

HH 3001

HISTORIOGRAPHY: THEORY AND METHODS

Contact details

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Course Aims

What IS history? Who is to say? Can historians ever write “objective” histories? What is lost and gained in the process of turning the traces of a messy past into neatly woven narratives? What are the ethics of reading the past through the present? Why do particular books come to be considered ‘classics’? Why do certain types of history become influential at particular moments of time? What power dynamics underly the writing of history, within and beyond universities? How have historians questioned and critiqued the power dynamics of their discipline? In an age in which information is widely available, are we in a sense all historians or should the practice be left to those trained at universities and well-versed in the art of using footnotes? What can past approaches to the writing of history teach us about what it means to be a historian today?

This course will provide answers to these and many other questions pertaining to the craft of the historian. Building on the basic skills acquired in HH1001: What is History, this course offers a more advanced introduction to the theories and methodologies underpinning the historical discipline. We will discuss issues of class, race, gender, colonialism, knowledge creation, and globalization in relation to 20th century historiography. Each week we will explore a different approach to history, such as: the Annales ‘school,’ Marxism, social history, post-structuralism, gender history, post-colonialism, oral history and transnational history, among others. For each historical approach, we will look at one or two important or illustrative historical works and contextualize their contribution to wider historical and theoretical debates through reading relevant secondary sources.

Intended Learning Outcomes

By the end of the course, you (as a student) would be able to:

1. Identify major methodological developments in the English-language historical literature of the 20th and 21st centuries.
2. Compare and contrast some major historical approaches.
3. Synthesize and engage in various theoretical debates.

Provisional syllabus – subject to change

4. Articulate compelling, evidence-based, and well-reasoned arguments in written and oral form.
5. Formulate original historical arguments and explanations that effectively deploy primary and secondary source evidence.

Requirements and Expectations

- Students must attend the weekly seminars and fully participated in discussions and activities in class.
- I will generally only post slides, if available, on Blackboard after class.
- Students must **read the assigned materials** before each class. Those readings listed under “further reading” are not mandatory; they are for those who wish to explore the topic further. Essential readings will be accessible on Blackboard. Students can find further readings in the Reserves at the Library Outpost in The Hive.
- Students should check Blackboard for important information regarding the course and assignments.
- Students should arrive on time; late arrival will result in a deduction of participation marks.
- Note that NTU’s Policy on Student Code of Conduct applies.
- All work must be your own. Plagiarism of any material will be penalized (including on the take-home test and all other assignments) and may result in failure of the course. **Plagiarism includes self-plagiarism.** Any assignments which plagiarize assignments that you have written for other courses (in part or whole) will be penalized or failed. Please see the section on plagiarism below.
- If you would like to set up a consultation, please email me to set up a time. I will generally hold consultations over Zoom in light of the current covid-19 situation.
- You can usually expect a response within two business days to emails sent on weekdays. I do not answer emails on weekends or outside business hours (9 am-5 pm, Monday-Friday, excluding public holidays).

Assessment

Component	Weighting	Due date
1. Individual participation	10%	Ongoing
2. Group work	10%	Ongoing
3. Research essay proposal	15%	TBC
4. Take-home test	20%	TBC
5. Research essay	45%	TBC

Individual class participation (10%)

Since discussion and debate with fellow students will be an important means by which you will develop your critical thinking and communication skills, your contribution to discussion in class will be assessed. It is not enough to merely turn up to class. Rather, you will be assessed on the extent to which you participate in and contribute to the class discussion.

Group work (online and in-class) (10%)

Students will form groups in week 1.

