



**London  
South Bank  
University**

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# Module Guide



British Museum Reading Room (2005). Available from:  
[https://www.flickr.com/photos/library\\_mistress/36198524](https://www.flickr.com/photos/library_mistress/36198524) [Accessed 11 January 2019].

Historical Practice and Research

DSS\_4\_HPR

Division of Social Sciences

Level 4

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## 1. MODULE DETAILS

<b>Module Title:</b>	Historical Practice and Research
<b>Module Level:</b>	Level 4
<b>Module Reference Number:</b>	DSS_4_HPR
<b>Credit Value:</b>	20 CAT Points
<b>Student Study Hours:</b>	200
<b>Contact Hours:</b>	45
<b>Private Study Hours:</b>	155
<b>Pre-requisite Learning (If applicable):</b>	None
<b>Co-requisite Modules (If applicable):</b>	None
<b>Course(s):</b>	BA (Hons) History
<b>Year and Semester</b>	2019-20, Semester 2
<b>Module Coordinator:</b>	Dr Katie Donington
<b>MC Contact Details (Tel, Email, Room)</b>	doningtk@lsbu.ac.uk
<b>Teaching Team &amp; Contact Details (If applicable):</b>	NA
<b>Subject Area:</b>	History
<b>Summary of Assessment Method:</b>	Formative Assessment (0%): Journal Article Blog. CW1 (50%): Journal Article Review (1,000 words) CW2: (50%): Essay (1,000 words)
<b>External Examiner:</b>	Dr Helen Glew, Senior Lecturer, University of Westminster

## 2. SHORT DESCRIPTION

This module will provide you with an introduction to the key issues and debates in historiography and practice. It will enable you to identify and critically assess different forms of history writing in relation to the historical moments during which they emerged. The course will cover developments in historical thought including the Whig tradition, history from below, post-colonial history, cultural and gender theory. The module will also examine different forms of historical practice including public history, family history, local history and digital history. Building on the Semester 1 Module 'Historical Sources and Methods', you will work with a wide range of sources including archival material, oral history and historical databases.

## 3. AIMS OF THE MODULE

This module aims to provide students with:

- An introduction to some of the key historiographical developments which have taken place from the nineteenth century to the present day
- An ability to identify different historical sub-disciplines (cultural, social, economic, imperial, political)
- A framework for placing different historical approaches within their historical, ideological and political contexts

- An understanding of the ways in which different concepts and theories emerging from a variety of disciplines have impacted on the development of historical thought and practice
- Ability to read, analyse and critique history writing across a range of different sub-disciplines
- An understanding of different historical practices both inside and outside of academic history
- An appreciation of the centrality of historical research to historical practice
- To develop skills in historical research, including identifying and evaluating sources for use in historical analysis

## 4. LEARNING OUTCOMES

On successful completion of the module students will have:

### 4.1 Knowledge and Understanding

- Understanding of the research methods and practices of a range of different sub-disciplines of history
- Knowledge of some of the key historiographical developments which have occurred from the nineteenth century through to the present day
- Understanding of the different historical contexts in which different forms of history-writing have emerged
- Knowledge of the key ideas, concepts and theories which have impacted on the development of historical research and practice
- Understanding of the role of research across a range of historical practices including both academic and public history

### 4.2 Intellectual Skills

- The ability to identify and analyse the strengths and weaknesses of different historical approaches
- An emerging awareness of where your own work as an historian fits within this spectrum
- Ability to identify and assess why changes and continuity occurred over time in relation to historical practice
- The ability to understand and appropriately engage with theoretical concepts and language

### 4.3 Practical Skills

- An ability to critically evaluate historical arguments, historiography and sources
- Experience of writing analytically for the purposes of a review
- Essay writing including the use of a formal bibliography and referencing
- Grounding in the sources available to historical practitioners and experience of working with them
- Ability to organise, structure and express an argument using evidence including key aspects of coherence, clarity and fluency of expression
- The ability to work on tasks in small groups and independently
- Good written and oral communication skills

- The ability to work to deadlines

#### 4.4 Transferable Skills

- Self-discipline, self-direction, independence of mind and initiative
- Time management skills
- Experience of working to set deadlines
- Written and oral communication skills
- Skills in research and information retrieval
- Enhanced information technology skills
- Critical reading and summarising skills

### 5. ASSESSMENT OF THE MODULE

The module is assessed on the basis of 100% coursework: coursework is submitted via the submission page on Moodle. The assessment is in three parts:

Formative Assessment (0%)	Friday 6 <sup>th</sup> March 2020 by 5pm
CW1 (50%)	Friday 20 <sup>th</sup> March 2020 by 5pm
CW2: (50%)	Friday 15 <sup>th</sup> May 2020 by 5pm

**For detailed instructions of how to complete each piece of formative and summative coursework please read the Assessment Briefs which can be found on the module Moodle page.** Assessment Briefs include your submission deadlines and the date by which you will receive feedback. Your Assessment Briefs will include the marking criteria that will be used to assess your work. Not all the [Undergraduate Marking Criteria \(PDF\)](#) will be relevant to every module or assignment. The criteria that are relevant to each assessment you take will be shown in the Assessment Brief.

The feedback you receive on your assessment will use these criteria and will help you to improve your performance in future assessments.

For further information regarding assessment in this course, please see your Course Handbook on Moodle. This contains detailed information regarding assessment including an explanation of the procedures to be followed if an assessment deadline is missed, as well as how to make an application for extenuating circumstances.

#### 5.1 Marking Criteria

For a more detailed outline of assessment issues and marking criteria please see the 2018/19 DSS Course Guide. Another example of marking criteria used at university level has been uploaded to the Moodle page. Read all of these carefully and use them as a measure against which to improve your work.

#### 5.2 Academic literature



The Perry Library has a history section on the 2nd floor of the West Wing. It has many books on different periods and topics in history, as well as reading on doing historical research. You will also find much relevant reading on the Reading List for this module. Furthermore, LSBU provides access to ebooks and online journal articles.

It is not acceptable at undergraduate level to base your research on simple web searches or to use materials aimed at school students. These do not have sufficient critical rigour and will not help you develop the higher level skills and competencies required for the higher grades.

