

**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**

Historical Textual Criticism («Историческая текстология»)  
для образовательной программы «Прикладная и междисциплинарная история»  
направления подготовки 46.04.01 «История»  
уровень - магистр

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Согласована менеджером ОП «Прикладная и междисциплинарная история»

\_\_\_\_\_ 2019 г.

Ахмеджанова Д.Э. \_\_\_\_\_

Утверждена Академическим советом образовательной программы

«\_\_» \_\_\_\_\_ 2019 г., № протокола \_\_\_\_\_

Академический руководитель образовательной программы

Ю.А.Лайус \_\_\_\_\_

Санкт-Петербург, 2019

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

## Course Syllabus

Title of the course		Historical Textual Criticism			
Title of the Academic Programme		MA Usable Pasts: Applied and Interdisciplinary History			
Type of the course		Core			
Prerequisites		Introductory-level familiarity with critical and social theory. The course is designed to more thoroughly elaborate what is covered in the related introductory course, “Critical Analysis of Historical Sources and Introduction to General History”			
ECTS workload		3			
Total indicative study hours		Directed Study	Self-directed study	Total	
		44	70	114	
Course Overview		<p>This course is to ground students in forms of critical analysis of texts as historical sources. It uses a wide range of examples of historical work that draws on both different textual material and different methodological strategies. The course views texts as complex and often ambiguous phenomena, as having lifelines and biographies that are socially embedded and situated. Materials of the course reflect on a variety of methodologies of critical analysis that have emerged after linguistic turn and in reaction to the postmodern challenge of the late twentieth century. The focus of the course is equally theoretical and empirical. A large part of the course is designed to incorporate the “learning-by-doing” principle, and therefore maintain a practical focus of theoretical criticism. Students will learn about the interplay between the form and content of texts, as well as about the constructions which build narratives. The workload involves mandatory participation in and preparation for in-class discussions and writing assignments of original essays.</p>			
Intended Learning Outcomes (ILO)		<ul style="list-style-type: none"> <li>• knowledge of how to analyze key features of text and narrative as historical sources, including the issues surrounding texts’ authorship and edition, and its status as original or copy.</li> <li>• ability to contextualize historical sources, characterize different texts and narratives, and apply various approaches to the textual analysis</li> <li>• understanding theoretical and methodological issues in the analysis of texts and narrative theory, such as fictionality, narrative instances, focalization, plot, discourse, and their implications to historical research</li> <li>• learned skills of historical analysis of texts in practice of research</li> </ul>			
Teaching and Learning Methods		The course consists of both lectures and seminars. Seminars will focus on marked* key readings for each of the themes (see curriculum below)			
<b>Content and Structure of the Course</b>					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	The inquisitor.	20	4	4	12

2	Language games.	20	4	4	12
3	Performativity.	24	6	6	12
4	Facts and scientific texts.	20	4	4	12
5	The cultural biography of things.	14	2	2	10
6	Archival turn.	16	2	2	12
<b>Total study hours</b>		114	22	22	70
<b>Indicative Assessment Methods and Strategy</b>		<p>There are several types of assessment methods during the course: seminar participation (including leading discussions on two readings of the course) seminar attendance, and two review essays of key seminar readings that are due a week after the presentation.</p> <p>Exam is organized in a form of a take home final essay: this is essay-long discussion of randomly selected two questions from the list of exam questions. Exam asks students to debate across empirical material and different approaches covered in the course. Specifically, in answering each of these questions, students are required to use at least three individual pieces of writing from this course syllabus, not to repeat material in discussion of each of the two questions, and in answering both questions to draw on only one piece of readings that you presented on in class. Late assignments will be marked down by 10% of the mark per day and if you plagiarize, you fail. Formula for calculating accumulative and final marks:</p> <p><math>M_{acc} = 0,2 * M_{attendance} + 0,4 * M_{participation} + 0,4 * M_{review}</math>  <math>M_{exam} = M_{essay}</math>  <math>M_{final} = 0,2 * M_{acc} + 0,8 * M_{exam}</math></p>			
<b>Readings / Indicative Learning Resources</b>		<p><u>Mandatory</u></p> <p>Verdery, Katherine. <i>Secrets and Truths: Ethnography in the Archive of Romania's Secret Police</i>. Gc.cuny.edu, Budapest: Central European University Press, 2014.</p> <p>Shapin, Steven. <i>The Scientific Life: A Moral History of a Late Modern Vocation</i>. Chicago: University of Chicago Press, 2008.</p> <p><u>Optional</u></p> <p>Clark, Elizabeth A. <i>History, theory, text: historians and the linguistic turn</i>, Cambridge, Mass.: Harvard University Press, 2004</p>			
<b>Indicative Self- Study Strategies</b>		<b>Type</b>	<b>+/-</b>	<b>Hours</b>	
		Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	30	
		Assignments for seminars / tutorials / labs	+	30	
		E-learning / distance learning (MOOC / LMS)	-		
		Fieldwork	-		
		Project work	-		

	Other (please specify)	-	
	Preparation for the exam	+	10
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. Readings could be found in the Electronical Resources of HSE (via full text founder <a href="https://elib.hse.ru/e-resources/e-resources.htm">https://elib.hse.ru/e-resources/e-resources.htm</a> , it is more comfortable to do search by the title). If you will have any difficulties in finding literature in the Electronical Resources of HSE, do not hesitate to ask. You may face difficulties in finding OPTIONAL literature used by instructors during the lectures, in that case it can be downloaded in the LMS by a request		
Facilities, Equipment and Software	(If required)		
Course Instructor	Nikolai Ssorin-Chaikov: <a href="mailto:nssorinchaikov@hse.ru">nssorinchaikov@hse.ru</a>		

## Course Content

### 1. The inquisitor

Microhistory; its textual and analytical dilemmas. Debate of the 1980s on historian and anthropologist as ‘inquisitors’.

