HIST4050 - History Honours I
Course Outline

Course Co-ordinator: Dr Victoria Haskins
Room: MCLG26b
Ph: 02 4921 5221
Email: Victoria.Haskins@newcastle.edu.au
Consultation hours: by appointment (email)

Semester: Semester 1 - 2008
Unit Weighting: 20
Teaching Methods: Seminar

Brief Course Description
HIST4050 must be studied in conjunction with HIST4060, HIST4070, and HIST4080, which together comprise the full History Honours program. For purposes of enrolment, timetabling and program flexibility, HIST4050 may be identified as the compulsory core course ‘Theory and Practice of History’. History Honours is the culmination of undergraduate teaching in the discipline of history. It provides for students who have distinguished themselves in history at 1000-3000 level and wish to explore advanced approaches in the context of detailed historical studies. As such, it forms an introduction to the world of international scholarship and research. The Honours program in history is also intended to develop and strengthen writing and research skills, challenge students intellectually and round off undergraduate studies with higher-level independent studies which will be useful in many fields of endeavour. The principal teaching style will be through seminar studies and thesis supervision.

Contact Hours Seminar for 2 Hours per Week for the Full Term
Course Objectives
As demonstrated by successful completion of coursework and a minor thesis, students undertaking History Honours should: acquire the scholarly skills and self-confidence necessary to conceptualise, research and compose a substantive piece of historical research; gain contextualised understanding of advanced approaches to historical studies; develop an appreciation of the complex philosophies and ideologies which inform current practice in the discipline of history; develop research and reflective skills relevant to advanced study in the humanities; and develop written and oral communications skills appropriate for a professional scholarly environment.

Course Content
History Honours consists of three principal elements. The first is 'Theory and Practice of History' (HIST4050); a compulsory unit of 13 weekly seminars which introduce students to major debates and schools of modern historiography. The second element is one semester-long 'Special Study' course (HIST4060) divided into two 7-week topics. These provide in-depth coverage of substantive areas of historical study. Thirdly, students are required to undertake the research and composition of a minor thesis (HIST4070 and HIST4080) demonstrating the ability to analyse and reflect upon a range of historical source material relating to a discrete area and construct a coherent scholarly argument.

Assessment Items
<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Two essays totaling 7000 words</th>
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</thead>
<tbody>
<tr>
<td><strong>Other: (please specify)</strong></td>
<td>HIST4050 'Theory and Practice of History' must be studied in conjunction with HIST4060, HIST4070, and HIST4080, which together comprise the full History Honours program. The core course HIST4050 'Theory and Practice of History' comprises 25% of the full program.</td>
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Assumed Knowledge
At least a credit average performance in history courses as a major sequence for the BA or BSocSci. Students must have qualified for admission to the BA or equivalent degree.

Callaghan Campus Timetable
HIST4050
HISTORY HONOURS I
Enquiries: School of Humanities and Social Science
Semester 1 - 2008

| Seminar | Wednesday | 15:00 - 17:00 | [L326, O_IRC1.13 [AV3]] | Video-conference, Callaghan to Ourimbah. Wks 1-13 |

Ourimbah Timetable
HIST4050
HISTORY HONOURS I
Enquiries: School of Humanities and Social Science
Semester 1 - 2008

| Seminar | Wednesday | 15:00 - 17:00 | [O_CN2:1.11] | Core: Theory and Method of History |

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
using another's ideas without due acknowledgment;
working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

Reproduce this assessment item and provide a copy to another member of the University; and/or

Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).

Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html) for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

**Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.

**Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.

**Requests for Rescheduling Exams** must be received in the Student Hub no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.
Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:
For semester 1 courses: 31 March 2008
For semester 2 courses: 31 August 2008
For Trimester 1 courses: 18 February 2008
For Trimester 2 courses: 9 June 2008
For Trimester 3 courses: 22 September 2008
For Trimester 1 Singapore courses: 3 February 2008
For Trimester 2 Singapore courses: 25 May 2008

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.
Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To check or change your enrolment online, please refer to myHub - Self Service for Students https://myhub.newcastle.edu.au

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.
The four Student Hubs are located at:
**Callaghan campus**
• Shortland Hub: Level 3, Shortland Union Building
• Hunter Hub: Student Services Centre, Hunter side of campus
**City Precinct**
• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct
**Ourimbah campus**
• Ourimbah Hub: Administration Building