Academic literature is challenging but it is also hugely rewarding – it offers windows into different ways of thinking. You are assigned one core reading per week but in order to truly engage with the subject it is vital that you read around the issues in order to be able to compare and contrast different interpretations. The additional reading list comprises of many different texts that will allow you to delve deeper into the issues. It can also be used as a basis for thinking about your bibliography for your essay.

**LSBU has access to the online academic resource JSTOR** – this is treasure trove of useful material which can be searched online and downloaded. This process helps you to increase the breadth of your reading and demonstrate your research skills. You can access JSTOR through the Library using this link:

[http://encore.lsbu.ac.uk/iii/encore/record/C\\_Rb1771959\\_Sjstor\\_P0%2C1\\_Orightr\\_sult\\_U\\_X6?lang=eng&suite=cobalt](http://encore.lsbu.ac.uk/iii/encore/record/C_Rb1771959_Sjstor_P0%2C1_Orightr_sult_U_X6?lang=eng&suite=cobalt)

### 5.3 Plagiarism

Whether intentional or not, plagiarism is not acceptable in any circumstances. It is regarded as a form of cheating and there are strict University regulations that apply if it is discovered. You will find further details on plagiarism in the LSBU Assessment and Examinations Handbook

([https://www.lsbu.ac.uk/data/assets/pdf\\_file/0010/84349/assessment-and-examination-handbook.pdf](https://www.lsbu.ac.uk/data/assets/pdf_file/0010/84349/assessment-and-examination-handbook.pdf) ) and in your Course Guide. Please read these carefully.

### 5.4 Referencing and Reference List

All coursework must be fully and accurately referenced and must include, at the end, a 'Reference List' of material consulted in the preparation of the work. A degree level essay must include at least six academic texts within the list in order to demonstrate an acceptable breadth of reading. **Even if you have not quoted directly from the text you can include it in the 'Reference List' if it has helped to shape your thinking.**

It cannot be stressed enough the need to properly reference your work – it is a simple formula which you must follow exactly in order to fully credit the historians and sources that you are working with. Don't lose marks over simple errors in referencing.

**There is a PDF copy of 'How to Reference in LSBU Harvard Style' on the Moodle page.** Download this and read it thoroughly. There are working examples of how to reference a large variety of primary and secondary source materials. You can compare your own referencing with the examples to make sure you have got it right.

Below are some examples, however, you will need to read the full guide in order to know how to identify the full range of sources that you might want to use. Be aware that you must also offer in text citations and will need to consult the guide for advice on that. Read and follow the examples used in the reading list for this module as they have been formatted according to the correct style.

### **Single authored books:**

Wood, E. (2003) *Empire of Capital*. London: Verso.

### **Multiple authored books:**

Stevenson, J. and Cook, C. (1977) *The slump: Society and politics during the depression*. London: Cape.

### **Chapters in books (i.e. edited collections):**

Fennell, G. (1990) The Second World War and the welfare state in Britain: Sociological interpretations of historical development, in: Jamieson, L. and Corr, H. (eds.) *State, private life, and political change*. Basingstoke: Macmillan, pp. 75-95.

### **Articles in journals:**

Tomlinson, J. (1992) Planning: Debate and policy in the 1940s, *Twentieth Century British History*, 3 (2), pp. 154-174.

### **Websites:**

Burke, L. (1997) *Carbohydrates? They aren't that simple*. Available from: <http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014].

## 5.1 Learner Support Material

You will need to use both printed and electronic sources. As well as the recommended readings and references below, you should use the university's online learning resources that can be accessed via MyLSBU and the Library. From here you will be able to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use the LSBU Library website to renew your books.

## 6. FEEDBACK

Feedback will normally be given to students 20 working days after the final submission of an assignment or as advised by their module leader. General feedback, applying to all students, will also be placed on the module VLE or given in class within 15 working days.

## 7. INTRODUCTION TO STUDYING THE MODULE

### 7.1 Overview of the Main Content

The content will cover the following topics:

- History writing in theory and in practice
- Historiography
- Whig and liberal histories
- History from below
- The cultural turn
- Post-colonial history
- The histories of gender
- Public history
- Local and family history
- Digital history

### 7.2 Overview of Types of Classes

The module will be taught by a series of weekly lectures and seminars. The module will provide you with an introduction to different approaches to history and historical practice across time. It will provide you with the foundational knowledge, skills and experience required to complete your degree programme. The classes will consist of a mix of lectures, discussion, small group work, independent research practice, and a range of source analysis. It is essential that you read around the subject and come to seminars prepared to discuss your ideas. In Week 8 we will visit the British Library or an equivalent research institution to explore how historians practice their work outside of the university.

### 7.3 Importance of Student Self-Managed Learning Time

As an independent learner you are responsible for your own learning and development process. You are required to undertake directed self-study and prepare solutions/discussions to questions relative to various topic areas. You are encouraged to identify for yourself particular problems or difficulties and to use seminar discussions, where appropriate, for the resolution of these. You must regularly access the Moodle site for this module. You should download the class/lecture material from the Moodle site, and do the recommended reading, before each lecture/class. Discussion is central to your learning experience on this module and you are expected to participate fully. You will be asked in class to reflect on your reading – a failure to undertake the core reading will impair your ability to participate.

Where appropriate, you are also expected to download the relevant seminar questions and study them in advance of each seminar, in order to derive maximum benefit from both the reading and the seminar. The programme of teaching, learning and assessment gives guidance on the reading required for each week, the purpose of which is to encourage further reading both on and around the topic.



## 7.4 Employability

The aims and learning outcomes of the module are intended to contribute to the possession of knowledge, intellectual and practical skills suitable for application in a range of professional domains and in pursuit of further academic study. Having completed the module you will have specifically attained or refined the following:

- Oral and written communication
- Extracting and analysing information
- Analysis and the ability to devise arguments, using relevant evidence and forming judgments
- Team work
- Independence of thought and action
- Time management
- Information technology skills

