The Hebrew University of Jerusalem

Syllabus

TRENDS IN HISTORIOGRAPHY: BASICS TO CUTTING EDGE - 27056

Last update 07-08-2017

<u>HU Credits:</u> 2

<u>Degree/Cycle:</u> *1st degree (Bachelor)*

<u>Responsible Department:</u> *school of history - honors program*

<u>Academic year:</u> *0*

<u>Semester:</u> *1st Semester*

<u>Teaching Languages:</u> *Hebrew*

<u>Campus:</u> *Mt. Scopus*

<u>Course/Module Coordinator:</u> *Prof Moshe Sluhovsky*

<u>Coordinator Email:</u> msl@mail.huji.ac.il

<u>Coordinator Office Hours:</u> *Tuesday 14:00-15*

Teaching Staff:
  Prof Moshe Sluhovsky
Mr. yotam benhorin
Mr. Eitan Ishai
Ms. ayana sassoon
Ms. Elya Assayag
Mr. boaz berger

Course/Module description:
  Without preference to any region or period of time, the course aims to introduce the B.A. students to some of the central, and influential, approaches toward the study of history as they evolved in the 19th and 20th century in the discipline of history.

Course/Module aims:
  The course aims to introduce both well established, influential and canonical texts, as well as cutting edge, ground breaking approaches towards historical research. The students will learn to understand the readings, to extract their main arguments, to be sensitive to the method used and to develop a critical stance toward the reading material. In addition, the course aims to examine together with the students some of the basic assumptions and fundamental questions of modern historical thought.

Learning outcomes - On successful completion of this module, students should be able to:
  The Students would be acquainted with and able to identify central developments of the discipline of history in recent decades. Students will be able to read a scholarly text and understand its main claim and ways of proof and persuasion. Students will develop the ability to critically assess a scholarly text, as well as develop their own original claim, and to express it in academic writing. Students would be aware of some of the principal methodological questions necessary for historical research.

Attendance requirements(%):
  80

Teaching arrangement and method of instruction: The general pedagogical approach of the course is to learn from gradual experiences. The course takes place in medium sized groups of students (c. 20 students per group) from all the historical departments, moderated by teaching instructors . Every week the students are

required to read scholarly articles or excerpts from scholarly works, and to write a short essay. At class, the group discusses the reading material and draws from it connections to broader trends of historical writing and to the most fundamental methodological philosophical questions with which the historian comes to face. The teaching instructors are directed by the lecturer in charge of the course on a weekly basis. The level of the assignments changes throughout the course of study, beginning with understanding the main claims of the reading material and culminating with the students' being required to generate and original and well-founded claims of their own vis-a-vis the reading material. The final grade is based on the average of the weekly essays and the active participation in class.

Course/Module Content:

The students will be acquainted with approaches from cultural history, social history, gender history, history of ideas, material history, subaltern studies, environmental history and the interface of biology and history. They will get to know ideas central for historical research like social construction, gender, orientalism and discourse. In addition the students would face questions of historical explanation, historical truth, historical proof, rigorous research and interpretation.

Required Reading:

Robert Darnton, "Workers Revolt: The Great Cat Massacre of the Rue Saint-Severin", in The Great Cat Massacre, (New York: Basic Books, 1999), pp. 75-104; 270-272.

Benedict Anderson, Imagined Communities: Reflections on the Origin and Spread of Nationalism (London and New-York: Verso, 1983), pp. 5-12, 22-46, 230-233 (הערות שוליים).

בנדיקט אנדרסון, קהילות מדומיינת: הגיגים על מקורות הלאומיות והתפשטותה (תל אביב: האוניברסיטה הפתוחה, 1999), קטעים נבחרים.

אנתוני ד' סמית, האומה בהיסטוריה (ירושלים, 2000), פרק ג': עמ' 72-100.

4. השבוע הרביעי– היסטוריה של הרעיונות והמושגים
Shulamit Volkov, "Antisemitism as a Cultural Code: Reflections of the History and Historiography of Antisemitism in Imperial Germany," Yearbook of the Leo Baeck Institute 23 (1978): 25-45

5. השבוע החמישי – היסטוריה חברתית:
א.פ. תומפסון והיסטוריה של ההמון E. P. Thompson, "The Moral Economy of the English Crowd in the Eighteenth Century", Past and Present (1971), excerpts.

6. השבוע השישי – מגדר ומיניות כקטגוריות אנליטיות:
מגדר: בילי מלמן, "מן השוליים אל ההיסטוריה של היישוב: מיגדר וארץ ישראל (1890-1920) ציון ס"ב (תשנ"ז), עמ' 243-278.
מין: יעל שגב, "הקוצ'ק במרחבים העירוניים של איסטנבול עד ראשית המאה העשרים," זמנים 131

.86-97 'עמ ,(2015)

7. שבוע שביעי: – מושג השיח והאתגר הפוסט-מודרני
':היידן וויט, "הטקסט ההיסטורי כמוצר ספרותי," בתוך אליעזר וינריב, עורך, חשיבה היסטורית, כרך ב
.305-322 'קובץ מאמרים בפילוסופיה של היסטוריה (תל אביב, 1985), עמ

:(שבוע 8: האתגר הפוסט-מודרני (המשך

Joyce Appelby, Lynn Hunt and Margaret Jacob, *Telling the Truth about History* (New York, 1994), 241-270.

9. מיקרו היסטוריה
.(קרלו גינצבורג, הגבינה והתולעים: עולמו של טוחן בן המאה השש-עשרה (ירושלים, 2005

10. היסטוריה סביבתית
William Cronon, "A Place for Stories: nature, history and Narrative," *Journal of American History* 78:4 (1992): 1347-1376

11. פוקו ומושג הכוח:
מישל פוקו, לפקח ולהעניש: הולדת בית הסוהר (תל אביב, 2015), 169-194; 213-222; 241-230.

12. אוריינטליזם:
אדוארד סעיד, אוריינטליזם, (תל אביב, 2000), עמ' 11-32, 41-43, -150 156, 284-286.

13. פוסט-קולוניאליזם:
Sudipta Kaviraj, "The Imaginary Institution of India," In *Subaltern Studies VII*, Partha Chatterjee and Gyanenda Pandey, eds. (New Delhi, 1992), 1-39.

Additional Reading Material:
none

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 20 %
Project work 0 %
Assignments 80 %
Reports 0 %
Research project 0 %
Quizzes 0 %

Other 0 %

Additional information: