post-modernism, New Social History, and the Current Trends in Historiography

A discussion of the post-modernist attack on the precepts of materialist and objectivist historiography. The issue of communication: The 'literary turn.' History as 'competing narratives.' The debate on the concept of "New Social History." Reactions to post-modernism. Current trends in historiography, such as transnational history and the resurgence in area studies.

Readings:

Breisach, *Historiography*, Chap. 31.

The Contributions and Limitations of Postmodernism

Ignacio Olabarri, "New" New History: A Longue Durée Structure." *History and Theory* 34 1 (1995):1-29.

James Vernon. "Who's Afraid of the 'Linguistic Turn'? The Politics of Social History and Its Discontents." *Social History* 19 1 (1994) 81-97.

New Cultural History

Judith Walkowitz, "The "Vision of Salome": Cosmopolitanism and Erotic Dancing in Central London, 1908-1918," *American Historical Review* 108, 2 (Apr. 2003): 337-76. On-line.

Elaine Frenetz Parsons, "Midnight Rangers: Costume and Performance in the Reconstruction Ku Klux Klan," *Journal of American History* 92, 3 (Dec. 2005): 811-36. On-line.

Approaches and Methods

Jan. 26

Unit 16: World/Global History, Large-scale Synthesis, and Microhistory

Reasons for tendency to microhistory and super-specialialization in historical research. Microhistory vs. 'grand-narratives'. The need for and problems of large-scale synthetic works. World/global history as a teaching and research field.

Readings:

Howell and Prevenier, *From Reliable Sources*, pp. 1-20, 88-118, review of 143-150.

Herbert S. Klein, "The Old Social History and the New Social Sciences," *Journal of Social History* (Spring 2006): 935-944.

Kenneth Pomeranz, "Social History and World History: From Daily Life to Patterns of Change," *Journal of World History* 18 1 (2007): 69-98.

Sigurdur Gylfi Magnússon, "Social History as "Sites of Memory"? The Institutionalization of History: Microhistory and the Grand Narrative." *Journal of Social History* 39 (2006): 891- 913.

Lara Putnam, "To Study the Fragment/Whole: Microhistory and the Atlantic World," *Journal of Social History* 39 (2006): 615-630.

Feb. 2

Unit 17: Approaches to and Perspectives on History

"Top-down" and "bottom-up" historiographical approaches. Case studies and single instances vs the "big picture." The problem of generalization, and extrapolation. Presentism/anachronism in historical interpretation. Teaching and research fields in history. The role of thematic and chronological perspectives in defining approaches to history.

Readings:

General:

Sewell, *The Logics of History*, Chaps. 8 and 9.

Howell and Prevenier, *From Reliable Sources*, Part V: 119-150.

Simon Gunn, "From Hegemony to Governmentality: Changing Conception of Power in Social History," *Journal of Social History* 39 (2006): 705-720.

Steven Mosley, "Common Ground: Integrating Social and Environmental History," *Journal of Social History* 39 (2006): 915-933.

Peter Stearns, "Behavioural History: A Brief Introduction to a New Frontier," *Journal of Social History* 39 (2006): 945-949.

Examples of Approaches to History:

E.P. Thompson, "Eighteen-Century English Society: Class Struggle Without Class?" *Social History*, 3 (1978): 133-165.

Peter Gay, *The Bourgeois Experience, Victoria to Freud*. Vol. 1: *Education of the Senses* (New York and Oxford: Oxford Univ. Press. 1984), 3-16 and 294-318.

Feb. 9

Unit 18: Non-written Sources I: Archaeology, Historical Geography, Cartography

Archaeological evidence. Material artefacts and reconstruction. Historical landscapes and uses of land. Cartography and GIS.

Readings:

Howell and Prevenier, *From Reliable Sources*, 46-50, 56-60.

Alan Mayne, "On The Edges Of History: Reflections On Historical Archaeology," *American Historical Review* 2008 113(1): 93-118.

David Henige, "This is the Place: Putting the Past on the Map," *Journal of Historical Geography* 33 (2007): 237-253.

Maps and GIS:

C. Board and R. M. Taylor, "Perception and Maps: Human Factors in Map Design and Interpretation," *Transactions of the Institute of British Geographers*, New Series, 2, (1) (1977): 19-36. Online: JSTOR

Lydia Mihelic Pulsipher, "Assessing the Usefulness of a Cartographic Curiosity: The 1673 Map of a Sugar Island," *Annals of the Association of American Geographers* 77 (3) (1987): 408-422. Online: JSTOR

Keith Challis, Gary Priestnall, Adam Gardner, Julian Henderson, and Sarah O'Hara, "Corona Remotely-Sensed Imagery in Dryland Archaeology: The Islamic City of al-Raqqa, Syria," *Journal of Field Archaeology* 29 (1/2) (2002): 139-153. Online: JSTOR

Feb. 23

Unit 19: Non-written Sources II: *Visual and Oral Evidence*.