## 8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

SEMESTER 2		
WEEK	TOPIC	READING (CORE TEXT)
1. 31 Jan	<b>What is history? Historical sub-disciplines, historiography, periodisation</b>	Carr, E. H. (1961) <i>What is history?</i> Cambridge: Cambridge University Press. Chapter 1 'The historian and his facts', pp. 1-16.
2. 7 Feb	<b>Whig history and the liberal tradition</b>	Wilson, A., and Ashplant, T. (1988). Whig History and Present-Centred History, <i>The Historical Journal</i> , 31(1), pp. 1-16.
3. 14 Feb	<b>People's History</b>	Wright, M. (2017) People's History, in: Loughran, T. (ed.) <i>A practical guide to studying history: Skills and approaches</i> . London: Bloomsbury, pp. 81-95.
4. 21 Feb	<b>Cultural history</b>	Tosh, J. (2015) <i>The pursuit of history</i> . Abingdon: Routledge, pp. 205-228. Chapter 9 'Cultural evidence and the cultural turn.'  <b>This week Skills for Learning will deliver a session on how to write a journal article review.</b>
5. 28 Feb	<b>Self Directed Study Week</b>	There is no formal scheduled class this week. Instead you will spend the week doing reading for the rest of the module and preparing for your CW1 submission

		on <b>Monday 18 March 2019 by 5pm.</b>
<b>6.</b> <b>6 Mar</b>	<b>Histories of gender</b>	Boydston, J. (2009) Gender as a question of historical analysis, in: Shepard, A. and Walker Chichester, G. (eds.) (2009) <i>Gender and Change</i> . Oxford: Wiley Blackwell, pp. 133-165.
<b>7.</b> <b>13 Mar</b>	<b>Visit to the British Library</b>	This week we will visit the British Library for a tour of the facilities. The British library is a centre for research excellence not just in Britain but internationally. It is free to use and available to all LBSU students.  <b>We will meet outside the British Library at 10am.</b>
<b>8.</b> <b>20 Mar</b>	<b>Post-colonialism and the new imperial history</b>	Narayan, Y. (2012) The cultural turn, racialization and postcoloniality, in: Roseneil, S. and Frosh, S. (eds) <i>Social research after the cultural turn</i> . Basingstoke: Palgrave Macmillan, pp. 149-159.
<b>9.</b> <b>27 Mar</b>	<b>Public history</b>	Jordanova, L. J. (2000) <i>History in practice</i> . London: Arnold, pp. 141-171. Chapter 6 'Public History'.
<b>10.</b> <b>3 Apr</b>	<b>Family and local history</b>	Donington, K (2016) Local roots / Global routes: Slavery, memory and identity in Hackney, in: Donington, K., Hanley, R. and Moody, J. (eds.) (2016) <i>Britain's history and memory of slavery: The local nuances of a 'national sin'</i> . Liverpool: Liverpool University Press, pp. 172-194.  <b>OR</b>  Donington, K. (2019) <i>The bonds of family: Slavery, commerce and culture in the British Atlantic world</i> . Manchester: Manchester University Press. Introduction, 'Family matters: Slavery, commerce and culture', pp. 1-21.
<b>6-26</b> <b>Apr</b>	<b>Easter Holidays</b>	
<b>11.</b> <b>1 May</b>	<b>Digital History</b>	Cohen, D. J., and Rosenzweig, R. (2005) <i>Digital History: A Guide to</i>

		<p><i>Gathering, Preserving, and Presenting the Past on the Web</i>. Pennsylvania: University of Pennsylvania Press, pp. 1-17. Introduction 'The promises and perils of digital history'.</p> <p><b>This week Skills for Learning will deliver a session on how to write an essay.</b></p>
12. 8 May	<b>Reflections and Essay Preparation</b>	<p>There is no seminar class this week as it falls on the Early May Bank Holiday.</p> <p><b>Instead can you please send me a draft of your essay so that I can review it and give you feedback.</b></p>

## 8.1 Detailed Programme

<b>Week 1: What is history? Historical sub-disciplines, historiography, periodisation</b>	
<b>Content</b>	This session will outline the content and assessments. It will provide an introductory discussion on the nature of historical writing, historiography and outline why historical research is vital to the practice of the historian. We will explore the some of the different sub-disciplines of history and what they tell us about the priorities of the historian over time. We will discuss periodization and how this can both help and hinder the historical enquiry. We will critically analyse concepts of objectivity, subjectivity, discourse, authenticity, memory and representation.
<b>Preparatory Work</b>	Carr, E. H. (1961) <i>What is history?</i> Cambridge: Cambridge University Press. Chapter 1 'The historian and his facts', pp. 1-16.
<b>Additional Reading</b>	
<p>Berger, S., Feldner, H. and Passmore, K. (2009) <i>Writing history: Theory and practice</i>. 2<sup>nd</sup> ed. London: Hodder Arnold.</p> <p>Brundage, A. (2017) <i>Going to the sources: A guide to historical research and writing</i>. Sixth edition. Hoboken, NJ: John Wiley &amp; Sons Inc.</p> <p>Evans, R. J. (2001) <i>In defence of history</i>. New edition. London: Granta Books.</p> <p>Fellman, S., Rahikainen, M. (2012) <i>Historical knowledge: In quest of theory, method and evidence</i>. Newcastle upon Tyne: Cambridge Scholars Pub.</p> <p>Jenkins, K. (1995) <i>On 'what is history?': from Carr and Elton to Rorty and White</i>. London: Routledge.</p> <p>Jenkins, K. and Munslow, A. [no date] <i>Re-thinking history</i>. London: Routledge.</p> <p>Jordanova, L. J. (2000) <i>History in practice</i>. London: Arnold.</p> <p>Lambert, P. (2018) <i>Making history: An introduction to the history and practices of a discipline</i>. 2<sup>nd</sup> ed. London: Routledge</p> <p>Loughran, T. (ed.) (2017) <i>A practical guide to studying history: skills and approaches</i>. London: Bloomsbury Academic.</p>	

Lowenthal, D. (1985) *The past is a foreign country*. Cambridge: Cambridge University Press.  
 Tosh, J. (2015) *The pursuit of history: Aims, methods and new directions in the study of history*. 6<sup>th</sup> ed. London: Routledge/Taylor & Francis Group.  
 Tosh, J. (2009) *Historians on history: Readings*. 2<sup>nd</sup> ed. Harlow: Longman.  
 Tosh, J. (2008) *Why history matters*. Basingstoke: Palgrave Macmillan.  
 Southgate, B. C. (2001) *History, what and why?: Ancient, modern, and postmodern perspectives*. 2<sup>nd</sup> ed. London: Routledge.  
 Storey, W. K. (2016) *Writing history: a guide for students*. 5<sup>th</sup> ed. New York: Oxford University Press.