Faculty websites
**Faculty of Business and Law**
**Faculty of Education and Arts**
http://www.newcastle.edu.au/faculty/education-arts/
**Faculty of Engineering and Built Environment**
http://www.newcastle.edu.au/faculty/engineering/
**Faculty of Health**
http://www.newcastle.edu.au/faculty/health/
**Faculty of Science and Information Technology**
http://www.newcastle.edu.au/faculty/science-it/

Contact details
**Callaghan, City and Port Macquarie**
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

**Ourimbah**
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

**The Dean of Students**
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

**Deputy Dean of Students (Ourimbah)**
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au
Various services are offered by the University Student Support Unit:  

**Alteration of this Course Outline**  
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

**Web Address for Rules Governing Undergraduate Academic Awards**  

**Web Address for Rules Governing Postgraduate Academic Awards**  

**Web Address for Rules Governing Professional Doctorate Awards**  

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at:  
student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

- For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at:  
www.newcastle.edu.au/services/disability

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**Online Tutorial Registration:**

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer -  

NB: Registrations close at the end of week 2 of semester.

**Studentmail and Blackboard:** Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**Important Additional Information**

Details about the following topics are available on your course Blackboard site (where relevant). Refer -  
www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
• Penalties for Late Assignments
• Special Circumstances
• No Assignment Re-submission
• Re-marks & Moderations
• Return of Assignments
• Preferred Referencing Style
• Student Representatives
• Student Communication
• Essential Online Information for Students
Theory and Practice of History
Semester I 2008

Clio: the muse of history

Course coordinator: Dr Victoria Haskins
## HONS CORE SEMINAR SUMMARY 2008

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<td>Sources and Methods</td>
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<td>The Empiricists</td>
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<td>Marxist theory and history</td>
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<td><strong>Mid-Semester recess:</strong></td>
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<td>14-25 April</td>
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<td>Anthropology &amp; Ethnohistorians</td>
<td>Activist or observer?</td>
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<td>7 May</td>
<td>Gender and History</td>
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<td>Story-telling</td>
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<td>21 May</td>
<td>The challenge of post-structuralism and post-modernism</td>
<td>Representations and the real</td>
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<td>4 June</td>
<td>Thesis presentations</td>
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**Convenor:** Dr Victoria Haskins  
4921 5221, MCLG 26b  
Victoria.Haskins@newcastle.edu.au

**Hours:** One two-hour seminar per week for 13 weeks.

**Timetable:**  
Wednesdays, 3-5 pm  
L326 (Library) with a videolink to AV3, Ourimbah campus

**Assessment:** 2 x 3500 word essays
INTRODUCTION

Course objectives and outcomes

This course is compulsory for students undertaking the fourth-year honours program in the Discipline of History and constitutes 25% of the final assessment.

By taking this course it is intended that students should:

1. Gain an understanding of major debates and schools in modern historiography.
2. Acquire the methodological and research skills necessary for the successful completion of a fourth-year honours research thesis in history.
3. Have an opportunity to reflect on the theoretical origins and philosophical implications of history as a form of knowledge.
4. Develop an appreciation of the literary, pedagogic and polemical potential of historical writing.

Content of Syllabus

The seminars will provide history honours students with a sound grounding in the major contemporary schools of historiography. Seminars will deal with the philosophical questions that inform good historical writing: what is history? How much can we know about the past? What is the relationship between memory and history? Can historians tell us what really happened? In addition, we will address some of the wide-ranging debates that have enlivened the discipline on issues such as the nature of historical evidence, the value of oral history, the foregrounding of disempowered groups, including women and indigenous people, the significance of “theory” (Marxism, feminism, psychoanalysis) for historical interpretation, the function of narrative and story in history writing and the politics of historical knowledge. Through a careful reading of particular historians, students will consider an array of approaches to historiography: from the empiricists, who were pre-eminent in the English-speaking world until the 1960s and the rise of social history, to historians influenced by post-modernism, feminism and post-colonialism. Our task will be to actively consider the merits and flaws of these approaches and to determine whether and how they contribute to our understanding of the past.

The seminars

This course will be taught in a weekly two-hour reading seminar, which will focus on a particular school or method of history and debates or problems associated with that school/method.