- a) **Online question post:** Every week with compulsory readings, each group posts **five or six questions** in relation to the compulsory readings (equivalent to their number of group members) on the Blackboard discussion board. One of these five/six questions should be labelled as the **'key question'** you will discuss at the start of class (see below). The questions need to be posted **by 8 am on the day of class**. Questions should critically analyse the reading and the methodological questions it raises.
- b) **In-class question discussion:** At the beginning of class, one group member will **briefly present** your 'key question' and why you asked it, i.e. the rationale or thinking behind the question. The task of presenting the question in class will be **rotated among the group**. All group members are expected to participate equally in the question presentation task.
- c) **In-class group work:** Each week we will do at least one group activity, followed by a whole class discussion. You will be assessed on how well your group contributes to the class discussion and **the degree to which all group members are included** in, and able to participate meaningfully in, group work.

Note: If you have any concerns about harmful, exclusionary or unequal group dynamics, please email me or set up a consultation to discuss the issues you are facing. If you would prefer to speak to someone else, you can also contact the History department's point person on diversity and inclusion, Prof. Tapsi Mathur (tapsi.mathur@ntu.edu.sg).

Research essay proposal (15%)

Due **TBC**
800 words

Please read the research essay description and requirements below before beginning this assignment. The research essay is a substantial piece of primary and secondary source research which will prepare you for undertaking larger research projects in 4000-level courses and/or FYP.

The research essay proposal should contain the following elements:

1. **State your essay question** and explain why you are exploring this question. An essay question is *not the same as an essay topic* or subject area and needs to take the form of a *question*. Common history essay questions include 'why,' 'how' and 'to what extent' questions. 'Why' questions usually ask about *historical causation* (What caused X? Why did X happen? E.g. Why did anti-caste nationalism emerge in late nineteenth and early twentieth century India?). 'How' questions often ask about historical patterns or processes (How did X shape/structure/produce Y? e.g. How did gender shape anti-caste nationalism in early twentieth century India?). 'To what extent' questions usually ask about the weighting of different historical causes or aspects of a phenomenon (E.g. To what extent did colonial forms of knowledge produce changes in caste structures in India?)

Provisional syllabus – subject to change

To what extent was Gandhian nationalism an anti-caste movement?). Sometimes a why question is more effective, as it opens up the range of causes or aspects you could consider.

2. **Discuss the key issues or points of debate in the secondary source literature.** How will your analysis contribute to, extend or (perhaps) challenge this secondary literature? You don't necessarily need to disagree with previous authors on the subject, but good research projects extend the existing literature in new directions, ask new questions or contribute a fresh perspective.
3. **Discuss the methodological and/or theoretical approach** you will take in the essay. As the purpose of this course is to deepen your understanding of historiography, you are expected to engage with historical methodology and theory. You can draw on the approaches to history in the course syllabus, or other approaches we have not covered. But either way, I expect to see engagement with history methodology and theory.
4. **Discuss the available primary sources for the topic** and any anticipated limitations in the primary source evidence. Using a mix of different types of primary sources strengthens the analysis. If you only have access to certain kinds of primary sources, how will this impact your analysis?

The proposal should be in prose, with full sentences and paragraphs. Although all four elements listed above need to be included in the proposal, **the structure is up to you**. If you like, you can organize the proposal under the following headings: Essay question; Secondary literature; Theoretical and methodological approach; Primary sources. However, this is not compulsory.

The secondary literature, primary sources and theoretical approach (points 2-4 above) should be **fully referenced in footnotes**, using the Chicago footnotes/bibliography style outlined here: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html. For other essay formatting requirements, please see the Course Style Guide in the appendix to this syllabus. You should include a bibliography.

Please note that **self-plagiarism will be penalized** in both the proposal and the major essay. Please avoid these two forms of self-plagiarism:

1. **From other courses:** Self-plagiarism includes submitting an essay which you have submitted in a different course, or submitting an essay which includes *parts* of an essay from another course (e.g. sentences, paragraphs, arguments). Of course, you can build upon reading you have done for another course, but your essay topic and question should not overlap (wholly or partially) with that of *any* assignments you have submitted in other courses.
2. **In your FYP:** You can use the HH3001 essay to explore a *broad* topic area that you are thinking about for your FYP thesis. However, if you include any parts of your HH3001 essay in your FYP, this will constitute self-plagiarism and will be penalized. Moreover, in order to write a good FYP you will need to substantially revise and refine your HH3001 essay and, likely, reframe the focus or question based on feedback from HH3001 and your FYP supervisor. A good way to avoid plagiarism on your FYP, while also using HH3001 to

Provisional syllabus – subject to change

prepare for FYP, is to choose a question that will allow you to explore the broad topic area you plan to research for your FYP, but then formulate an FYP question on a different dimension of this broad topic area.

The late submission penalty for this assignment is **2% per day** that the assignment is late.

Take-home essay test (20%)

Released **TBC**, DUE **TBC**

3 questions

During week 10, students will be given **5 full days** to complete a take-home test, in essay format.

The focus of the take-home test will be on analyzing how *historical change* is perceived in the week 2-9 course readings. You may be asked to compare and contrast different compulsory readings. You may also be asked to examine how a particular compulsory reading relates to the broader methodology examined that week (e.g. Marxist, gender or subaltern history): is there anything specific about this work that deviates from the broader approach with which it is associated?

You should include examples from the readings to illustrate your argument. Your answers should be clearly expressed and logically structured.

The responses will be marked on: a) argument and analysis; b) understanding of the historiography; c) evidence/supporting examples; d) structure; e) expression and grammar.

Please **do not brainstorm** your responses to the questions **with other students**. This will likely result in your essays having a very similar or identical argument, which is plagiarism, even if the phrasing or structure is different. **Plagiarism, including self-plagiarism, will be penalized** according to NTU's policies.

The essay responses should be **fully referenced in footnotes**, using the Chicago footnotes/bibliography style outlined here:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html. However, a bibliography is not necessary. For other formatting requirements, please see the Course Style Guide in the appendix to this syllabus.

The **late submission penalty** for this assignment is **5% per day** that the assignment is late. There is an increased penalty due to the time-sensitive nature of this assignment.

Research essay (45%)

Due **TBC**

3000 words

The final research essay should be a well-argued and well-researched piece of writing, based on both primary and secondary source research.

Provisional syllabus – subject to change

Please state the essay question at the beginning of the essay in a heading.

The essay should include the following elements:

- The essay should present a clear research question and a convincing overarching argument. The argument should be foreshadowed in the essay's introduction, be developed through a logical essay structure and be summed up in the conclusion.
- The essay should analyse the major points of debate in the secondary literature on the topic and highlight how your argument and approach is similar to and/or different from that of other historians. How will your analysis contribute to, extend or (perhaps) challenge this secondary literature? You don't necessarily need to disagree with previous authors on the subject, but good research projects extend the existing literature in new directions, ask new questions or contribute a fresh perspective.
- The essay should draw on relevant historical methodology and/or theory to frame the research question and argument. Your engagement with historical methodology and/or theory may also be relevant to how your argument and approach compares to the secondary literature on your subject. You can draw on the approaches to history in the HH3001 syllabus, or other approaches we have not covered. But either way, I expect to see engagement with history methodology and/or theory.
- The essay should analyze a variety of primary sources to support the argument of the essay. Drawing on various types of primary sources will strengthen the argument and show strong research skills. If there are limitations to the primary source research you were able to conduct or the types of sources you had access to, you will need to account for this in your analysis.

Please note that **self-plagiarism will be penalized**. Please avoid these two forms of self-plagiarism:

1. **From other courses:** Self-plagiarism includes submitting an essay which you have submitted in a different course, or submitting an essay which includes *parts* of an essay from another course (e.g. sentences, paragraphs, arguments). Of course, you can build upon reading you have done for another course, but your essay topic and question should not overlap (wholly or partially) with that of *any* assignments you have submitted in other courses.
2. **In your FYP:** You can use the HH3001 essay to explore a *broad* topic area that you are thinking about for your FYP thesis. However, if you include any parts of your HH3001 essay in your FYP, this will constitute self-plagiarism and will be penalized. Moreover, in order to write a good FYP you will need to substantially revise and refine your HH3001 essay and, likely, reframe the focus or question based on feedback from HH3001 and your FYP supervisor. A good way to avoid plagiarism on your FYP while also using HH3001 to prepare for FYP, is to choose a question that will allow you to explore the broad topic area you plan to research for your FYP, but then formulate an FYP question on a different dimension of this broad topic area.