### Online/Other Sources

Alun Muslow (2019) Review of *What is history?, Rethinking History: The Journal of Theory and Practice*, 41a. Available from:  
<https://www.history.ac.uk/reviews/review/41a> [Accessed 19 January 2019].  
 Making History - The changing face of the profession in Britain [no date].  
 Available from: <http://www.history.ac.uk/makinghistory/> [Accessed 11 January 2019].  
 The uses of the fact [no date]. University of Cambridge. Available from:  
<https://www.hist.cam.ac.uk/prospective-undergrads/virtual-classroom/secondary-source-exercises/sources-facts> [Accessed 24 January 2019].  
*Rethinking History: The Journal of Theory and Practice*. Online journal. Available from:  
<https://www.history.ac.uk/history-online/journal/rethinking-history-journal-theory-and-practice> [Accessed 24 January 2019].

## Week 2: Whig history and the liberal tradition

<b>Content</b>	This week we explore the nineteenth century Whig liberal tradition of history. We will consider the political underpinnings of history writing as an arc of linear progressive improvement. In order to understand how and why Whiggish history developed we will work with primary source readings which offer exemplars of the genre.
<b>Preparatory Work</b>	Wilson, A., and Ashplant, T. (1988). Whig History and Present-Centred History, <i>The Historical Journal</i> , 31(1), pp. 1-16.

### Additional Reading

Cosgrove, R. A. (2000) Reflections on the Whig interpretation of history, *Journal of Early Modern History*, 4 (2), pp. 147-168.  
 Easley, A. (2011) Harriet Martineau: Gender, national identity, and the contemporary historian, *Women's History Review*, (20) 5, pp. 765-784.  
 Hall, C. (2012) *Macaulay and Son: Architects of Imperial Britain*. New Haven: Yale University Press, pp. 259-329. Chapter 6 'The history man'.  
 Hernon Jr., J. M. (1976) The last Whig historian and consensus history: George Macaulay Trevelyan, 1876-1962, *American Historical Review*, 81 (1), pp. 66-97.  
 Mayr, E. (1990) When is history Whiggish? *Journal of the History of Ideas*, 51 (2), pp. 301-309.  
 Poe, M. (1996) Butterfield's sociology of Whig history: A contribution to the study of anachronism in modern historical thought, *Clio: A journal of literature, history and the philosophy of history*, 25 (4), pp. 345-63. Available from:  
[http://individual.utoronto.ca/djp/poe\\_on\\_butterfield.pdf](http://individual.utoronto.ca/djp/poe_on_butterfield.pdf) [Accessed 12 January 2019].

Spongberg, M and Tuite, C. (2011) Introduction: The gender of Whig historiography: Women writers and Britain's pasts and presents, *Women's History Review*, (20) 5, pp. 673-687.  
 Wilson, A. and Ashplant, T. G. (1988) Whig history and present-centred history, *Historical Journal*, 31 (1), pp. 1-16.

### Online/Other Sources

Butterfield, H. (1931) *The Whig Interpretation of History*. Available from: [http://seas3.elte.hu/coursematerial/LojkoMiklos/Butterfield\\_The\\_Whig\\_Interpretation\\_of\\_History\\_highlights.pdf](http://seas3.elte.hu/coursematerial/LojkoMiklos/Butterfield_The_Whig_Interpretation_of_History_highlights.pdf) [Accessed 11 January 2019].  
 Cronon, W. (2012) Two cheers for the Whig interpretation of history, *Perspectives on History: The Magazine of the American Historical Association*. 1 September. Available from: <https://www.historians.org/publications-and-directories/perspectives-on-history/september-2012/two-cheers-for-the-whig-interpretation-of-history> [Accessed 12 January 2019].

### Week 3: People's History

<p><b>Content</b></p>	<p>This week we will examine the development of 'people's history'. We will begin with Marxist historical analysis. We will analyse its importance to histories of the working classes and other marginalised groups. We will also consider the development of history from below in the 1960s and 70s. We will look at how this approach has impacted on the interpretation, methodology and sources used by historians.</p> <p><b>This week Skills for Learning will deliver a session on analysing a journal article.</b></p>
<p><b>Preparatory Work</b></p>	<p>Wright, M. (2017) People's History, in: Loughran, T. (ed.) <i>A practical guide to studying history: Skills and approaches</i>. London: Bloomsbury, pp. 81-95.</p>

### Additional Reading

Althusser, L. (1972) *Politics and history: Montesquieu, Rousseau, Hegel and Marx*. London: NLB.  
 Bhattacharya, S. (1983) History from below, *Social Scientist*, 11 (4), pp. 3-20.  
 Bertram, C. and Chitty, A. (1994) *Has history ended?: Fukuyama, Marx, modernity*. Aldershot, England: Avebury.  
 Bess, H., (1993) E. P. Thompson: The Historian as Activist, *American Historical Review*, 98, pp. 19-38.  
 Davis, M. (2014) Edward Thompson's ethics and activism 1956–1963: Reflections on the political formation of *The Making of the English Working Class*, *Contemporary British History*, (28) 4, pp. 438-456.  
 Donnelly, F. K. (1976) Ideology and early English working-class history: Edward Thompson and his critics, *Social History*, 2, pp. 219-238.  
 Efstathiou, C. (2014) E. P. Thompson's concept of class formation and its political implications: Echoes of Popular Front radicalism in *The Making of the English Working Class*, *Contemporary British History*, (28) 4, pp. 404-421.

Hall, C. (1992) *White, male and middle-class: Explorations in feminism and history*. Cambridge: Polity Press. Chapter 6 'The tale of Samuel and Jemima: Gender and working class culture in early-nineteenth century England', pp. 124-50.

Hitchcock, T. (2004) A New History From Below, *History Workshop Journal*, 57, pp. 294-98.

Johnson, R. (1978) Edward Thompson, Eugene Genovese and Socialist-Humanist History, *History Workshop Journal*, 6, pp. 79-100.

Marx, K. and Elster, J. (1986) *Karl Marx: A reader*. Cambridge: Cambridge University Press.

Marx, K., Engels, F. and Dixon, R. (1975) *Collected works of Karl Marx and Frederick Engels*: Vol. 1: [Karl Marx, 1835-43]. London: Lawrence and Wishart.

McLellan, D. (1995) *The thought of Karl Marx: An introduction*. 3<sup>rd</sup> ed. London: Papermac.

Samuel, R. (1981) *People's history and socialist theory*. London: Routledge & Kegan Paul.

