

**Санкт-Петербургский филиал федерального государственного
автономного образовательного учреждения высшего образования
"Национальный исследовательский университет
"Высшая школа экономики"**

Факультет Санкт-Петербургская школа гуманитарных наук и искусств
Департамент истории

Рабочая программа дисциплины

История исторической науки

для образовательной программы «Прикладная и междисциплинарная история»
направления подготовки 46.04.01 История
уровень магистратура

Разработчики программы

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Ахмеджанова Д.Э. _____

Утверждена Академическим советом образовательной программы

«_23_»___августа_2018 г., № протокола _____ 1 _____

Академический руководитель образовательной программы

Лайус Ю.А. _____

Санкт-Петербург, 2018

*Настоящая программа не может быть использована другими подразделениями
университета и другими вузами без разрешения кафедры-разработчика программы.*

Аннотация

Название дисциплины	История исторической науки		
Образовательная программа	Прикладная и междисциплинарная история		
Тип дисциплины	Обязательный		
Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты)	<p>-уверенное владение английским языком</p> <p>-базовые знания глобальной истории</p>		
Объем з.е.	3		
Объем в часах	Аудиторная работа	Самостоятельная работа	Всего
	32	82	114
Краткое описание курса	<p>Курс посвящен анализу исторического развития подходов, методологии и концептуального аппарата, с помощью которых историки работали с источниками для объяснения прошлых явлений и процессов.</p> <p>В первой части курса рассматривается развитие истории как искусства повествования и социальной дисциплины, начиная с эпохи Возрождения к эпохе Просвещения, далее от профессионализации XIX в. до основных идеологических и методологических течений первой половины XX в. Основное внимание в этой части будет уделено выяснению, какие нарративные, концептуальные и объяснительные инструменты использовались историками для того, чтобы придать смысл событиям прошлого.</p> <p>Во второй части курса рассматриваются основные сдвиги в исторической науке второй половины XX века. Будут исследованы основные взгляды и подходы ведущих ученых в этой области. В курсе будет рассмотрено несколько ключевых работ и идей, которые изменили отношение историков к прошлому.</p>		
Образовательные результаты по	<p>По окончании курса студент:</p> <p>Способен рефлексировать (оценивать и перерабатывать) освоенные</p>		

дисциплине	<p>научные методы и способы деятельности (УК-1)</p> <p>Способен создавать новые теории, изобретать новые способы и инструменты профессиональной деятельности (УК-2)</p> <p>Способен к самостоятельному освоению новых методов исследований, изменению научного и производственного профиля своей деятельности (УК-3)</p> <p>Способен совершенствовать и развивать свой интеллектуальный и культурный уровень, строить траекторию профессионального развития и карьеры (УК-4)</p> <p>Способен работать с информацией: находить, оценивать и использовать информацию из различных историков, необходимую для решения научных и профессиональных задач (в том числе на основе системного подхода) (ОПК-1)</p> <p>Способен анализировать исторические источники, научные тексты и сообщения, реферировать научную литературу на русском и иностранных языках (ОПК-2)</p> <p>Способен решать проблемы в профессиональной среде на основе анализа и синтеза (ОПК-6)</p> <p>Способен анализировать и предлагать научно обоснованную интерпретацию исторических событий в их взаимосвязи в соответствии с требованиями современной исторической науки (ПК-2)</p> <p>Способен осуществлять научную полемику в устном и письменном виде (ПК-4)</p> <p>Способен извлекать, отбирать и структурировать информацию из источников различных типов и видов в соответствии с поставленными профессиональными задачами (ПК-7)</p>
Краткое содержание дисциплины	<p>Курс посвящен исследованию развития истории как искусства повествования и социальной дисциплины от эпохи Возрождения через эпоху Просвещения, затем от профессионализации XIX в. до основных идеологических и методологических течений XX в. Основное внимание в этой части будет уделено выяснению того, какие нарративные, концептуальные и объяснительные устройства использовались историками прошлого для того, чтобы придать смысл событиям прошлого.</p>
Образовательные	<p>Курс основан на стандартных методах преподавания истории,</p>