The seminars are relatively unstructured workshops. The point of the seminar is to discuss various historical approaches rather than discussing particular historical events themselves. This requires the students to engage reflectively with often abstract material thinking. Each seminar thus requires thorough preparation, which includes wide theoretical reading (suggested reading is listed for each week). In addition to reading the text, you should locate and read at least two of the suggested critical readings, and ideally something by one of the suggested historians, using the further readings listed in the textbook or the guide. You are welcome to do additional reading.

*Checklist for seminar discussion*

It will help to have some basic points that we make sure are covered as each topic comes up for discussion. This list is simply a guide and does not cover all aspects that may crop up in each seminar.
1. A rough definition of the sort of history under consideration – its defining characteristics.

2. The arguments used in favour of this approach. The objectives of historians using it. The advantages it has over other varieties of history. Its relationship to other categories of history.

3. Origins of the type of history: e.g. the first proponents, the intellectual influences, the main leaders in the field, influential journals in the field; the international spread of the subject, the Australian reception.

4. Who wrote/writes this sort of history, and for what purpose? Who encourages them, and who pays for it?

5. Arguments employed by historians opposed to this style of historical work: who are these people and what are the bases of their antagonism? Are there any ideological or aesthetic objections?

6. What sort of evidence are available for this type of historical research; what is/was new about their use and what forms of analysis are employed in their interpretation? Are there any particular evidential problems, e.g. with availability and reliability? In what way is this sort of historical research different from the history it replaces or competes with?

7. Provide at least two examples of this sort of history in action - involving a brief summary of purpose, methods and findings of such examples. Ideally it should be possible to subject these examples to critical review. If a book is concerned there will be some published reviews available, and these often discuss critically the methods employed by the writer under question.

In the second half of each seminar, we will look at a range of issues related to the practice of history. We will also, where possible, have a guest visitor for an informal discussion and conversation about ‘History in Action’: their historical practice, the theories and methods they use in their work, and the issues that are important to them as practicing historians.

The latter part of the seminars also provide a forum for informal discussion of issues related to the Honours year as a whole, be it thesis writing, adopting a particular method for research, or planning/procrastination.

Assessment

All students must write two essays of no more than 3500 words. There are no exams or other assessable activities, although exemplary attendance and participation in the seminars is essential.

N.B.: Assignments at Honours level differ from undergraduate essays in that they ask you to engage critically with the method and theory of history rather than with particular historical events. You are encouraged to check that you are on the right track by consulting either the Core coordinators or other members of staff while you are planning and writing these assignments.
1. **First essay: ‘On [the historian of your choice]’ (Due Week 8, 30 April) 3500 words 50%**

The first essay will discuss the work of an important historian of your choice (see the guide for suggested historians). You will need to locate and read as much of this historian’s work (include articles and essays as well as book length studies) as you can. Your essay will need to make clear what the significance of this historian is, in your view, that is, argue the significance of this historian for you. This is not a biography of a historian, but rather, a review of their work. You will need to bear in mind the following questions:

- Who is the author and what intellectual baggage do they bring to their work? This does not mean simply providing a biography of the historian in a detached paragraph. (Only include background details if you can relate these to how or why the work in question has been produced.) It means considering what has influenced him or her, what training they had, how their methodology progressed. What ‘school’ of history do they belong to?
- What is the historiographical context of their work? In other words, relate their work to the context of the time, including the state of history-writing at that time. What theories, methods or debates might have influenced their work?
- What have been the thesis or theses of the historian’s published works (especially the major works)? Are the methods chosen successful?
- What does the historian do that hasn’t been done before? Could the same subject(s) have been examined as successfully with another method?
- What impact has this historian’s theory and method had on other historians? What impact has this historian’s work had in their field and more broadly, on history, as a craft?
- What can we learn from this historian for the study of history as a whole?

You can use Marnie Hughes-Warrington, *50 Key Thinkers in History* (Routledge: London, 2000) as a starting point for your essay. Major historians and their work are often the subject of commentaries and reviews which you can track down in journals and books. You should integrate these reviews into your discussion, as evidence for the impact and reception of the historian amongst the scholarly community. Make sure you fully acknowledge and reference all your sources – not only where you quote from others directly, but where you draw your ideas or arguments from. The essay should be extensively footnoted and contain a solid bibliography of several pages.

- The essay should **not** be a discussion and summary of the content of the books reviewed, but a discussion of **how** the historian went about his/her research and presented the results, and what this implies for the study of history as a whole.