Visual Media, linguistics, oral tradition, oral history, personal histories and memories.

Readings:

Visual Media

Louis P. Masur, "'Pictures Have Now Become a Necessity': The Use of Images in American History Textbooks," *Journal of American History* 84 (March 1998): 1409-1424

Susan J. Douglas, "Mass Media: From 1945 to the Present," in Jean-Christophe Agnew and Roy Rosenzweig, eds., *A Companion to Post-1945 America* (Malden, Mass.: Blackwell Publishing, 2002), 78-95.

Elspeth H. Brown, "Reading the Visual Record," in Ardis Cameron, ed., *Looking for America: The Visual Production of Nation and People* (Malden, Mass.: Blackwell Publishing, 2005), 362-370.

Scott Kirsch, "Watching the Bombs Go Off: Photography, Nuclear Landscapes, and Spectator Democracy," *Antipode* (1997): 227-255.

Oral Traditions

Vansina, Jan. *Oral tradition as history*. Madison: University of Wisconsin Press, 1985. ACLS Books Online. Read at least Chap. 1 and 7.

Oral history, personal histories and memories

Boulby, Marion. "Women and the 'Islamic Movement' in Israel: Challenge to Patriarchy?" *Historical Reflections* 30(3) (2004): 491-507.

March 2

Unit 18: Published Primary Sources

Source Typologies. Source Criticism. Published primary sources (chronicles, literary works, newspapers and journals, compendia, and collections of documents). Workshop on the use of primary sources in current research projects.

Readings:

Howell and Prevenier, *From Reliable Sources*, 17-42, 60-68.

Individual Projects: To be assigned.

Mar. 9

Unit 21: History, Structure and Changing Nature of Archives

Although archives are key institutions for historical research, many historians find them foreign and confusing. This unit will familiarize students with the history and theory behind archives, as well as explain the different types of archives in Canada, the United States and Europe as constructions of their respective cultural environments. It will also address the key archival concepts and the debate on the role of the archivist.

Readings:

Terry Cook, "What's Past is Prologue: A History of the Archival Idea Since 1898. And the Future Paradigm Shift," *Archivaria* 43 (1997): 17-63. Posted on WebCT

Bernadine Dodge, "Re-imag(in)ing the Past," *Rethinking History* 10 (3) (2006): 345-367). Posted on WebCT.

Reviews of archival sites. To be assigned.

Mar. 16

Unit 22: Deciphering Documents (Paleography, Diplomatics, Document Validity and Utility)

Archival documents take many shapes and sizes and include various media. This unit will explore the different types of documents found in archives and will provide tools on how to "read" and "authenticate" various sources.

Readings:

Andrea Winkler, "Digitized Medieval Manuscripts in the Classroom: A Project in Progress," *The History Teacher* 35 (2) (2002): 201-224. Online: JSTOR.

Susan Reynolds, "The Forged Charters of Barnstaple," *The English Historical Review* 84 (333) (1969): 699-720. Online: JSTOR.

Elizabeth L. Eisenstein, "The Advent of Printing and the Problem of the Renaissance," *Past and Present* 45 (1969): 19-89. Online: JSTOR.

Mar. 23

Unit 23: Practical Issues in Using Archives

Practical information on how to prepare for an archival research trip, how to research primary sources effectively, and how to interpret and publish primary sources. Access to Information and Privacy, copyright, donor restrictions and other potential research issues of legal nature.

Materials:

Hand-outs, presentations by faculty and individual research, as assigned.

Mar. 30:

Unit 24: Original Research and Research Project Design

Hand-outs, presentations by faculty and student presentations.

April 6:

Unit 25: Publishing Research Results

A interdisciplinary workshop on communicating research results (conference presentations, articles and chapters in books, scholarly monographs). Refereed and non-refereed publications. The referee process. Publishing in scholarly journals. Publishing books. The "Publish or Perish" Principle and academic career.

ACADEMIC DISHONESTY

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offense and carries penalties varying from failure in an assignment to suspension from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's Academic Dishonesty Policy which is printed in the University Calendar. (To be added, if applicable: Departmental interpretations of this policy are posted on the departmental website).

ACCESS TO INSTRUCTION

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office (BL Suite 109, 748-1281, disabilityservices@trentu.ca) as soon as possible. Complete text can be found under Access to Instruction in the Academic Calendar.