

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

"Высшая школа экономики"

Факультет Санкт-Петербургская школа социальных и гуманитарных наук

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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Согласована менеджером ОП

« 28 » _____ августа _____ 2017 г.

Ахмеджанова Д.Э. _____

Утверждена Академическим советом образовательной программы

« 25 » _____ августа _____ 2017 г., № протокола _____ 1 _____

Академический руководитель образовательной программы

Лайус Ю.А. _____

Санкт-Петербург, 2017

*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	обязательная		
Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты)	Студенты должны знать основные события в истории XIX-XX вв., свободно излагать свои мысли на английском языке в устной и письменной форме, а также уметь пользоваться библиотечными базами данных.		
Объем з.е.	3		
Объем в часах	Аудиторная работа	Самостоятельная работа	Всего
	46	106	152
Краткое описание курса	Курс нацелен на то, чтобы познакомить студентов с историей исторической мысли и профессии в России и Европе с эпохи Просвещения до начала XXI в., а также представить им некоторые направления современной историографии, которые можно отнести к областям совершенства департамента истории НИУ-ВШЭ в Санкт-Петербурге.		
Образовательные результаты по дисциплине	<ul style="list-style-type: none"> • У студентов должно быть выработано общее понимание изменений, произошедших в исторической науке на протяжении XIX- начала XIX вв. • Студенты должны приобрести практические навыки критического анализа и осмысления научной литературы по истории нового и новейшего времени. 		
Краткое содержание дисциплины	Историческая наука XIX-XX вв.: общий обзор (М.В. Лоскутова)		
	Европа после Второй мировой войны: Берлин и Вена (Н.Маркус)		
	История права в России, историки и юридическая мысль (Т.Ю.Борисова)		
	Возникновение и институционализация экологической истории. Современные тенденции в экологической истории (Ю.А.Лайус)		
	Новейшая историография истории империй (А.М. Семенов)		
	Историческая антропология и дары в политике (Н.Ссорин-Чайков)		
	Наука и империя: актуальные подходы в истории науки (М.В. Лоскутова)		

Образовательные технологии	Лекции и семинары
Формы контроля	Обсуждение обязательной литературы на семинарских занятиях (70%). Итоговый письменный экзамен (30%).
Литература	<p><u>Основная</u></p> <p>Berger, Stefan, 'The Invention of European National traditions in European Romanticism,' in: Macintyre S., Maiguashca J., Pok A. (eds.), <i>The Oxford History of Historical Writing</i>. Vol. 4. 1800-1945. Oxford: Oxford University Press, 2011, pp. 19-40. http://www.oxfordscholarship.com/view/10.1093/acprof:osobl/9780199533091.001.0001/acprof-9780199533091?rskey=opfhyn&result=1</p> <p>Iggers Georg, 'The Intellectual Foundations of Nineteenth Century 'Scientific' History: The German Model,' in: Macintyre S., Maiguashca J., Pok A. (eds.), <i>The Oxford History of Historical Writing</i>. Vol. 4. 1800-1945. Oxford: Oxford University Press, 2011, pp. 41-58. http://www.oxfordscholarship.com/view/10.1093/acprof:osobl/9780199533091.001.0001/acprof-9780199533091?rskey=opfhyn&result=1</p> <p>Fuchs Eckhardt, 'Contemporary Alternatives to German Historicism in the Nineteenth Century', in Macintyre S., Maiguashca J., Pok A. (eds.), <i>The Oxford History of Historical Writing</i>. Vol. 4. 1800-1945. Oxford: Oxford University Press, 2011, pp. 41-58. http://www.oxfordscholarship.com/view/10.1093/acprof:osobl/9780199533091.001.0001/acprof-9780199533091-chapter-4</p> <p>Iggers, Georg G. <i>Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge</i>, Wesleyan University Press, 2012, chapter 2m pp.40-69. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1021445</p>
Преподаватель	Доцент М.В. Лоскутова, доцент Н. Маркус, доцент Т.Ю. Борисова, доцент Ю.А. Лайус, профессор А.М. Семенов, доцент Н.Скорин-Чайков

TEMPLATE

Course Syllabus

Title of the course	History of Historical Science
Title of the Academic Programme	Usable Pasts: Applied and Interdisciplinary History