2. **Second essay: Critical Historiographic Review (Due week 14, 4 June) 3500 words 50%**

This essay is a critical review of the historiography in your chosen field (i.e., the subject of your thesis). It should cover the major scholarship that is directly relevant to the subject that you study, discussing the methods, sources, approaches and theories that predominate in your area. You should be presenting a history of the scholarship of your chosen field of study: where it started, how it has developed, what problems and issues have arisen, what have been the key concerns, what methods and sources have been used, what works have had an important impact (and any that have been mistakenly overlooked or neglected) and what is the current state of scholarship. What problems remain, what questions still need to be explored?
Again, this essay requires extensive research, full referencing, and a solid bibliography. You should view it as preparation for your introductory chapter of your thesis, in which you set out the contribution your thesis makes to the scholarship in the field you have chosen.

ALTERNATIVE: You may write an essay in response to one of the discussion questions in the seminar (select in consultation with the coordinator). This option is recommended only for part-time students who have not decided on their thesis subject yet. You must get written (email) permission from the coordinator to take this option.

**BIBLIOGRAPHY**

The textbook by Green & Troup cited below provides the introduction to the topic for discussion each week. This should be supplemented with independent research and reading. The other text by Black & MacRaild provides a useful overview that we will draw upon directly in the start of the course. It has much else to commend it and is highly recommended to support your Honours year.

**Most books for Critical Review are on 3 Day Loan.**

* = Short-Loans.

1. **Textbook**


**Available from the United Bookshop and the Coop Bookshop.**

*Also:*


2. **Recommended Reading**

**Bibliography and Reference**


**Other**

objectivity, postmodernism and the politics of identity. See review in *History and Theory* 34, 320-34.


**Periodicals**

Most history journals regularly include articles on historical theory, but there are a number of journals that specialise in the area. The most important is *History and Theory* and it is recommended that you use this journal’s review essays as a model for your own papers. **Most of these journals are accessible through the Auchmuty’s Electronic Library.**

*History and Theory.*  
*Rethinking history. The Journal of Theory and History.*  
*Comparative Studies in Society and History.*  
*History Workshop Journal.*  
*Journal of Contemporary History.*  
*Journal of the History of Ideas.*  
*The Journal of Interdisciplinary History.*

**Finding More…**

There are a number of ways to find more information:

a. Start with the bibliographies and footnotes of the textbook and recommended reading listed above. The textbook bibliographies are NOT repeated in this course guide.

b. Use an online database such as Expanded Academic Index, Historical Abstracts, or AUSTROM (especially APAIS).

c. Use the CDROM machines in Auchmuty to access other networked databases, such as Historical Abstracts and Expanded Academic ASAP. The latter has full text access to the journal *History and Theory.*

d. Make use of your student Internet account and use a “search engine” to locate relevant sites on the World Wide Web.

**NEED HELP?**

Contact Victoria Haskins about any aspect of the course. Other members of staff are generally also happy to help with questions relating to theory/methodology, especially when it is in a field of interest to them. It is however a good idea to ring or email them first to arrange a time, rather than turning up at the door. For matters relating to your overall honours program you should see Victoria Haskins, the honours coordinator.

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**Week 1**  
**20 February**

Introduction

An overview of the course program and the issues it raises.  
We will have a general discussion about theory and method, and their importance for your thesis.
Week 2
27 February

Methods & Sources

For discussion:

- Is history an ‘art’ or a ‘science’?
- How much do the sources we choose determine our methodologies? What can historians learn from other disciplines?
- What are the advantages and the problems associated with using social science methods and quantitative analysis?

Readings

Black, Jeremy & Donald M MacRaild. *Studying History*. Basingstoke: Palgrave Macmillan, 2007 (3rd Ed), Ch.4 ‘Approaches to History: Sources, Methods and Historians’

*Houses of History*, Chs. 5 & 6

Week 3
5 March

Theory in History

For discussion: What do we mean by ‘theory’ in history? How important is theory for historians? Why should we study it? Why does history seem resistant to ‘theory’?

Readings


Look at the online journal *History and Theory* (via the Library website)

Week 4
12 March

The Empiricists

For discussion:

- How much can we really know about the past? Discuss the possibilities of achieving the “Noble Dream” of objectivity.
- “Our scheme requires that nothing shall reveal the country, the religion or the party to which the writers belong.” Lord Acton, outlining the scheme for the *Cambridge Modern History* (1898). Cited by Raphael Samuel. *Theatres of Memory*, 430. Discuss.
- To what extent have modern historians inherited the view of Leopold von Ranke that the task of historian was to uncover ‘how it actually was’?
• To what extent does the careful evaluation and authentication of primary sources lie at the heart of the historian’s work?

