**Course Syllabus**

|  |  |  |  |
| --- | --- | --- | --- |
| Title of the course | **Critical Analysis of Historical Sources and Introduction to General History** | | |
| Title of the Academic Programme | Usable Pasts: Applied and Interdisciplinary History | | |
| Type of the course[[1]](#footnote-1) | Bridging Course | | |
| Prerequisites | English for academic purposes | | |
| ECTS workload | 3 | | |
| Total indicative study hours | Directed Study | Self-directed study | Total |
| 38 | 76 | 114 |
| Course Overview | «L'histoire se fait avec des documents», “the history is made on the basis of documents” – this was a famous dictum of two nineteenth century French historians, Charles Victor Langlois and Charles Seignobos, the statement that opened the first chapter of their classic textbook *Introduction to the Study of History* (1898). In this course we will explore the ways professional historians use documents, as well as other types of primary sources, in their research. We will consider the role archives play in shaping collective memory of the past, and will examine in details the peculiarities of institutional records, statistics, court and law files, surveillance reports, diaries, letters and memoirs, newspapers and fiction, maps, oral and visual sources. | | |
| Intended Learning Outcomes (ILO)[[2]](#footnote-2) | Upon completion of the course students should:  Is able to reflex (evaluate and rework) the learned scientific and activity methods (УК-1)  Is able to create new theories, invent new ways and tools of professional activity (УК-2)  Masters new research methods independently , changes the scientific and production profile of his/her activities (УК-3)  Is able to improve and develop his intellectual and cultural level, to build a trajectory of professional development and career (УК-4)  Able to work with information: identify, evaluate and use information from a variety of sources for scientific and professional purposes (including with a systematic approach) (ОПК-1)  Capable of conducting independent research, including problem analysis, setting goals and objectives, identifying the object and subject of research, choosing the mode and methods of research, and assessing its quality (ОПК-7)  Is able to conduct independent fundamental and applied research using classical and modern methodology, analysis of problems, setting goals and objectives, selection of the object and subject of research, choice of research mode and methods, as well as assessment of its quality (ПК-1)  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 search and analyze historical sources in one of the ancient languages, or in a foreign language (ПК -6)  Is capable of extracting, selecting and structuring information from a variety of types of sources according to professional objectives (ПК-7)  Is able to motivate other people to independent work (ПК -8)  Is able to develop students' ability to comprehend historical text (ПК-9) | | |
| Indicative Course Content | 1. **Introduction. Historians and source criticism.**   The term ‘sources’ and its understanding by historians. Historians and source criticism from the Renaissance to the 20th century.   1. **Archives and archival research** Institutions, their documentary record and social memory. The rise of history as an academic discipline and state archives. Political, diplomatic and military history. Institutional records and the decision-making process. Declassifying state documents for political purposes. Bureaucratic culture, political rhetoric and actual policies.   **3. Statistics and opinion polls** Statistics: Statistics and statecraft in early modern and modern Europe. Descriptive and quantitative statistics. Methods of statistical research. Statistics and the construction of social categories. Opinion polls and the rise of empirical social research in the 20th century. Opinion polls and public opinion: reflecting or influencing? Opinion polls and social norms.  **4. Law and court files, surveillance reports**  Law and its application. Early court files and the inquisition. 20th century historians, popular culture and court files. Grids and filters of investigative procedure: the language of interrogation, the complexity of interaction between oral and written communication, juridical procedures. The dialogic nature of court files. Remission letters: narrative patterns and plots employed to construct a pardonable exception to the rule of law. Surveillance reports and historical perspective on dictatorships: from ‘top-down’ to revisionists approaches. Surveillance reports as the means to assess popular opinion: the picture of dissent confined to personal grievances. Surveillance reports and recent research on the rise of modern ‘national security states’ in the 20th century. Early modern surveillance reports and post-modern deconstruction of the established narrative about the Enlightenment.   5**. Diaries, letters, memoirs**  Letters and diaries of great men as sources for political and intellectual history. Ordinary letters and social historians. Diaries and autobiographies: the birth of the genre and modern self-reflexivity. Gender roles and different diary cultures. Self-writing, experiences and emotions. Letters, diaries and identity-construction. The meaning of correspondence networks. Letter-writing manuals and censorship. Published diaries and editorial practices. Public letters, letters to newspapers and the acquisition of political literacy.   6**.  Fiction and journalism**  Journalism – recording or structuring reality? Production and consumption of news: their format, content and institutional history. The speed of news. Nineteenth century novels: realism and objectivity. History of the book, reading practices and intertextuality. Popular and mass literature. Literary criticism in the twentieth century: structuralism and its refusal to examine historical context. Post-structuralism and new cultural history.   7**. Oral history**  Historians and oral narratives. The rise of oral history in the US and Europe after WWII. The question of reliability of oral sources and the historians’ interest in collective memory in the 1980s. Interview method: the role of the scholar, the context of an interview. Interviews and intertextuality. Publishing oral sources. Oral history databases.   8**.  Visual arts, photography and film**  Functions of art images in historical research. History of art and general history. Photography, its history, the advancement of technology and its social functions. Photographic image – a direct witness?   9**. Maps**  Maps, location and spatial pattern. Cartography and state-making in historical perspective. Mapping and selection of content. Map scales and perspectives. Language and cartographic communication. Cartographic sources and map compilation. Maps as a tool of persuasion in science and public affairs. Maps and geopolitics.   10**. On-line databases for historical research**  Seminar only – team presentations | | |
| Teaching and Learning Methods | The course will consist of 10 lectures (20 academic hours) and 9 seminars (18 hours). The seminars will focus on group discussions of the assigned readings. Below you will find the list of topics (“course schedule”) that we will examine in our course. Each topic corresponds to a lecture and a seminar, with the exception of the very last topic when we will have only a seminar. The list contains the required readings for each seminar. At the same time, the students will be requested to sign up for the course ‘The modern world, part 1: global history from1760 to 1910’ by University of Virginia at Coursera <https://www.coursera.org/learn/modern-world> (no need to pay the fees, as the students are not requested to produce certificates for the course). They will listen to on-line lectures and then will have to pass an oral exam on the basis of this on-line course. | | |
| Indicative Assessment Methods and Strategy | Students are expected to attend all ***seminars***, to do all the required readings, and to participate actively in the seminar discussion. Participation in seminars gives 32% of the final grade.  For the final seminar students will have to give ***team presentations*** on internet resources for historians: students will split into teams (3-5 students for a team depending on the number of students who sign up for the class), and each team will prepare an oral presentation (10-15 minutes in length) on one of on-line information resources or databases of their choice. All students in a team get the same grade. 8% of the final grade.  ***An essay*** will consist of a research paper (1,500–2000 words) that provide a critical analysis of the sources used by a few selected historians who explore a common issue (e.g. they work on the history of emotions in early modern Europe, or explore the making of the Soviet ‘subjectivity’ in the 1920s-1930s). The paper should not only include general information on the sources itself (details of their publication history, if published, references to archival holdings, etc.) but also examine the ways in which these historians have already been using these sources. In the exam paper students should also reflect on various methodologies and interpretative strategies that can potentially be applied to this particular type of primary sources. The paper should include appropriate bibliographic references and a list of literature. 40% of the final grade.  ***An oral exam*** will focus on the topics covered by the on-line course ‘The modern world, part 1: global history from1760 to 1910’. 20% of the final grade. | | |
| Readings / Indicative Learning Resources[[3]](#footnote-3) | Optional  Knight, Abigail, et al. “Re-Using Community Oral History Sources on Food and Family Life in the First World War.” *Oral History*, vol. 43, no. 1, 2015, pp. 63–72. *JSTOR*, www.jstor.org/stable/24345922.  Classen, Christoph, et al. “Towards Web History: Sources, Methods, and Challenges in the Digital Age. An Introduction.” *Historical Social Research / Historische Sozialforschung*, vol. 37, no. 4 (142), 2012, pp. 97–101. *JSTOR*, [www.jstor.org/stable/41756476](http://www.jstor.org/stable/41756476).  Classen, Christoph, et al. “Towards Web History: Sources, Methods, and Challenges in the Digital Age. An Introduction.” *Historical Social Research / Historische Sozialforschung*, vol. 37, no. 4 (142), 2012, pp. 97–101. *JSTOR*, [www.jstor.org/stable/41756476](http://www.jstor.org/stable/41756476).  Freund, Alexander. “Oral History as Process-Generated Data.” *Historical Social Research / Historische Sozialforschung*, vol. 34, no. 1 (127), 2009, pp. 22–48. *JSTOR*, [www.jstor.org/stable/20762332](http://www.jstor.org/stable/20762332).  Macknight, Elizabeth C. “Archives, Heritage, and Communities.” *Historical Reflections / Réflexions Historiques*, vol. 37, no. 2, 2011, pp. 105–122. *JSTOR*, [www.jstor.org/stable/41403723](http://www.jstor.org/stable/41403723).  Arathymou, Spyridoula. “Finding and Accessing the Right Archive and Archival Data. Archival Tools to Support Research and to Make Archives Available to Public.” *Historical Social Research / Historische Sozialforschung*, vol. 34, no. 3 (129), 2009, pp. 71–77. *JSTOR*, [www.jstor.org/stable/20762376](http://www.jstor.org/stable/20762376).  HEAD, RANDOLPH C. “DOCUMENTS, ARCHIVES, AND PROOF AROUND 1700.” *The Historical Journal*, vol. 56, no. 4, 2013, pp. 909–930., [www.jstor.org/stable/24528855](http://www.jstor.org/stable/24528855).  SHEPARD, TODD. “‘History Is Past Politics’? Archives, ‘Tainted Evidence," and the Return of the State.” *The American Historical Review*, vol. 115, no. 2, 2010, pp. 474–483. *JSTOR*, www.jstor.org/stable/23302580. | | |
| Course Instructor | Associate Professor Marina Loskutova | | |

1. ***Notes:***

   Type of the course - core (mandatory); optional or elective. [↑](#footnote-ref-1)
2. Intended Learning Outcomes (ILO) - for the academic programs which are exposed to international accreditation or other forms of external evaluation, the list of ILO must be complemented with “Mapping of Programme and Course/module learning outcomes”. [↑](#footnote-ref-2)
3. Indicative Learning Resources - to be filled either in the Course descriptor or in the Course Syllabus. [↑](#footnote-ref-3)