Scott, J. W. (1999) *Gender and the Politics of History*. 2<sup>nd</sup> edition. New York: Columbia University Press, pp. 68-92. Chapter 4 'Women in *The Making of the English Working Class*'.

Scott-Brown, S. (2016) The art of the organiser: Raphael Samuel and the origins of the History Workshop, *History of Education*, 45 (3), pp. 372-390.

Steinberg, M. W. (1997) A way of struggle: Reformations and affirmations of E.P. Thompson's class analysis in the light of post-modern theories of language, *British Journal of Sociology*, 48, pp. 471-492.

Thomas, P. (2012) *Karl Marx*. London: Reaktion Books.

Thompson, E. P. (2013) *The Making of the English Working Class*. London: Penguin Books.

Williams, R. (1977) *Marxism and literature*. Oxford: Oxford University Press.

#### Online/Other Sources

*History Workshop Online*. Online journal. Available from: <http://www.historyworkshop.org.uk/> [Accessed 19 January 2019].

*International Socialism: A quarterly review of socialist theory*. Online journal. Available from: <http://isj.org.uk/> [Accessed 19 January 2019].

Myers, K. and Grovesnor, I. (2018) Collaborative research: History from Below. Available from: [https://connected-communities.org/wp-content/uploads/2018/07/History\\_From\\_Below\\_SP-1.pdf](https://connected-communities.org/wp-content/uploads/2018/07/History_From_Below_SP-1.pdf) [Accessed 13 January 2019].

What is history: Marxist history writing (2005) The Open University. Available from: <https://www.open.edu/openlearn/history-the-arts/history/what-history-marxist-history-writing> [Accessed 19 January 2019].

#### Week 4: Cultural History

<p><b>Content</b></p>	<p>The cultural turn encompassed a variety of different shifts in the practice of history. Rather than political or economic histories based on straightforward readings of state papers and economic data, historians looked for meaning in a culture's language (hence the connection to the linguistic turn) and systems of representation. It re-read sources against the grain, looking for contested meanings and omissions. It challenged the idea that historians constructed objective narratives, arguing instead that different rhetorical strategies and voices emerged from the text. This week we will examine the emergence and impact of the cultural turn on historical research and practice.</p>
<p><b>Preparatory Work</b></p>	<p>Tosh, J. (2015) <i>The pursuit of history</i>. Abingdon: Routledge, pp. 205-</p>



**Additional Reading**

- Baker Jr., H. A., Diawara, M. and Lindeborg, R. H. (eds.) *Black British cultural studies: A reader*. London: University of Chicago Press.
- Burke, P. (1997) *Varieties of cultural history*. Cambridge: Polity Press.
- Cook, M. (2012) Squatting in history: Queer pasts and the cultural turn, in: Roseneil, S. and Frosh, S. (eds.) (2012) *Social research after the cultural turn*. Basingstoke: Palgrave Macmillan, pp. 93-109.
- During, S. (2007) *The cultural studies reader*. London: Routledge.
- Gunn, S. (2006) *History and cultural theory*. 1<sup>st</sup> ed. Harlow: Pearson Longman.
- Jameson, F. (1998) *The cultural turn: Selected writings on the postmodern, 1983-1998*. London: Verso.
- Ledger, S. and Luckhurst, R. (2000) *The fin de siècle: A reader in cultural history, c.1880-1900*. Oxford: Oxford University Press.
- Munns, J. and Rajan, G. (1995) *A cultural studies reader: History, theory, practice*. Harlow: Longman.
- Narayan, Y. (2012) The cultural turn, racialisation and postcoloniality, in: Roseneil, S. and Frosh, S. (eds.) (2012) *Social research after the cultural turn*. Basingstoke: Palgrave Macmillan, pp. 144-159.
- Roseneil, S. and Frosh, S. (eds.) (2012) *Social research after the cultural turn*. Basingstoke: Palgrave Macmillan.
- Said, E. (1994) *Culture and imperialism*. London: Vintage.
- Spivak, G. C. (1988) *In other worlds: Essays in cultural politics*. London: Routledge.
- Williams, R. (2011). *The long revolution*. Cardigan: Parthian.
- Williams, R. (1983) *Keywords: A vocabulary of culture and society*. London: Fontana.
- Williams, R. (1980) *Problems in materialism and culture: Selected essays*. London: Verso.
- Williams, R. (1975) *The country and the city*. St Albans: Paladin.

**Online/Other Sources**

- Pinkus, S. and Novak, W. (2011) Political history after the cultural turn, *Perspectives on History: The Magazine of the American Historical Association*. 1 May. Available from <https://www.historians.org/publications-and-directories/perspectives-on-history/may-2011/political-history-after-the-cultural-turn> [Accessed 12 January 2019].

**Week 5: Self Directed Study Week****Content**

There is no formal scheduled class this week. Instead you will spend the week doing reading for the rest of the module and preparing for your **CW1 submission on Monday 18 March 2019 (5pm)**.

**Week 6: Histories of gender****Content**

Gender is now an accepted category of historical analysis but for centuries this was not the case. The practice of history writing, and indeed the subject of it, was overwhelmingly male and heteronormative. This week we will explore the emergence of women's history, gender history and histories of masculinity. We will