Readings

_Houses of History_, ch. 1.

Suggested historians for the First Essay

Carr, E. H.

Elton, G. R.

Ranke, Leopold von.

Further Readings

Begin with reading listed in _Houses of History_, 1.


Ramm, Agatha. “Leopold van Ranke.” In Cannon, _The Historians._


Week 5
19 March
Marxist theory and history

For discussion:

- Is the Marxist theory of history a kind of economic determinism?
- Are women marginal to historical materialism, and to Thompson’s work in particular? (Joan Scott)
- “Historians such as E. P. Thompson, Eric Hobsbawm and Christopher Hill were not so much Marxists, as socialist humanists who sought to restore human agency to history.”
- What are the strengths and weaknesses of “history from below”?

Readings

*Houses of History*, ch. 2.

Suggested historians for the First Essay

Hill, Christopher.
Hobsbawm, E. J.
Rudé, George.
Thompson, E. P.

Further Readings

Begin with reading listed in *Houses of History*, 43.


**Week 6**

**26 March**

The Annales

**For Discussion:**

- What was the nature of the “historical revolution” (Burke) led by historians linked to the journal *Annales*?
- What is the contribution of the history of *mentalités* to our understanding of European history?
- Is world history important?
- *Histoire totale*, of the kind attempted by Braudel, has been a total failure: discuss.

**Readings**

*Houses of History*, ch. 4.

**Suggested historians for the First Essay**

Bloch, Marc.
Corbin, Alain.
Duby, Georges.
Le Roy Ladurie, Emmanuel.
Further Readings

Begin with reading listed in *Houses of History*, 95-7.


Consult the journal *Annales: Économies, Sociétés, Civilisations* 20:4-6 1965. If you do not read French, you can consult the wide variety of articles which have been edited by Robert Forster and Orest Ranum and translated by Elborg Forster and Patricia under various titles for Johns Hopkins University Press:

- *Biology of man in history.*
- *Family and society.*
- *Food and drink in history.*
- *Deviants and the abandoned in French society.*
- *Medicine and society in France.*
- *Ritual, religion, and the sacred.*
- *Rural society in France.*


In Australia, consult the journal *Australian Cultural Studies*. 
Week 7
2 April
Oral History

For discussion:

• How is oral evidence different to other types of evidence historians use?
• What special problems does oral history present in terms of its collection, transcription and interpretation?
• Memories are no more reliable for the transmission of historical facts than dreams.
• To what extent has oral history allowed “the voices of the past to be heard directly”? To what extent is this a desirable aim?
• “What is at issue is not how history can recover memory but, rather, what memory will bequeath to history.” (Patrick Hutton)

Readings

Houses of History, ch. 9.

Suggested historians for the First Essay

Gluck, Sherna.
Haley, Alex.
Huggins, Jackie.
Lowenstein, Wendy.
Thompson, Alistair.
McCalman, Janet.
Potts, David

Further Readings

Begin with reading listed in Houses of History, 238.
Check the journals Oral History, History Workshop Journal and The Oral History Association of Australia Journal.


Green, Anna and Hutching, Megan (eds.) Remembering: writing oral history. Auckland, N.Z.: Auckland University Press, 2004


Tosh, Pursuit of History, ch. 10 History by word of mouth.


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Mid-Semester recess: 14-25 April.
Week 9
30 April
Anthropology & Ethnohistorians

For discussion:

• What strengths are brought to historical studies from anthropology/ethnography?
• What are some of the reasons for the ‘long estrangement’ (as Tonkin et al put it) of social anthropology and history? Are anthropologists are more prepared to put into question the validity of categories of historical understanding than historians? Alternately what do you see as the historian’s particular strengths?
• What do you think of Geetz’s assertion that ‘cultural analysis is (or should be) guessing at meanings, assessing the guesses, and drawing explanatory conclusions from the better guesses’?
• Discuss the idea that history and anthropology should be ‘mutually destabilising’.

Readings
Houses of History, Chs. 7.

Further Readings


Suggested historians for the First Essay
Clendinnen, Inga.
Darnton, Robert.
Davis, Natalie Zemon.
Ginzburg, Carlo.
Thomas, Keith.