Provisional syllabus – subject to change

The essay should be **fully referenced in footnotes**, using the Chicago footnotes/bibliography style outlined here: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html. For other essay formatting requirements, please see the Course Style Guide in the appendix to this syllabus.

The late submission penalty for this assignment is **2% per day** that the assignment is late.

Course policies

Word count

There is a 10% allowance on all word limits. I.e. the word count can be 10% in excess or less than the stated word limit without penalization.

Plagiarism and improper citation

NTU's academic integrity policy applies at all times. If you don't know what plagiarism is or are unclear on the details, review this module: <http://academicintegrity.ntu.edu.sg/for-students/module>.

Plagiarism includes:

1. **Passing off another author's work as your own work.** This includes:
 - a. Entirely copying phrases or sentences from an author without quoting or paraphrasing.
 - b. Substantially copying phrases or sentences from an author without quoting or paraphrasing, e.g. copying a phrase, changing a few words to synonyms, swapping around phrases within a sentence, or substantially copying a sentence while only changing a phrase or a part of it.
 - c. Not referencing ideas, arguments, information, examples or background context that you have derived from other authors in the footnotes.
2. **Self-plagiarism** includes submitting an essay which you have submitted in a different course, or submitting an essay which includes *parts* of an essay from another course (e.g. sentences, paragraphs, arguments). Of course, you can build upon *reading* you have done for another course, but your essay topic and question should not overlap (wholly or partially) with that of *any* assignments you have submitted in other courses.

All forms of plagiarism are serious offences. Assignments that have significant plagiarism will receive a fail mark. Assignments that contain minor incidents of plagiarism (e.g. inadequate paraphrasing or improper citation practices) will be significantly marked down or failed.

Paraphrasing means writing *in your own words*.

The following are general principles for proper citation and paraphrasing:

Provisional syllabus – subject to change

1. Take good notes from sources so that you do not ‘accidentally’ plagiarise because you have not properly recorded where you read an idea, argument, concept, or empirical detail. Keep detailed notes including the source and page number.
2. **Paraphrase when taking notes**, so that your notes are in your own words
3. Quote sentences or phrases that you feel are particularly important or cannot be matched by paraphrasing. Every direct quote requires a reference in a footnote.
4. Paraphrasing material shows that you understand it and extensive quotes (particularly from secondary sources) are not recommended. Paraphrasing is *not* changing a few words or phrases around. Again, it entails writing *in your own words*.
5. **You need to reference a source in a footnote whenever you borrow an idea, argument or piece of information from another author.** If a paragraph or sentence contains material paraphrased from several different sources, you can cite multiple sources separated by semi-colons in one footnote at the end of the sentence.
6. Don’t choose a topic you have already written on in another course. If you are interested in a similar subject area, take a significantly different angle, ask a substantially different question, or explore a connected but distinct topic. Please email your tutor for advice on self-plagiarism.

For references, please use the Chicago footnotes/bibliography style outlined here: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

Late submission of assignments

The **late penalty varies** depending on the nature of the assignment. The following late submission penalties apply:

1. Essay proposal: 2% per day that the assignment is late
2. Take-home format test: 5% per day that the assignment is late (due to the time-sensitive nature of the assignment)
3. Major essay: 2% per day that the assignment is late

Written **feedback will not be given** on assignments that are **3 or more days late**.

Extensions

It is each student’s responsibility to ensure that their assignment is **properly uploaded on Blackboard**. Please ensure that you receive the confirmation of assignment submission. If you have any issues, immediately email me your assignment and an explanation of the technical difficulty you are having in order to minimize the deducted late penalty.

