HH 3001
HISTORIOGRAPHY: THEORY AND METHODS

Instructor: Assistant Professor Miles Powell
Email: miles.powell@ntu.edu.sg
Office: HSS-05-24
Office hours: By appointment

Pre-requisites: HH1001
Academic Units: 3
Meeting time: Thursday, 12:30-3:30 am
Venue: LT17

Learning Objectives
Building on the basic skills acquired in HH 1001: What is History, this course offers a more advanced introduction to the theories and methodologies underpinning our craft. Upon completing this course, students will possess a detailed understanding of the main “schools” of historiography, and how these approaches fit together. By engaging with some of the classics in the field—through written work, presentations, and discussion—students will develop a more sophisticated understanding of how historians reconstruct the past. In general, the course will encourage students to reflect more profoundly on what type of historical questions and approaches interest them, as well as on what kind of historian they wish to be.

Content
How do historians define their discipline? How do they write history and why do they choose to write it this way? How do historians decide which facts to include and whose histories to write? This course will help students answer these and many other questions. The course is divided into four different sections, each of which focuses on a historiographical school or methodological development. For each section, we will look into the broader context of the “school” or approach and its several sub-developments. We will then discuss some of the specific writings in more detail. These will include one key work for each component, as well as additional sources to contextualize the work in terms of its contribution to wider historical and theoretical debates.

The Four Sections included are (I) Marxism and the Annales School, (II) The New Social History, (III) Postmodernism and Cultural History, and (IV) Global Histories. Within the broader theme of (III) Postmodernism and Cultural History, we will look into postmodernism, microhistory as a form of cultural history, the relation between cultural and
intellectual history, and women and gender studies. Finally, under (IV) Global Histories, postcolonialism and global history will receive particular attention.

**Requirements and Expectations**

- Students must attend the 13 weekly seminars and take part in discussions.
- I will only post slides, if available, on NTULearn 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 NTULearn. Students can find further readings in the reserves section of the HSS library.
- Students should check NTULearn 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 from outside sources for written work or presentations or in the final exam will result in automatic failure of the entire course. 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 do not answer student emails on weekends or outside business hours (9am-5pm). It may take me up to 24 hours to respond to emails sent on weekdays.

**Learning Outcomes**

By the end of this course students will have:

- A broad overview of developments in historiography during the twentieth century
- A clear grasp of key terms and concepts in historical analysis
- A familiarity with some of the classic works of historiography
- Acquired crucial skills in reading and deciphering historiography
- Acquired the ability to formulate historical questions and to think historically
- Acquired the confidence to synthesize and engage in various theoretical debates
Assessment

Weekly short written and oral discussions (30 %)

There are three types of discussions. For the second and third types of discussions, students will form groups in week 1.

1. Reviews (3 reviews, 500 words each). In the reviews, students analyze and critique the theoretical approach/school of thought/methodology examined in the reading for that week. The assignments need to be submitted through Turnitin by 5 pm the day before class.

The review will examine that week’s compulsory readings (the compulsory excerpted sections, not the whole book). The review focuses specifically on the question of how historical change is perceived in this work. In other words, what are the driving forces of history? Try to think from the perspective of a historian. Students also need to relate the work to the broader methodology: is there anything specific about this work that deviates from a broader approach that we have discussed? We will not write general book reviews, but reviews that focus specifically on methodology. The review should contain a section that discusses content and a section that evaluates the methodology as applied in the work. In this evaluation, students need to refer to at least one other work to make their point. This work should not be Hoefferle (since this is part of the required readings); it can, however, be taken from the further reading section. Apart from that, students need to include examples from the work to illustrate points. In this assignment, the focus is on both content and form, since the writing has to be structured.

2. Research questions. The weeks when no reviews are due, each group posts 5 questions in relation to the readings on NTU Learn (discussion board). The questions need to be there by 8 am on the day of class. Questions should engage with the methodology critically. During class, we will engage with your questions.

