

## 28131 - Historiography

### Información del Plan Docente

<b>Academic Year</b>	2018/19
<b>Subject</b>	28131 - Historiography
<b>Faculty / School</b>	103 - Facultad de Filosofía y Letras
<b>Degree</b>	418 - Degree in History
<b>ECTS</b>	6.0
<b>Year</b>	3
<b>Semester</b>	Half-yearly
<b>Subject Type</b>	Optional
<b>Module</b>	---

### **1.General information**

#### **1.1.Aims of the course**

#### **1.2.Context and importance of this course in the degree**

#### **1.3.Recommendations to take this course**

### **2.Learning goals**

#### **2.1.Competences**

#### **2.2.Learning goals**

#### **2.3.Importance of learning goals**

### **3.Assessment (1st and 2nd call)**

#### **3.1.Assessment tasks (description of tasks, marking system and assessment criteria)**

### **4.Methodology, learning tasks, syllabus and resources**

#### **4.1.Methodological overview**

The methodology followed in this course is oriented towards the achievement of the learning objectives. A wide range of teaching and learning tasks are implemented, such as lectures, practice sessions, autonomous work, study and assessment tasks.

Students are expected to participate actively in class throughout the semester.

Further information regarding the course will be provided on the first day of class.

### 4.2. Learning tasks

The course includes the following learning tasks:

- Lectures.
- Practice sessions.
- Autonomous work and study.
- Assessment tasks.

### 4.3. Syllabus

The course will address the following topics:

- Topic I. Hesitation times: reflections on the "crisis of History".
- Topic II. Formation and first development processes of national communities of professional historians.
  - o 1. Science of history and the community of historians in German.
    - 1.1. Pioneers. Göttingen University. - Johann G. Herder and Barthold G. Niebuhr.- *Historismus*. Historiography of the German Nation (Ranke, Droysen, Treitschke, and Meinecke).
    - 1.2. Twentieth Century. Diverse Perspectives vs. integrated perspectives.- The German Catastrophe and normalisation in the fifties and sixties.- The School Bochum-Bielefeld.- Conceptual History (Reinhard Koselleck).- The history of the science of History: *interdisziplinäre matrix* in Jörn Rüsen and his disciples.- Other tendencies and streams (Alltagsgeschichte, Mnemohistoire...).
  - o 2. Nearby a school: *Annales* and the French contemporary historiography.
    - 2.1. Pioneers. *L'École méthodique*: positivist French school (Monod, Lavissee, Langlois, Seignobos).
    - 2.2. The school of *Annales* since its birth throughout the World War II. Marc Bloch and Lucien Febvre.
    - 2.3. The Braudel Period: *Annales* since 1945. - The followers of *Annales*. Third, and perhaps other generations?- The profession of historian in France.
  - o 3. British historiography in the XXth century.
    - 3.1. Pioneers. National liberal tradition in British Historiography (Carlyle, Macaulay, Acton, Butterfield, and Namier).
    - 3.2. British Marxist Historians (Hill, Thompson, Samuel, Hobsbawm).
    - 3.3. Other ways, other schools: From the Cambridge Group and the econometers, to the Cultural and Subaltern Studies.
  - o 4. The United States: providentialism and internationalisation.
    - 4.1. First American historiography. Puritanism, romanticism, and nationalism (Henry Adams).
    - 4.2. The *new history* and the Frontier Thesis.
    - 4.3. To the other shore of the Atlantic. The American hegemony (from *consensus* historiography, to an international opening).
    - 4.4. To the other shore of the Pacific: Historiography's Globalisation (Australia, New Zealand and Asia).
  - o 5. Historiography in Spain (19th and 20th centuries).
    - 5.1. Academic Historiography in Nineteenth Century.
    - 5.2. The professionalization (1900-1936).
    - 5.3. Professors under Franco, Franco's Professors: Zero Hour and the normalisation in the historiography under Franco.
    - 5.4. A distended transition: the making of a democratic historiography in Spain.
- Topic III. The crisis of major paradigms and some other problems of contemporary science of history: narration, memory, and historical revisionism. Post-modernity and history of emotions.

### 4.4. Course planning and calendar

Further information concerning the timetable, classroom, office hours, assessment dates and other details regarding this course, will be provided on the first day of class or please refer to the Faculty of Philosophy and Arts website (<https://fyl.unizar.es/>; academic calendar <http://academico.unizar.es/calendario-academico/calendario>, timetable <https://fyl.unizar.es/horario-de-clases#overlay-context=horario-de-clases>; assessment dates: <https://fyl.unizar.es/calendario-de-examenes#overlay-context=>)

**4.5. Bibliography and recommended resources**