If you require an extension please email me prior to day the assignment is due. Extensions will only be given in cases of illness (in which a student presents a medical certificate) or in very serious extenuating circumstances.

Absence from class

If you are unable to attend class due to illness and have a Medical Certificate, you may make up for missed attendance by completing a **400-500 word discussion** of the compulsory readings.

Course Outline

Note: The weekly themes and reading list are provisional and subject to change.

Week 1: Introduction

I will discuss the main objectives of the course, practical issues, and questions regarding assessment. I will also offer a brief introduction to some of the main questions of the course, as well as a macro-overview of some of the developments in twentieth-century historiography. For the introduction, I will base myself on these readings, which I will post on Blackboard (I do not expect you to read them before class, but they may be helpful for further study).

Optional reading (theory and method):

Claus, Peter, and John Marriott. *History: An Introduction to Theory, Method, and Practice*.

Harlow, UK: Pearson Education, 2012, 1-23. ("Proof and the Problem of Objectivity.")

Iggers, Georg. *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*. Middletown, Con.: Wesleyan University Press, 1997, 1-19.

("Introduction.")

Feldner, Heiko. "The New Scientificity in Historical Writing around 1800." In *Writing History: Theory & Practice*, ed. Stefan Berger, Heiko Feldner and Kevin Passmore, 3-22. London:

Holder Arnold, 2003.

An example of mid-20th century historical critique:

E.H. Carr. *What is History?* London: Palgrave, 2001.

Week 2: Annales

Compulsory reading:

Braudel, Fernand. *Afterthoughts on Material Civilization and Capitalism*, translated by Patricia M. Ranum. Baltimore and London: The Johns Hopkins University Press, 1977.

Further reading (theory and method):

Hoefflerle, Caroline. *The Essential Historiography Reader*. NJ: Prentice Hall, 2011, 139-171.

("Marxism, Annales, and the New Left.")

Stoianovitch, Traian. *French Historical Method: The Annales Paradigm*. Ithaca, NY: Cornell University Press, 1976.

Provisional syllabus – subject to change

Iggers, Georg. *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*. Middletown, Con.: Wesleyan University Press, 1997, 51-64. ("France: The Annales.")

Week 3: No class due to Chinese New Year holiday

Week 4: Marxist Historiography and New Social History

Compulsory reading:

Thompson, E.P. *The Making of the English Working Class*. New York: Vintage Books, 1963.

Further reading (theory and method):

Iggers, Gerog G., Edward Wang and Supriya Mukherjee. *A Global History of Modern Historiography*, 2nd ed. London: Routledge, 2017, chapter 6.

Eley, Geoff. "Marxist Historiography." In *Writing History: Theory & Practice*, ed. Stefan Berger, Heiko Feldner and Kevin Passmore, 63-79. London: Holder Arnold, 2003.

Schofield, Philipp. "History and Marxism." In *Making History: An Introduction to the History and Practices of a Discipline*, Peter Lambert and Phillip Schofield, 180-191. New York: Routledge University Press, 2004.

Hoefflerle, Caroline. *The Essential Historiography Reader*. NJ: Prentice Hall, 2011, 172-208.

Week 5: Postmodernism, Post-structuralism and the Linguistic Turn

Compulsory reading:

Foucault, Michel. *Discipline and Punish: The Birth of the Prison*, trans. Alan Sheridan. New York: Vintage Books, 1995.

Further reading (theory and method):

Hoefflerle, Caroline. *The Essential Historiography Reader*. NJ: Prentice Hall, 2011, 209-247. ("The Linguistic Turn, Postmodernism, and New Cultural History.")

Burke, Peter. *What Is Cultural History?* Cambridge, UK: Polity, 2008, 77-101.

Paul Rabinow, ed. *The Foucault Reader*. New York: Pantheon Books, 1984.