Type of the course	compulsory				
Prerequisites	Students are expected to know principal events in modern and contemporary history; they should be able to express themselves adequately in oral and written English; they should be competent users of electronic library databases				
ECTS workload	3				
Total indicative study hours	Directed Study	Self-directed study	Total		
	46	106	152		
Course Overview	The course intends to familiarize students with the history of historical writing and profession in Russia and Europe from the Enlightenment till the 21 st century and to introduce them to recent historiographical trends in those areas that the history faculty of the Higher School of Economics in St. Petersburg considers as their areas of excellence.				
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> • To develop a general understanding of the changes that took place in academic history in the 19th-21st centuries; • To gain practical skills of critical interpretation of academic literature in the field of modern and contemporary history 				
Teaching and Learning Methods	The course will consist of lectures and seminars. The seminars will focus on group discussions of the assigned readings.				
Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1.	Historiography in the 19 th -20 th centuries: an overview	30	8	6	16
2.	Post-war Europe: Berlin and Vienna after World War II	21	2	4	15
3.	Russia's legal trajectories: historians and legal history	21	2	4	15
4.	"Greening" the history. Roots of environmental history and its institutionalization. Major recent trends in environmental history.	17	2	0	15
5.	New imperial histories	21	2	4	15
6.	Historical anthropology and political gifts	21	2	4	15
7.	Science and empire: current trends in history of science	21	2	4	15
Total study hours		152	20	26	106
Indicative Assessment Methods and Strategy	Students are expected to attend all <i>seminars</i> , to do all the required readings, and to participate actively in seminar discussions. Participation in seminars gives 70% of the final grade . As an exam at the end of the course, students will take a written quiz (multiple choice test) intended to				

	check their understanding of the principal trends in the 19 th -20 th century academic history writing (<i>30% of the final grade</i>)		
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Berger, Stefan, 'The Invention of European National traditions in European Romanticism,' in: Macintyre S., Maiguashca J., Pok A. (eds.), <i>The Oxford History of Historical Writing</i>. Vol. 4. 1800-1945. Oxford: Oxford University Press, 2011, pp. 19-40. http://www.oxfordscholarship.com/view/10.1093/acprof:osobl/9780199533091.001.0001/acprof-9780199533091?rskey=opfhyn&result=1</p> <p>Iggers Georg, 'The Intellectual Foundations of Nineteenth Century 'Scientific' History: The German Model,' in: Macintyre S., Maiguashca J., Pok A. (eds.), <i>The Oxford History of Historical Writing</i>. Vol. 4. 1800-1945. Oxford: Oxford University Press, 2011, pp. 41-58. http://www.oxfordscholarship.com/view/10.1093/acprof:osobl/9780199533091.001.0001/acprof-9780199533091?rskey=opfhyn&result=1</p> <p>Fuchs Eckhardt, 'Contemporary Alternatives to German Historicism in the Nineteenth Century', in Macintyre S., Maiguashca J., Pok A. (eds.), <i>The Oxford History of Historical Writing</i>. Vol. 4. 1800-1945. Oxford: Oxford University Press, 2011, pp. 41-58. http://www.oxfordscholarship.com/view/10.1093/acprof:osobl/9780199533091.001.0001/acprof-9780199533091-chapter-4</p> <p>Iggers, Georg G. <i>Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge</i>, Wesleyan University Press, 2012, chapter 2m pp.40-69. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1021445</p>		
Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	90
	Assignments for seminars / tutorials / labs	-	
	E-learning / distance learning (MOOC / LMS)	-	
	Fieldwork	-	
	Project work	-	
	Other (please specify)	-	
	Preparation for the exam	+	16
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 Instructor	Associate Professor Marina Loskutova, Associate Professor Nathan Markus, Associate Professor Tatyana Borisova, Associate Professor Julia Lajus, Professor Alexander Semyonov, Associate Professor Nikolai Ssorin-Chaikov
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Annex 1

Course Content

Historiography in the 19 th -20 th centuries: an overview (Prof. Loskutova)
Post-war Europe: Berlin and Vienna after World War II (Prof. Markus)
Russia's legal trajectories: historians and legal history (Prof. Borisova)
"Greening" the history. Roots of environmental history and its institutionalization. Major recent trends in environmental history. (Prof. Lajus)
New imperial histories (Prof. Semyonov)
Historical anthropology and political gift (Prof. Ssorin-Chaikov)
Science and empire: current trends in history of science (Prof. Loskutova)

Annex 2

Assessment Methods and Criteria

Assessment Methods

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

In-class Participation

Grades	Assessment Criteria
«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.

Written Exam

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Recommendations for essay

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*
2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.
3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

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.