технологии	включающих лекции и семинары. На семинарах студенты участвуют в обсуждении литературы, предложенной в качестве обязательной.
Формы контроля	<p>Итоговая оценка = 0,5* Суммарная оценка + 0,5* Письменный экзамен.</p> <p>Совокупная оценка включает в себя: Участие в занятиях (20%), рабочих семинарах (20%) и оценка за презентации в группах (60%).</p> <p>Презентация означает работу в небольших группах и подготовку устных презентаций на темы, задаваемые преподавателем.</p> <p>По окончании курса студенты сдают письменный экзамен в форме эссе (около 1500-1700 слов). Студенты выбирают тему, при необходимости консультируясь с преподавателями. Тема должна касаться одной из тем курса и быть четко сформулирована. Эссе должно содержать введение в тему, вопрос исследования, основные аргументы и выводы. Эссе должно быть подкреплено научной литературой, доступной в библиотеке НИУ ВШЭ и, по возможности, историческими источниками, собранными студентам в рамках собственной исследовательской работы по теме курсовой работы.</p>
Литература	<p><u>Основная</u></p> <p>1) Duara, Prasenjit et al. <i>A Companion to Global Historical Thought</i>, John Wiley & Sons, Incorporated, 2014. Parts 1-3</p> <p><u>Дополнительная:</u></p> <p>1) Baron, Nick. "New Spatial Histories of Twentieth Century Russia and the Soviet Union: Surveying the Landscape." <i>Jahrbücher für Geschichte Osteuropas, Neue Folge</i> 55 (2007): 374-400.</p> <p>2) Carlyle, Thomas et al. <i>On Heroes, Hero, Worship and the Heroic in History</i>. London: The Electric Book Company, 2013. P. 225-279.</p> <p>3) Hesketh, Ian. <i>The Science of History in Victorian Britain: Making the Past Speak</i>, University of Pittsburgh Press, 2011. Ch. 2,5,7.</p> <p>4) Kaiwar, Vasant. <i>The Postcolonial Orient: The Politics of Difference and the Project of Provincialising Europe</i>. Leiden: BRILL, 2014. Ch. 3-4</p> <p>5) Lee, Alexander et al. <i>Renaissance?: Perceptions of Continuity and Discontinuity in Europe, C. 1300- C. 1550</i>. Boston: BRILL,</p>

	<p>2010.</p> <p>6) Ferfusion, Adaom. <i>An Essay on the Historical of Civil Society</i>. Kitchener: Batoche Books, 2000. Part III. Section II.</p> <p>7) Nimmo, Richie. <i>Milk, Modernity, and the Making of the Human: Purifying the Social</i>. London: Routledge, 2011. Ch. 1, 4, 6.</p>
Преподаватель	Доцент В.С. Рыжков, ст. преп Е.А. Кочеткова

Course Syllabus

Title of the course	History of Historical Science		
Title of the Academic Programme	Applied and Interdisciplinary History: Usable Pasts		
Type of the course	Core		
Prerequisites	Advanced command of English		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	32	82	114
Course Overview	<p>The course examines the historical development of approaches, methodology and conceptual apparatus, with which historians have worked with sources to explain past phenomena and processes.</p> <p>The first part of the course deals with developments of history as an art of narrative and a social discipline from ArsHistorica of Renaissance through conjectural history of the Age of Enlightenment, from professionalization in the XIX c. to the main ideological and methodological currents of the first part of the XX c. The main focus of this part will be to figure out what narrative, conceptual, and explanatory devices historians used in order to make sense of the past epochs and events.</p> <p>The second part of the course examines major shifts in historical science in the second half of the XX century. We will discuss thoughts from leading scholars in the field. Due to the length of the course we will not cover all the turns and changes, needless to say it will be too complicated. But we will examine a few key works and ideas that changed the way historians approach the past.</p>		
Intended Learning Outcomes (ILO)	<p>Upon completion of the course the student:</p> <p>Is able to reflex (evaluate and rework) the learned scientific and activity methods (YK-1)</p> <p>Is able to create new theories, invent new ways and tools of professional activity (YK-2)</p> <p>Masters new research methods independently , changes the scientific and production profile of his/her activities (YK-3)</p> <p>Is able to improve and develop his intellectual and cultural level, to build a trajectory of professional development and career (YK-4)</p> <p>Able to work with information: identify, evaluate and use information from a variety of sources for scientific and professional purposes</p>		