Week 6: Gender

Compulsory reading:

Scott, Joan W. "Gender: A Useful Category of Historical Analysis." *The American Historical Review* 91, no. 5. (1986): 1053-1075.

Thomas, Lynn M. 'Historicising Agency.' *Gender & History* 28, no. 2 (2016): 324-39.

Further reading (theory and method):

Provisional syllabus – subject to change

Rose, Sonya O. *What is Gender History?* Cambridge: Polity Press, 2010.

Claus, Peter, and John Marriott. *History: An Introduction to Theory, Method and Practice*. Harlow, UK: Pearson Education, 2012, 196-214. (“Feminism, Gender and Women’s History.”)

Further reading (debates in gender history and history of sexuality):

Najmabadi, Afsaneh. “Mapping Transformations of Sex, Gender, and Sexuality in Modern Iran.” *Social Analysis: The International Journal of Anthropology* 49, no. 2 (2005): 54-77.

Chatterjee, Indrani. “When ‘Sexuality’ Floated Free of Histories in South Asia.’ *The Journal of Asian Studies* 71, no. 4 (2012): 945-962.

Boydston, Jeanne. “Gender as a Question of Historical Analysis.” *Gender & History* 20, no. 8 (2008): 558-583.

Clark, Anna. “Anne Lister’s Construction of Lesbian Identity.” *Journal of the History of Sexuality* 7, no. 1 (1996): 23-50.

Leow, Rachel. “Age as a Category of Gender Analysis: Servant Girls, Modern Girls, and Gender in Southeast Asia.” *The Journal of Asian Studies* 71, no. 4 (2012): 975-990.

Week 7: Postcolonialism

Compulsory reading:

Edward Said. *Orientalism*. London: Penguin, 2003 [1978].

Further reading (theory and method):

Young, Robert J.C. *Postcolonialism: An Historical Introduction*. Oxford, UK: Blackwell, 2001.

Young, Robert J.C. *Postcolonialism: A Very Short Introduction*. Oxford, UK: Oxford University Press, 2003. [Available as an ebook through NTU Library]

Childs, Peter, and R.J. Patrick Williams. *An Introduction to Post-Colonial Theory*. London: Prentice Hall, 1997.

Week 8: Subaltern Studies

Compulsory reading:

Guha, Ranajit. ‘On Some Aspects of the Historiography of Colonial India.’ In *Selected Subaltern Studies*, ed. Ranajit Guha. Oxford University Press, 1988 [originally published 1982].

Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton: Princeton University Press, 2008 [2000].

Further reading (theory and critiques):

Ludden, David. ‘Introduction: A Brief History of Subalternity.’ In *Reading Subaltern Studies: Critical History, Contested Meaning, and the Globalization of South Asia*, David Ludden (ed.), 1-42. Delhi: Permanent Black, 2002.

Provisional syllabus – subject to change

Sarkar, Sumit. 'The Decline of the Subaltern in *Subaltern Studies*.' In *Reading Subaltern Studies: Critical History, Contested Meaning, and the Globalization of South Asia*, David Ludden (ed.), 400-29. Delhi: Permanent Black, 2002.

O'Hanlon, Rosalind. 'Recovering the Subject: *Subaltern Studies* and Histories of Resistance in Colonial South Asia.' In *Reading Subaltern Studies: Critical History, Contested Meaning, and the Globalization of South Asia*, David Ludden (ed.), 135-86. Delhi: Permanent Black, 2002.

Childs, Peter, and R.J. Patrick Williams. *An Introduction to Post-Colonial Theory*. London: Prentice Hall, 1997, chapter 5. (On Gayatri Spivak's writings.)

Young, Robert J.C. *Postcolonialism: An Historical Introduction*. Oxford, UK: Blackwell, 2001, chapter 24.

Week 9: Transnational and Global History

Compulsory reading:

Subrahmanyam, Sanjay. 'Connected Histories: Notes Towards a Reconfiguration of Early Modern Eurasia.' *Modern Asian Studies* 31, no. 3 (1997): 735-62.