3. Oral discussion reports. Based on discussions in class, the representative of the group presents a brief oral report to the class. The report should outline the main findings of the discussion and reflect a critical engagement with the readings. Oral reports should be no more than 3 minutes long. Group members should prepare the oral report together in the allotted time in class and take turns throughout the semester in delivering the oral report.

Research essay proposal (10%)
Due Week 7, Friday 24/02 5pm
500 words

Students need to bring two hard copies of the essay proposal to class during week 8 for peer review.

The research essay proposal should contain the following elements:
1. Statement of the essay question (this is not the same as an essay topic or subject area and needs to take the form of a question).
2. Summary of background research conducted to date, noting: i) the key issues in the secondary source literature; ii) the available primary sources for the topic.
3. The theoretical approach or approaches you will take in the essay.

The background research and theoretical approach should be fully referenced in footnotes, using the Course Style Guide in the appendix to this syllabus.

Presentation of research project (20 %)
Delivered in class in week 9 or 10
5 minutes maximum

Each student presents to the class the research project s/he will undertake. Each presentation will be assessed based on the following criteria: research question, background to research, preliminary analysis and research, hypothesis/hypotheses, theoretical approach utilized, and findings from research undertaken. After the presentation, there will be a brief Q&A session of 2-3 minutes. The class will post feedback and follow up questions to the presentations on Blackboard.

Research essay (40 %)
Due Week 13, Friday 14/04 5pm
3000 words

In their final research paper, students should present a clear research question and hypothesis, literature review, data they have collected, and their conclusion. The research paper can represent an introductory chapter to a student’s final year project (FYP) or one of the chapters for their thesis.
Course Outline

Week 1 (12/01): 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, as well as a first 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).


Further Reading


**PART 1: MARXISM AND THE ANNALES SCHOOL**


Week 2 (19/01): The Annales School (Questions)


Further Reading:


Week 3 (26/01): Marxist Historiography (Review 1 due Wednesday 25/01 5pm)


Further Reading:


**PART 2: THE NEW SOCIAL HISTORY**

**Week 4 (02/02): Oral History (Questions and Discussion Reports)**


**Further Reading**

• Peter Claus and John Marriott. “Oral History.” Chap. 20 in *History: An Introduction to Theory, Method and Practice*, 405-426.

**Week 5 (09/02): Visit to the National Library (contribute to the discussion on Blackboard after the visit)**

**PART 3 POSTMODERNISM AND CULTURAL HISTORY**


**Week 6 (16/02): Postmodernism and the Linguistic Turn (Review 2 due Wednesday 15/02 5pm)**


**Further Reading**


**Week 7 (23/02): Microhistory (Questions and discussion report)**

**SUBMIT ESSAY PROPOSAL ONLINE AND BRING 2 HARDCOPIES TO CLASS**

Further reading:


***RECESS WEEK***

Week 8 (09/03): Gender (Review 3 due Wednesday 08/03 5pm)


Further Reading

- Peter Claus and John Marriott. “Feminism, Gender and Women’s History.” Chap. 10 in *History: An Introduction to Theory, Method and Practice*, 196-214.
- Joan W. Scott. “Women's History.” Chap. 3 in *New Perspectives on Historical Writing*, 43-70 (see websites included)

Week 9 (16/03): PRESENTATIONS (Class posts feedback on Blackboard after class)

Week 10 (23/03): PRESENTATIONS (Class posts feedback on Blackboard after class)

**PART 4 GLOBAL HISTORIES**


Week 11 (30/03): Postcolonialism and Subaltern Studies (Questions and discussion report)


Further Reading:


Week 12 (06/04): Global History (Questions and discussion report)


Further Reading


**Week 13 (13/04): Overview (Questions and discussion report)**

The questions and discussion reports for this week will focus on the course as a whole since there are no readings.

**FINAL PAPER DUE: Friday 14/04 5pm**
Course policies

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 occurs when an author attempts to pass off the work of another author as their own. It is a serious offence. Assignments that are plagiarised will receive a fail mark. Assignments that are improperly cited will be significantly marked down or failed.