	contextualise these developments in relation to second wave feminism, the sexual revolution and the campaign for LGBTQ rights. We will discuss the relationship between history, gender, sexuality, power and representation.
<b>Preparatory Work</b>	Boydston, J. (2009) Gender as a question of historical analysis, in: Shepard, A. and Walker Chichester, G. (eds.) (2009) <i>Gender and Change</i> . Oxford: Wiley Blackwell.
<b>Additional Reading</b>	
<p>Barker, H., Chalus, E. (2005) <i>Women's history: Britain, 1700-1850: An introduction</i>. London: Routledge.</p> <p>Beddoe, D. (1998) <i>Discovering women's history: A practical guide to researching the lives of women since 1800</i>. 3<sup>rd</sup> ed. London: Longman.</p> <p>Bly, L., Wooten, K. (2012) <i>Make your own history: Documenting feminist and queer activism in the 21st century</i>. Los Angeles: Litwin Books, LLC.</p> <p>Cook, M. (2012) Squatting in history: Queer pasts and the cultural turn, in: Roseneil, S. and Frosh, S. (eds.) (2012) <i>Social research after the cultural turn</i>. Basingstoke: Palgrave Macmillan, pp. 93-109.</p> <p>Davis, K., Evans, M. and Lorber, J. (eds.) (2006) <i>Handbook of gender and women's studies</i>. London: SAGE.</p> <p>Duberman, M., Vicinus, M., and Chauncey Jr., G. (eds.) (1991) <i>Hidden from history : reclaiming the gay and lesbian past</i>. London Penguin.</p> <p>Hall, C. (1992) <i>White, male and middle-class: Explorations in feminism and history</i>. Cambridge: Polity Press.</p> <p>Koper, M. and Tosh, J. (eds.) (1991) <i>Manful assertions: Masculinities in Britain since 1800</i>. London: Routledge.</p> <p>Lewis, B. (ed.) (2013) <i>British queer history: New approaches and perspectives</i>. Manchester: Manchester University Press.</p> <p>London Feminist History Group (1983) <i>The sexual dynamics of history: Men's power, women's resistance</i>. London: Pluto.</p> <p>Rowbotham, S. (1977) <i>Hidden from history: 300 years of women's oppression and the fight against it</i>. London: Pluto Press.</p> <p>Scott, J. W. (1999) <i>Gender and the Politics of History</i>. 2<sup>nd</sup> edition. New York: Columbia University Press. Especially Chapter 1 'Gender: A useful category for historical analysis', pp. 28-52.</p> <p>Sharp, S. P. and Hall, B. (1993) <i>Black women for beginners</i>. New York: Writers and Readers.</p> <p>Shepard, A. and Walker, G. (2009) <i>Gender and change: Agency, chronology and periodisation</i>. Chichester, West Sussex, England: Wiley-Blackwell.</p> <p>Vickery, A. (1993) Golden age to separate spheres? A review of the categories and chronology of English women's history, <i>Historical Journal</i>, 36(2), pp. 383-414.</p>	
<b>Online/Other Sources</b>	
<p>EBSCO Publishing [no date] <i>Gender &amp; history</i>. Available from: <a href="http://0-search.ebscohost.com.lispac.lsbu.ac.uk/direct.asp?db=a9h&amp;jid=BPJ&amp;scope=site">http://0-search.ebscohost.com.lispac.lsbu.ac.uk/direct.asp?db=a9h&amp;jid=BPJ&amp;scope=site</a> [Accessed 11 January 2019].</p>	

## Week 7: Visit to the British Library

<b>Content</b>	<p>This week we will visit the British Library for a tour of the facilities. The British library is a centre for research excellence not just in Britain but internationally. It is free to use and available to all LBSU students. It provides access to a vast array of secondary and primary resources that will help you over the course of your degree. This session is designed to get you comfortable with the space so you are able to take advantage of this resource in the years to come.</p> <p><b>We will meet outside the British Library at 10am.</b></p>
<b>Preparatory Work</b>	<p>You might like to explore the British Library's website in advance of the visit: Available from: <a href="https://www.bl.uk/">https://www.bl.uk/</a> [Accessed 19 January 2019].</p>

<b>Week 8: Post-colonialism and the new imperial history</b>	
<b>Content</b>	<p>Colonialism was instrumental in creating ideas about the relationship between race, knowledge-production and history. Colonised spaces and people were routinely portrayed as having no history. In the wake of the independence struggles of the mid-twentieth century many anti-colonial scholars critiqued the relationship between history-writing, empire, and identity. The impact of their work changed the ways in which histories of race and empire could be produced and indeed who could produce them. This week we will explore some of the post-colonial thinkers who reshaped the ways in which histories of the colonised and the coloniser were researched and written. We will also examine the impact of their work on the development of the new imperial history in the 1980s and 1990s.</p>
<b>Preparatory Work</b>	<p>Narayan, Y. (2012) The cultural turn, racialization and postcoloniality, in: Roseneil, S. and Frosh, S. (eds) <i>Social research after the cultural turn</i>. Basingstoke: Palgrave Macmillan, pp. 149-159.</p>
<b>Additional Reading</b>	
<p>Ashcroft, B., Griffiths, G., and Tiffin, H. (eds.) (2006) <i>The post-colonial studies reader</i>. London: Routledge.</p> <p>Burton, A. (ed.) (2003) <i>After the imperial turn: Thinking with and through the nation</i>. Durham: Duke University Press.</p> <p>Chambers, E. (2017) <i>Roots and culture: Cultural politics in the making of black Britain</i>. London: I. B. Tauris.</p> <p>Dabydeen, D., Gilmore, J. and Jones, C. (2007) <i>The Oxford companion to Black British history</i>. Oxford: Oxford University Press.</p> <p>Dennis, D. and Willmarth, S. (1984) <i>Black history for beginners</i>, 24. New York: Writers and Readers.</p> <p>Fanon, F. (2008) <i>Black skin, white masks</i>. London: Pluto.</p> <p>Fanon, F. (1965) <i>The wretched of the earth</i>. London: penguin.</p> <p>Fryer, P. (1993) <i>Aspects of British black history</i>. London: Index Books.</p> <p>Hall, C. and Rose, S. O. (eds.) <i>At home with the empire: Metropolitan culture and the imperial world</i>. Cambridge: Cambridge University Press.</p> <p>Landry, D. and MacLean, G. (1996) <i>The Spivak reader: Selected works of Gayatri</i></p>	

Chakravorty Spivak. New York: Routledge.

Ludden, D. (2002) *Reading subaltern studies: Critical history, contested meaning and the globalization of South Asia*. London: Anthem.

Moore-Gilbert, B. (1997) *Postcolonial theory: Contexts, practices, politics*. London: Verso.

Narayan, Y. (2012) The cultural turn, racialisation and postcoloniality, in: Roseneil, S. and Frosh, S. (eds.) (2012) *Social research after the cultural turn*. Basingstoke: Palgrave Macmillan, pp. 144-159.

Olusoga, D. (2016) *Black and British: A forgotten history*. London: Macmillan, an imprint of Pan Macmillan.

Rabasa, J. (2010) *Without history: Subaltern studies, the Zapatista insurgency, and the specter of history*. Pennsylvania: University of Pittsburgh Press.

Said, E. (1995) *Orientalism*. Hammondsworth: Penguin.

Young, R. J. C. (2001) *Postcolonialism: An historical introduction*. Oxford: Blackwell.

### Online/Other Sources

Black Cultural Archives (2017). Available from: <https://bcaheritage.org.uk/> [Accessed 13 January 2019].

Syriatou, A. (2012) National, imperial colonial and the political: British imperial histories and their descendants, *Historein*. Available from: <https://ejournals.epublishing.ekt.gr/index.php/historein/article/viewFile/2254/2088> [Accessed 12 January 2019].

### Week 9: Public history

<b>Content</b>	Historical research and practice encompasses more than just the writing of history. Public historians use research to construct narrative representations of the past for their audiences. Archives, museums, libraries, memorials, heritage sites, TV and film are all part of the rich tapestry of public history. This week we will examine the relationship between public history and collective memory in order to critically analyse the form and function of a variety of different representations of the past. We will consider what is included and excluded from the narrative of public history – who gets to decide and how this has changed over time.
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<b>Preparatory Work</b>	Jordanova, L. J. (2000) <i>History in practice</i> . London: Arnold, pp. 141-171. Chapter 6 'Public History'.
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### Additional Reading

Black, G. (2011) *Transforming museums in the twenty-first century*. Abingdon: Routledge.

Black, G. (2005) *The engaging museum: Developing museums for visitor involvement*. London: Routledge.

Borowiecki, K. J., Forbes, N. and Fresa, A. (eds.) *Cultural heritage in a changing world*. Cham: Springer.

Cubitt, G. (2007) *History and memory*. Manchester: Manchester University Press, pp. 199-256. Chapter 5 'Social memory and the collective past'.

Dekker, A. (ed.) (2017) *Lost and living (in) archives: Collectively shaping new memories*. Amsterdam: Valiz.

Evans, T. (2015) *Who Do You Think You Are?* Historical television consultancy, *Australian*

*Historical Studies* (46:3) 454-467.

Gordon, A. (2001) *Making public pasts: The contested terrain of Montréal's public memories, 1891-1930*. Ithaca: MacGill University Press.

Haskins, E. V., (2015) *Popular memories: Commemoration, participatory culture, and democratic citizenship*. Columbia: University of South Carolina Press.

Hooper-Greenhill, E. (2000) *Museums and the interpretation of visual culture*. London: Routledge.

Hooper-Greenhill, E. (1994) *Museums and their visitors*. London: Routledge.

Hooper-Greenhill, E. (1992) *Museums and the shaping of knowledge*. London: Routledge.

Liddington, J. (2002) What is public history? Publics and their pasts, meanings and practices, *Oral History*, 30 (1), pp. 83-93. Available from:

<https://www.msses.ru/download/Public%20History/PublicHistory.pdf> [Accessed 12 January 2019].

Lowenthal, D. (1998) *The heritage crusade and the spoils of history*. Cambridge: Cambridge University Press.

Kavanagh, G. (1996) *Making histories in museums*. London: Leicester University Press.

Macdonald, S. and Fyfe, G. (eds.) (1996) *Theorizing museums : representing identity and diversity in a changing world*. Oxford: Blackwell.

*Museums & social issues: A journal of reflective discourse*.

Robertson, E. J. M. (2012) *Heritage from below*. Farnham: Ashgate.

Robinson, E. (2012) *History, heritage and tradition in contemporary British politics: Past politics and present histories*. Manchester: Manchester University Press.

### Online/Other Sources

Foster, M. (2014) Online and plugged in? Public history and historians in the digital age, *Public History Review*, 21, pp. 1-19. Available from:

<https://epress.lib.uts.edu.au/journals/index.php/phrj/article/view/4295/4601>

[Accessed 12 January 2019].

Warren-Findley, J. and Glaser, L. (1999) Negotiating histories: Perspectives on Public history, *Perspectives on History: The Magazine of the American Historical Association*. 1 May.

Available from: <https://www.historians.org/publications-and-directories/perspectives-on-history/may-1999/negotiating-histories-perspectives-on-public-history> [Accessed 12 January 2019].

### Week 10: Family and local history

#### Content

Often cast as the poor relation of academic history, local and family history are incredibly popular subjects. Increasingly the value of these micro-historical frameworks are being understood and appreciated within academia. This week we will focus on the ways in which micro-histories can be useful for articulating nuance, challenging grand narratives, and connecting people to the past.

#### Preparatory Work

Donington, K (2016) Local roots / Global routes: Slavery, memory and identity in Hackney, in: Donington, K., Hanley, R. and Moody, J. (eds.) (2016) *Britain's history and memory of slavery: The local nuances of a 'national sin'*. Liverpool: Liverpool University Press.

**OR**



Donington, K. (2019) *The bonds of family: Slavery, commerce and culture in the British Atlantic world*. Manchester: Manchester University Press. Introduction, 'Family matters: Slavery, commerce and culture', pp. 1-21.

### **Additional Reading**

- Amato, J. A. (2002) *Rethinking home: A case for writing local history*. Berkley: University of California Press.
- Beckett, J. (2007) *Writing local histories*. Manchester: University of Manchester Press.
- Casey, J. (1989) *The history of the family*. Oxford: Blackwell.
- Davidoff, L. and Hall, C. (1987) *Family fortunes: Men and women of the English middle class 1780-1850*. London: Hutchison.
- Davidoff, L. (1999) *The family story: Blood, contract and intimacy, 1830-1960*. London: Longmans.
- Davis, R. G. (2011) *Relative histories: Mediating history in Asian American family memoirs*. Honolulu : University of Hawai'i Press.
- Drake, M. (1994) *Time, family and community: Perspectives on family and community history*. Oxford: Blackwell.
- Fry, C. (1978) *Can you find me? A family history*. Oxford: Oxford University Press.
- Goulborne, H. and Chamberlain, M. (eds.) (2001) *Caribbean families in Britain and the Trans-Atlantic world*. London: Caribbean.
- Hey, D. (2008) *Oxford companion to family and local history*. Oxford: Oxford University Press.
- Hoskins, W. G. (1984) *Local history in England*. London: Longman.
- International Journal of Local and Regional History*. Available online through LSBU Library.
- Jeffries, J. L. (ed.) (2007) *Comrades: A local history of the Black Panther Party*. Bloomington: Indiana University Press.
- Light, A. (2014) *Common people: The history of an English family*. London: Penguin.
- Miles, T. (2015) *Ties that bind: The story of an Afro-Cherokee family in slavery and freedom*. Oakland: University of California Press.
- Montejano, D. (2010) *Quixote's soldiers: A local history of the Chicano movement, 1966-1981*. Austin: University of Texas Press.
- Richardson, R. C. (2011) *Social history, local history, and historiography: Collected essays*. Newcastle upon Tyne, UK: Cambridge Scholars Pub.
- Stuart, A. (2012) *Sugar in the blood: A family's story of slavery and empire*. London: Portobello Books.
- The Journal of Family History*. London: SAGE. Available online through LSBU Library.
- The Journal of Family and Community History*. Leeds: Maney. Available online through LSBU Library.
- The Journal of the History of the Family*. Oxford: Routledge. Available online through LSBU Library.
- Sangster, J. (2014) *Regulating girls and women: Sexuality, family, and the law in Ontario, 1920-1960*. London: University of Toronto Press.
- Wolf, E. S. (2012) *Almost free: A story about family and race in antebellum Virginia*. Athens: University of Georgia Press.

### **Online/Other Sources**

Who do you think you are?: Ainsley Harriott (2008) BBC [DVD]. Available at Perry Library DVDs (929.2 WHO).



Easter Holidays: 8 April – 26 April 2019

### Week 11: Digital history

<b>Content</b>	<p>Digital history is an approach to examining and representing the past that works with the new technologies and the internet. Digital history opens up scholarly production and communication, encompassing the development of new materials and data collection. Digital history requires its creators to make decisions which shape the ways in which the digital past can be accessed – it requires the setting of search queries and the tagging of data. This changes the nature of the relationship of the historian to the data or collection. Digital history creates a framework through technology for people to experience, read, and investigate major historical problems. This week we will explore some of the practical and ethical implication of doing digital history.</p> <p><b>This week Skills for Learning will deliver a session on essay writing.</b></p>
<b>Preparatory Work</b>	<p>Cohen, D. J., and Rosenzweig, R. (2005) <i>Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web</i>. Pennsylvania: University of Pennsylvania Press, pp. 1-17. Introduction 'The promises and perils of digital history'.</p> <p>Available here: <a href="http://chnm.gmu.edu/digitalhistory/introduction/">http://chnm.gmu.edu/digitalhistory/introduction/</a></p> <p><b>This week Skills for Learning will deliver a session on how to write an essay.</b></p>
<b>Additional Reading</b>	
<b>Online/Other Sources</b>	

### Week 12: Reflections and Essay Preparation

<b>Content</b>	<p>There is no seminar class this week as it falls on the Early May Bank Holiday.</p> <p><b>Instead can you please send me a draft of your essay so that I can review it and give you feedback.</b></p>
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## 9. STUDENT EVALUATION

This is the first time this module has been run. Informal feedback will be collected during the term and used to inform the development of the module. Students will also be asked to complete an evaluation at the end of the module which will be used to further develop the module in future.

## 10. LEARNING RESOURCES

Each weekly subject has its own discreet reading – this list is not exhaustive. There are many more interesting and important texts which can and should be reading in relation to these topics. In order to gain higher marks for your work you must show independent thought. Reading outside of the provided list is an excellent way to demonstrate your research skills as a historian in your own right.

There are numerous archives, libraries, museums, and galleries which can be used to source material and inspiration for this course. Please visit these places or look at their online content in order to enrich your learning. Do not be afraid to write to archivists and curators about your work – they are very often willing to help and can offer you new perspectives on your approach and the available material within their institutions.

### **General introductory material**

- Bloch, M., Burke, P. and Putnam, P. (1992) *The historian's craft*. New edition. Manchester: Manchester University Press.
- Bottomore, T. B. (1979) *Karl Marx*. Oxford: Blackwell.
- Butler, L. J. and Gorst, A. (1997) *Modern British history: A guide to study and research*. London: I.B. Tauris.
- Cannadine, D. (2004) *History and the media*. Basingstoke, Hampshire: Palgrave Macmillan.
- EBSCO Publishing, Ingenta and Taylor & Francis Online (1976) *Social history*. Available from: <http://0-search.ebscohost.com.lispac.lsbu.ac.uk/direct.asp?db=a9h&jid=SOH&scope=site>[Accessed
- Fabre, G. and O'Meally, R. (1994) *History and memory in African-American culture*. New York: Oxford University Press.
- Fukuyama, F. [no date] *The End of History and the Last Man*. Available from: <http://www.democraziapura.altervista.org/wp-content/uploads/2015/01/1992-Fukuyama.pdf>
- Grafton, A. (1999a) *The footnote: A curious history*. Cambridge, Mass: Harvard University Press.
- Gunn, S. and Faire, L. (2016) *Research methods for history*. 2<sup>nd</sup> edition. Edinburgh: Edinburgh University Press.
- Hampsher-Monk, I. (1992) *A history of modern political thought: Major political thinkers from Hobbes to Marx*. Oxford: Blackwell.
- Howell, M. C. and Prevenier, W. (2001) *From reliable sources: An introduction to historical methods*. Ithaca, N.Y.: Cornell University Press.
- Jenkins, K. and Munslow, A. [no date] *Re-thinking history*. London: Routledge.
- Jenkins, K. (2003) *Refiguring history: New thoughts on an old discipline*. London: Routledge.
- Lambert, P. (2018) *Making history: an introduction to the history and practices of a discipline*. 2<sup>nd</sup> ed. London: Routledge.
- MacMullen, R. (2014) *Why do we do what we do?: Motivation in history and the social sciences*. Warsaw: De Gruyter Open.
- O'Malley, S. (2014) *Making history new: Modernism and historical narrative*. New York: Oxford University Press.

- Perks, R. and Thomson, A. (1998) *The oral history reader*. London: Routledge.
- Samuel, R. and Thompson, P. (1990) *Myths we live by*. London: Taylor & Francis Ltd.
- Southgate, B. C. (2001) *History, what and why?: Ancient, modern, and postmodern perspectives*. 2nd ed. London: Routledge.
- Storey, W. K. (2016) *Writing history: a guide for students*. 5<sup>th</sup> edition. New York: Oxford University Press.
- Thompson, P. (2000) *The voice of the past: Oral history*. 3<sup>rd</sup> ed. Oxford: Oxford University Press.
- Williams, H. L., Sullivan, D. and Matthews, E. G. (1997) *Francis Fukuyama and the end of history*. Cardiff: University of Wales Press.