Bayly, C. A., Sven Beckert, Matthew Connelly, Isabel Hofmeyr, Wendy Kozol, and Patricia Seed. 'AHR Conversation: On Transnational History.' *The American Historical Review* 111, no. 5 (2006): 1441-1464.

Further reading (theory and method):

Claus, Peter, and John Marriott. *History: An Introduction to Theory, Method and Practice*. Harlow, UK: Pearson Education, 2012, 233-253. ("Global Histories.")

Osterhammel, Jürgen. "World History." In *The Oxford History of Historical Writing, Volume Five: Historical Writing since 1945*, ed. Axel Schneider and Daniel Woolf, 93-112. Oxford: Oxford University Press, 2011.

A critique of Subrahmanyam's "Connected Histories":

Chatterjee, Indrani. 'Connected Histories and the Dream of Decolonial History.' *South Asia: Journal of South Asian Studies* 41, no. 1 (2018): 69-86.

Another example of global history:

Bayly, C.A. *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons*. Malden, MA: Blackwell, 2004.

Week 10: Microhistory → Take-home dates in week 10-11 TBC

Compulsory reading:

Ginzburg, Carlo. *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*. Baltimore: John Hopkins University Press, 1992.

Further reading (theory and method):

Levi, Giovanni. "On Microhistory." In *New Perspectives on Historical Writing*, ed. Peter Burke, 97-119. Cambridge, UK: Polity, 2001.

Provisional syllabus – subject to change

Burke, Peter. *What Is Cultural History?* Cambridge, UK: Polity, 2008, 31-50. (“The Moment of Historical Anthropology.”)

Another example of microhistory:

Loos, Tamara. *Bones Around My Neck: The Life and Exile of a Prince Provocateur*. Ithaca: Cornell University Press, 2016.

Week 11: Oral History

Compulsory reading:

Butalia, Urvashi. *The Other Side of Silence: Voices from the Partition of India*. Durham: Duke University Press, 2000.

Further reading (theory and method):

Gwyn Prins. “Oral History.” In *New Perspectives on Historical Writing*, ed. Peter Burke, 120-156. Cambridge, UK: Polity, 2001.

Hoefflerle, Caroline. *The Essential Historiography Reader*. NJ: Prentice Hall, 2011, 172-208. (“New Social History.”)

Perks, Robert, and Alistair Thomson, eds. *The Oral History Reader*. London, New York: Routledge: 2006

Claus, Peter, and John Marriott. *History: An Introduction to Theory, Method and Practice*. Harlow, UK: Pearson Education, 2012, 405-426. (“Oral History.”)

Another example of oral history:

Raphael Samuel. *East End Underworld: Chapters in the Life of Arthur Harding*. Boston: Routledge and Kegan Paul, 1981.

Week 12: Environmental History

Readings TBC

Week 13: NO CLASS – ESSAY-WRITING WEEK

Textbooks, Readers, and General Works on Historiography

Berger, Stefan, Heiko Feldner, and Kevin Passmore, eds. *Writing History: Theory and Practice*. London: Hodder Arnold, 2003.

Provisional syllabus – subject to change

Bloch, Mark. *The Historian's Craft*. Trans. Peter Putnam. Manchester: Manchester University Press, 1992.

Burke, Peter, ed. *New Perspectives on Historical Writing*. Cambridge, UK: Polity, 2001.

Burrow, John. *A History of Histories: Epics, Chronicles, Romances and Inquiries from Herodotus and Thucydides to the Twentieth Century*. New York: Alfred A. Knopf, 2008.

Carr, E.H. *What is History?* London: Palgrave, 2001.

Claus, Peter, and John Marriott. *History: An Introduction to Theory, Method, and Practice*. Harlow, UK: Pearson Education, 2012.

Green, Anna, and Kathleen Troup. *The Houses of History: A Critical Reader in Twentieth-century History and Theory*. New York: New York University Press, 1999.