The following are general principles for proper citation:

a) 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.

b) Paraphrasing material shows that you understand it and extensive quotes (particularly from secondary sources) are not recommended. 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 a footnote.

Late submission of assignments and extensions

Assignments that are submitted past the due date will be deducted 10% off the mark assigned per day that the assignment is late, down to the pass mark (40%). That is, you will not be failed merely on late submission, but there is a significant penalty per day. If you receive 65% and your assignment is 1 day late, your mark will be 55% (a 10% penalty). If you receive 60% and your assignment is 4 days late, you will receive 40% (since I do not deduct below the pass mark).

It is each student’s responsibility to ensure that their assignment is properly uploaded on Edventure. If you have any issues, immediately email me your assignment and an explanation of the technical difficulty you are having so that no late penalties are deducted.

Extensions: 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 serious extenuating circumstances.
Textbooks, Readers, and General Works on Historiography


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 2 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 2 below on referencing style).

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 16th edition of the Chicago Manual of Style, which is available on-shelf in the NTU library. Below are examples of footnote and bibliography references taken from the Chicago style guide.

3.A. Footnotes

The first time a work is referenced in the footnotes, a full reference (including full author name, title and publication details) should be used. Subsequent references should be shortened to author’s family name, short title and page number. When the same work is referenced in two consecutive footnotes, “Ibid., [page number]” should be used for the second footnote.

**Book**

**One author**


[Short reference: Pollan, *Omnivore’s Dilemma*, 3.]

**Two or more authors**


**Four or more authors:** List all of the authors in the bibliography; in the note, list only the first author, followed by *et al.* (“and others”):

1. Dana Barnes et al., *Plastics: Essays on American Corporate Ascendance in the 1960s* . . .

**Editor, translator, or compiler instead of author**


[Short reference: Lattimore, *Iliad*, 24.]

**Editor, translator, or compiler in addition to author**

[Short reference: García Márquez, *Cholera*, 33.]

*Chapter or other part of a book*

**Book chapter:**


**Preface, foreword, introduction, or similar part of a book**


[Short reference: Rieger, introduction, xxxiii.]

*Book published electronically*

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL. Include the year that the book was published, not the date it was put online, or the date you accessed it. If no fixed page numbers are available, you can include a section title or chapter number.


*Periodical*

**Article in a print journal**

In a note, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article. If you access a print journal electronically, you do not need to include the URL or DOI (Digital Object Identifier). A DOI is a permanent ID that, when appended to http://dx.doi.org/ in the address bar of an Internet browser, will lead to the source. URL’s and DOI’s are only necessary for journals which are published in electronic format only (see below).


**Article in an online journal**

Include a DOI if the journal lists one. If no DOI is available, list a URL. Do not include an access date.


**Article in a newspaper or popular magazine**

If you consulted the article online, include a URL; an access date is not necessary. If no author is identified, begin the citation with the article title.


**Book review**


[Short reference: Kamp, “Deconstructing Dinner.”]

**Unpublished source**

**Essay or dissertation**


[Short reference: Choi, “Contesting Imaginaires.”]

**Paper presented at a meeting or conference**


[Short reference: Adelman, “Such Stuff as Dreams.”]
Website

Because website content is subject to change, include an access date or, if available, a date that the site was last modified.


3. “Google Privacy Policy.” [Short reference]


3.B. Bibliography

The bibliography below contains examples of each of the source types listed above. The source type is included in square brackets after the example. You obviously should not include this in your bibliography. The sources should be listed in the bibliography according to alphabetical order (as below).

For journal articles and book chapters, include the page number range of the article/chapter in the bibliography. For other types of books, it is not necessary to include the pages or chapters you consulted.

Bibliography entries should be indented from the margin from the second line (as below).


Lattimore, Richmond, trans. The Iliad of Homer. Chicago: University of Chicago Press, 1951. [Editor, translator, or compiler instead of author]