	(including with a systematic approach) (ОПК-1)				
	Is able to analyze historical sources, scientific texts and reports, to review scientific literature in Russian and foreign languages (ОПК-2)				
	Is able to solve problems in the professional environment on the basis of analysis and synthesis (ОПК-6)				
	Is able to analyze and propose scientific interpretation of historical events in their interrelation in accordance with the requirements of modern historical science (ПК-2)				
	Is able to take part in scientific polemics in oral and written form (ПК-4)				
	Capable of extracting, selecting and structuring information from a variety of types of sources according to professional objectives (ПК-7)				
Teaching and Learning Methods	The course is rooted with traditional methods of teaching and learning which implies lectures and seminars. At seminars the students participate into discussing the literature proposed as compulsory.				
Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Before “Scientific” History	14	2	2	8
2	Romanticism, Historicism, and Professionalization of History	14	2	2	8
3	Ideology in a Historical Narrative and Early Forms of Cultural History	14	2	2	8
4	Challenges of the XXth Century. Annales’ School and Western Marxism	14	2	2	8
5	Post-structuralism. Linguistic Turn	14	2	2	8
6	Visual in history/History of visual	14	2	2	8
7	The Evolution of Social History	14	2	2	8
8	Spatial turn. Space and time	14	2	2	10
Total study hours		114	16	16	82
Indicative Assessment Methods and Strategy	<p>Final grade = 0,5* Cumulative Grade + 0,5* Written Exam. Cumulative grade includes: Class participation (20%), activity at seminars (20%), and Grade for class presentations in groups (60%).</p> <p>Class presentation means working in smaller groups and preparing oral presentations on the themes given by the instructor.</p> <p>In the end of the course, the students pass the written exam in the form of essay (about 1500-1700 words). The students choose the theme freely</p>				

	<p>consulting the instructors. The theme must concern any topic of the course and must be clearly formulated. The essay must present the introduction to the theme, research question, main arguments, and conclusions. The essay must be supported by research literature and, if possible, historical sources related to their own research.</p>		
<p>Readings / Indicative Learning Resources</p>	<p><u>Mandatory:</u></p> <ol style="list-style-type: none"> 1) Duara, Prasenjit et al. <i>A Companion to Global Historical Thought</i>. John Wiley & Sons, Incorporated, 2014. Parts 1-3 <p><u>Optional:</u></p> <ol style="list-style-type: none"> 1) Baron, Nick. "New Spatial Histories of Twentieth Century Russia and the Soviet Union: Surveying the Landscape." <i>Jahrbücher für Geschichte Osteuropas, Neue Folge</i> 55 (2007): 374-400. 2) Carlyle, Thomas et al. <i>On Heroes, Hero, Worship and the Heroic in History</i>. London: The Electric Book Company, 2013. P. 225-279. 3) Hesketh, Ian. <i>The Science of History in Victorian Britain: Making the Past Speak</i>, University of Pittsburgh Press, 2011. Ch. 2,5,7. 4) Kaiwar, Vasant. <i>The Postcolonial Orient: The Politics of Difference and the Project of Provincialising Europe</i>. Leiden: BRILL, 2014. Ch. 3-4 5) Lee, Alexander et al. <i>Renaissance?: Perceptions of Continuity and Discontinuity in Europe, C. 1300- C. 1550</i>. Boston: BRILL, 2010. 6) Ferfuson, Adaom. <i>An Essay on the Historical of Civil Society</i>. Kitchener: Batoche Books, 2000. Part III. Section II. 7) Nimmo, Richie. <i>Milk, Modernity, and the Making of the Human: Purifying the Social</i>. London: Routledge, 2011. Ch. 1, 4, 6. 		
<p>Indicative Self- Study Strategies</p>	<p>Type</p>	<p>+/-</p>	<p>Hours</p>
	<p>Reading for seminars / tutorials (lecture materials, mandatory and optional resources)</p>	<p>+</p>	<p>72</p>
	<p>Assignments for seminars / tutorials / labs</p>		
	<p>E-learning / distance learning (MOOC / LMS)</p>		
	<p>Fieldwork</p>		
	<p>Project work</p>		

	Other (please specify)		
	Preparation for the exam	+	12
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials		
Facilities, Equipment and Software	The course requires a computer or a laptop with licensed software (Microsoft Windows 8 or 10, Microsoft Office Power Point), and a projector.		
Course Instructors	Ass. Prof. Vladimir Ryzhkov, Senior Lecturer Elena Kochetkova		

Annex 1

Course Content

Part 1:

Theme 1. Before “Scientific” History

Lecture 1: Ars Historica of the Renaissance. Conjectural History of the Age of Enlightenment: Voltaire, Robertson, Gibbon.

Seminar 1: Conjectural History. Ferguson on the History of Civil Society.

Theme 2. Romanticism, Historicism, and Professionalization of History.

Lecture 2: Romantic Historians: Michelet and Carlyle. Leopold Ranke and Historicism.

Seminar 2: The Romantic Historiography: A Case of Thomas Carlyle.

Theme 3. Ideology in a Historical Narrative and Early Forms of Cultural History.

Lecture 3. Liberal Historiography and Whig Interpretation of History. An Early Version of Cultural History: Burkhardt.

Seminar 3: Jacob Burkhardt and his Interpretation of Renaissance.

Theme 4. Challenges of the XXth Century. Annales’ School and Western Marxism.

Lecture 4. Marxism and Annales’ School: Similarities and Differences of Two Approaches.

Seminar 4. Western Marxism and E. P. Thompson.

Part 2:

Theme 1. Post-structuralism. Linguistic Turn

Theme 2. Visual in history/History of visual

Theme 3. The Evolution of Social History

Seminar 4. Spatial turn. Space and time

Assessment Criteria

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test				
	Essay				
	Report/Presentation				
	Project				
	In-class Participation			+	+
	Other (write appropriate control forms for the course)				
Interim Assessment (if required)	Assignment (e.g. written assignment)				
Summative Assessment	Exam				+

Assessment Criteria

Grades will consider the originality of a student's answer, the use made of secondary sources, the quality of argumentation, and the form and structure of presentation. Attendance of lectures is also important for successful completion of the course.

Essays

An essay is an independent written work on a topic proposed by the student and agreed with the instructor. The purpose of the essay is to develop the skills of independent creative thinking and written expression of one's own thoughts. Writing an essay is extremely useful, as it allows the author to learn how to formulate thoughts clearly and competently, structure information, use the main categories of analysis, highlight cause-effect relationships, illustrate

concepts with appropriate examples, argue his conclusions, and master the scientific style of speech.

The essay should contain: a clear statement of the essence of the problem, include a self-analysis of the problem using concepts and analytical tools considered in the discipline, conclusions summarizing the author's position on the problem.

Essay structure

1. Introduction - the essence and justification of the topic, consists of a number of components, linked logically and stylistically. At this stage, it is very important to correctly formulate the question that you are going to answer in your research.

When working on the Introduction, the following questions may help: "Should I define the terms used in the essay theme?", "Why is the theme I am exploring important at the moment?", "What concepts will be involved in my discussion of the theme?", "Can I divide the theme into several smaller subtopics?"

2. The main part is the theoretical basis of the selected problem and the presentation of the main question.

This part involves the development of arguments and analysis, as well as the justification for them, based on the available data, other arguments and positions on this issue. This is the main content of the essay and it is the main difficulty. Therefore, the subheadings on which the argumentation is structured are important; this is where the proposed argumentation/analysis needs to be substantiated (logically, using data or rigorous reasoning). Where necessary, charts, graphs and tables can be used as an analytical tool.

Depending on the question posed, the analysis is based on the following categories: The reason - consequence, general - special, form - content, part - whole, constancy - variability. In the process of essay construction it is necessary to remember that one paragraph should contain only one statement and the corresponding proof, supported by graphic and illustrative material.

3. Conclusion - generalizations and reasoned conclusions on the topic with indication of its scope, etc. Summarizes or clarifies the essay and reinforces the meaning and meaning of the main body of the essay. Recommended methods for conclusion: repetition, illustration, quote, impressive statement. The conclusion may contain a very important, complementary element to the essay, such as an indication of the use of the research.

Self-study work

The student needs to clearly understand that independent work is not just a mandatory requirement, but a prerequisite for obtaining knowledge of the discipline and the development of competencies necessary for future professional activities.

Independent work is carried out for the purpose:

- systematization and consolidation of theoretical knowledge obtained in lectures;

- deepening and expanding theoretical knowledge;
- formation of skills to use normative, legal, reference documentation and special literature;
- development of cognitive abilities and activity of students: creative initiative, independence, responsibility and organization;
- Formation of independence of thinking, abilities to self-development, self-improvement and self-realization;
- formation of practical (general and professional) skills and abilities;
- development of research skills;
- acquiring skills of effective independent professional (practical and scientific-theoretical) activity.

There are two types of independent work in the educational process:

- auditorium;
- extracurricular.

Auditor independent work in the discipline is carried out at training sessions under the direct supervision of the teacher and on his behalf.

Outside auditor independent work - planned educational work of students, carried out outside auditor's time on the task and with the guidance of the teacher, but without his direct participation.

Independent work, which is not provided for by the curriculum of the discipline, revealing and specifying the content, is carried out by the student proactively, in order to implement their own educational and scientific interests.

For more effective performance of independent work on discipline the teacher recommends sources for work, characterizes the most rational technique of independent work, demonstrates earlier executed by students of work, etc.

Types of tasks for extracurricular independent work, their content and nature can have a variable and differentiated character, take into account individual characteristics of the student.

Independent work can be carried out individually or by groups of students online and in the classroom, depending on the purpose, scope, specific subjects of independent work, level of complexity.

Control over the results of extracurricular independent work is carried out within the time limit set for mandatory training in the discipline at the seminar or control classes.

Grades	Assessment Criteria
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«Excellent»(8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good»(6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory»(4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail»(0-2)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) for persons with vision disorders: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) for persons with hearing disorders: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) for persons with muscle-skeleton disorders: a printed text; an electronic document; audios; individual assignments and advising.