Hoefflerle, Caroline. *The Essential Historiography Reader*. New Jersey: Prentice Hall, 2011.

Iggers, Georg. *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*. Middletown, Con.: Wesleyan University Press, 1997.

Iggers, Gerog G., Edward Wang and Supriya Mukherjee. *A Global History of Modern Historiography*, 2nd ed. London: Routledge, 2017,

Lambert, Peter and Phillipp Schofield. *Making History: An Introduction to the History and Practices of a Discipline*. Oxon; New York: Routledge University Press, 2004.

Schneider, Axel and Daniel Woolf, eds. *The Oxford History of Historical Writing, Volume Five: Historical Writing since 1945*. Oxford: Oxford University Press, 2011.

Tosh, John, *The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History*. New York: Longman; Pearson: 2010.

Appendix: Course Style Guide

1. Format of all written assignments

1.A. Font

The essay should be in Times New Roman font. The body of paragraphs should be 12 point size. Headings should be 14 point size and footnotes 10 point size.

1.B. Spacing

The body of the essay (including block quotations) should be double spaced. However, footnotes may be single spaced.

2. Elements of style

2.A. Quotations

Double quotation marks should be used. Quotations within quotations should be indicated with single quotation marks. Place commas and full stops inside quotations and other punctuation marks (e.g. colons and semi-colons) outside the quotation, unless they are part of the quoted text.

Short quotes: Short quotations from other sources should be included in quotation marks within the body of the paragraph.

Block quotes: Quotations of four or more lines (before indenting) should be formatted as a block quote. In a block quote, the quoted text should be in a separate paragraph from the main text and indented from the margin. Neither italics nor quotation marks should be used in a block quote unless they appear in the original. The footnote to the quote should be included at the end of the quote, after the punctuation mark. The quoted text should be in double line spacing (like the main text).

2.B. Spelling

The essay should be in the English language. Students may use either American or British spelling, but should be consistent throughout. Quotations should follow the original text precisely, even if there are spelling or grammatical errors in the original. Students should insert “[sic]” after spelling and grammatical mistakes in quotations.

2.C. Italics

Italics should be used for non-English language words. However, words of non-English language origin that are commonly used in English (such as “bazaar”) do not need to be in italics. Moreover, foreign language proper nouns such as names, places, and organisations (for example, “Guomindang” or “Barisan Nasional”) should not be italicised.

2.D. References to titles in the text

References to the titles of books, pamphlets, films, etc. should follow the referencing style (see section 3 below). Thus, the following titles should be italicised: books; pamphlets; periodicals; plays; and films. The following should be enclosed in quotation marks: titles of articles; book chapters; unpublished works; and theses.

2.E. Brackets

Round brackets should be used in the main text (these are round brackets). Square brackets should be used for insertions in quotations, if an insertion is required so that the quoted sentence makes sense. For example: Washington stated in his 1796 Farewell Address, “The unity of government which constitutes you one people is also now dear to you [the American people].”

2.F. Numbers and dates

Spell out numbers less than ten, except for page numbers and dates, and material in footnotes and bibliography (see section 3 below on referencing style).

Provisional syllabus – subject to change

For dates, use the following forms: 20 December 1875; 1875–77; nineteenth century; 1870s; 200 B.C. and A.D. 200. Including A.D. is only necessary if non-inclusion would cause confusion. Abbreviations may be used in footnotes, e.g.: 20 Dec. 1875.

The following are examples of correct and incorrect references to decades:

The doctor gave up smoking back in the 1980's. → Incorrect

The doctor gave up smoking back in the 1980s. → Correct

The doctor gave up smoking back in the '80's. → Incorrect

The doctor gave up smoking back in the '80s. → Correct

3. Footnote and bibliography referencing style

Students are required to use the 17th edition of the *Chicago Manual of Style*, which is available on-shelf in the NTU library. A summary is available here:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html.

If you need to cite a source type that is not listed in the URL above, please email me to consult on how it should be cited.