Further Readings

Begin with reading listed in Houses of History, 180-82.
Consult the journals: Ethnohistory and Comparative Studies in Society and Culture.

Geertz, Clifford. “Thick Description: Toward an Interpretive Theory of Culture.” *Geertz, Clifford,
Cohn, B, An Anthropologist Among the Historians and Other Essays, Oxford: Oxford University Press, 1989: 18-49

Week 10
7 May
Gender and History

For discussion:

- Feminist history has been most successful in pointing out the omissions of histories written without regard to gender. But its leading practitioners have failed to write histories which emerge from the ghetto of woman-centredness.
- To what extent has gender been established as a useful category of historical analysis?
- What historiographical gaps were addressed by the development of gendered history from the 1970s?

Readings

Houses of History, ch. 10.
Suggested historians for the First Essay
Hall, Catherine.
Lake, Marilyn.
Matthews, Jill Julius
Rowbotham, Sheila.
Scott, Joan Wallach.
Summers, Anne.

Further Readings
Begin with reading listed in Houses of History, 253-62.
Bennet, J. “Feminism and History.” Gender History (1989)
Downs, Laura Lee, Writing Gender History. London: Hodder, 2004
Holloway, Gerry. “Writing Women In.” In Lamont, Historical Controversies.

Week 11
14 May

Postcolonial perspectives

For discussion:
• Should the historical experiences of indigenous peoples and the ‘subaltern’ be reconstructed only by indigenous scholars?
• Does the perspective of a cultural insider have greater merit than an outsider?
• Are there differences in the ways ‘subaltern studies’ historians answer this question than indigenous historians in Australia and the Pacific for example?

Readings

Houses of History, Ch.11

Suggested historians for the First Essay

Guha, Ranajit
Minesuah, Devon
McClintock, Ann
Said, Edward W
Stoler, Ann Laura

Further Readings

Dirks, N B (ed), Colonialism and Culture, Ann Arbor, 1992
Hastrup, K. (ed), Other Histories, Routledge, 1992


Spivak, G ‘Subaltern Studies: Deconstructing Historiography’, in Guha R & Spivak G C (eds), *Selected Subaltern Studies*, Delhi, 1988: 3-35


Week 12
21 May

The challenge of Post-structuralism and Post-modernism

For discussion:
- What has been the impact of post-structuralism and post-modernism on history writing?
- How has the historical profession changed in the last 20 years? How is it likely to change in the next 20? What will stay the same?
- ‘So very difficult a matter it is to trace and find out the truth of anything by history’ (Plutarch). Should we try?

Readings
*Houses of History*, ch. 12 (& ch.8).

Suggested historians for the First Essay
Carter, Paul.
Dening, Greg.
Foucault, Michel.
Purkiss, Diane.
Walkowitz, Judith R.

Further Readings
Begin with reading listed in *Houses of History*, 306-7.
Appleby, et al. *Telling the Truth*. Ch. 6 Postmodernism and the Crisis of Modernity.


Burke, Peter, *The Fabrication of Louis XIV* (New Haven, Conn.: Yale, 1994).


Evans, Richard, *In Defence of History*.


Poster, Mark, Foucault, Marxism and History (Cambridge, 1984).


Somekawa, Ellen and Smith, Elizabeth A. “Theorizing the Writing of History, or ‘I can’t think why it should be so dull, for a great deal of it must be invention.” Journal of Social History, 22 (1988): 149-61.

Stedman Jones, Gareth, Languages of Class (Cambridge: Cambridge, 1983).


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Week 13

28 May

Thesis writing workshop

This is a workshop on the writing and presentation of honours theses. Those presenting at the end of the year are encouraged to prepare for this workshop by thinking about particular issues related to their research and thesis, and by formulating if possible some kind of structure for their thesis.

Topics to be covered include:

• What examiners look for in an honours thesis
• The importance of the introduction
• Thesis coherence and how to achieve it
• First and subsequent drafts, editing and presentation
• ‘Waiting for inspiration’/vs ‘sitting down and writing’
• How to get the most out of your supervisor

Week 14
4 June
Thesis presentations
At this special History seminar you’ll have the opportunity to give a 10 minute talk on the subject of your thesis, including the sources you are using, the methodology, and the literature in the area, before History staff and others, to get feedback and insight. If you are not doing your thesis this year, your attendance and input is still required and valued!