### 2. Language games

The linguistic turn in history and social sciences. Postmodernism. The concept of language games.

### 3. Facts and scientific texts

Language games and the history of science. Social construction of facts. Theories of knowledge and political philosophy.

### 4. Performativity

The linguistic turn and speech act theory (Austin). Performativity theory and its uses in the history and anthropology of truth, hate speech and socialist modernity.

### 5. The cultural biography of things

Material turn in historical methodologies. Social life of things. Commodities, tribute, gifts and relics in cultural perspectives.

### 6. Archival turn

In what ways textual materials such as archival documents and bureaucratic files are material objects? How, if at all, does the archival turn in the methodologies of historical textual criticism combine the linguistic and material turns?

## 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	*	*		
	Attendance	*	*		
Interim Assessment (if required)	Review	*	*		
Summative Assessment	Exam		*		

### Assessment Criteria

#### In-class Participation, Leading discussion

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and background knowledge on the main trends in the history of historical knowledge and broader. The discussion prepared by the student was lively and the presented materials were highly prepared and in-depth understood.
«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 on the broader historiographical context.
«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.

#### Essay, Reviews

Grades	Assessment Criteria
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«Excellent» (8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

### Written Assignments (Essay, Test/Quiz, Written Exam, etc.)

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 project work**

Lecturers and other instructors for the course have selected the following list of suggested research topics:

1. Courtship and dating: the gender of money and the gift
2. Family genealogy versus family history: class and status
3. Family budget (kubyzhka): in whose hands it is, how is it filled, by whom? Whose money (women's, youngsters, retired are opt part of the kubyzhka?)
4. House and home, including dormitory

You are welcome to suggest your own topics. You are welcome to do research collectively, but the research paper should be individually written and will receive individual mark. The volume of the paper should not exceed 4,000 words. The minimum word limit is 2,000 words.

In the research paper:

- 1) explain why you have chosen your project (groups that you studied, a case, a situation). This explanation should include a clear connection to course topics to which it is related, e.g. religion and science or specific theme within these topics.
- 2) explain why you have chosen your research method — in particular if you decided to use methods other than ethnographic participant observation and ethnographic interview. Make sure you use more than one method (interview, discourse analysis, historical analysis, comparison with other cases). Use qualitative, rather than quantitative methods.
- 3) clearly formulate your research question or hypothesis. What is the question to which your paper and its materials are the answer?
- 4) explain how your research and methods help you to address the question/hypothesis
- 5) present your material — including quotations from interviews, examples of discourse or historical analysis.

- 6) describe the context of your material. In what context your interviews or observations were made? What is the social, cultural and historical context of the material that you have collected/explored?
- 7) describe if you had any ethical difficulties in doing this research
- 8) present the main results and conclusions of your research

Paper structure:

- Paper title and your name, and the course which this paper is for.
- Introduction (points 1, 2, 3 and 4 of the above) - Main body of the paper (points 5, 6 and 7 of the above)
- Conclusion (point 8 of the above)
- list of references: bibliography and other sources that you used

### **Recommendations for final exam 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.

### **Samples of final exam questions:**

- Why has microhistory as a methodology been as much pioneering as controversial?
- It is not that postmodernism made us indifferent to truth. Rather, it made us attuned to the practices of truth production. Discuss.
- How did the focus on power relations change our understanding of seeing and knowing?
- In the array of characters called “Folcorista, Kora, Viky, Vera, Venera, Katy, Vanessa”, Katherine Verdery could hardly recognise herself as the subject of her own secret police file.

What does this archive then reflect, if not “Katherine Verdery” — and what are broader implications of this for the methodology of textual criticism and historical research?

- Performative utterances make things, rather than describe them (J. L. Austin). Discuss.
- If texts, like things, have a ‘social life’, what difference does it make for our understanding of both things and texts?

**Secificatin of learning outcomes:**

As a result of completing the course, students will develop the following:

1) Universal learning outcomes

Code (RUS)	Code (ENG)	Description
YK-1	UK-1	Is able to reflex (evaluate and rework) the learned scientific and activity methods.
YK-2	UK-2	Is able to create new theories, invent new ways and tools of professional activity.
YK-3	UK-3	Masters new research methods independentl y , changes the scientific and production profile of his/her activities
YK-4	UK-4	Is able to improve and develop his intellectual and cultural level, to build a trajectory of professional development and career

## 2) General professional learning outcomes

Code (RUS)	Code (ENG)	Description
ОПК-1	OPK-1	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)activity
ОПК-2	OPK-2	Is able to analyze historical sources, scientific texts and reports, to review scientific literature in Russian and foreign languages

## 3) Professional learning outcomes

Code (RUS)	Code (ENG)	Description
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ПК - 1	ПК - 1	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 - 2	ПК - 2	Is able to analyze and propose scientific interpretation of historical events in their interrelation in accordance with the requirements of modern historical science
ПК - 3	ПК - 3	Is able to present the results of research with special terminology
ПК - 4	ПК - 4	Is able to take part in scientific polemics in oral and written form.
ПК - 9	ПК - 9	Able to develop students' ability to comprehend historical text