



CHRISTIAN HERITAGE COLLEGE

**HT385**

**PHILOSOPHIES OF HISTORY**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	HT385
<b>Unit name</b>	Philosophies of History
<b>Associated higher education awards</b>	Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
<b>Duration</b>	One semester
<b>Level</b>	Advanced
<b>Core/elective</b>	Required for a major in History
<b>Weighting</b>	Unit credit points: 10 Course credit points: Bachelor of Education (Secondary) 320 Bachelor of Arts/Bachelor of Education (Secondary) 320
<b>Delivery mode</b>	Face-to-face on-site
<b>Student workload</b>	<i>Face-to-face on site</i> Contact hours 30 hours Reading, study and assignment preparation 120 hours <b>TOTAL 150 hours</b> Students requiring additional English language support are expected to undertake an additional one hour per week.
<b>Prerequisites/ co-requisites/ restrictions</b>	<i>Prerequisite:</i> 40 credit points of History units, including 20 credit points at 200-level
<b>Rationale</b>	<p>This unit examines the major issues which confront the historian in understanding history and the historiographical process. The philosophy of history is concerned with the concepts, methods and theories of history, in this unit the students are provided with the major theoretical perspectives employed by historians.</p> <p>Students are encouraged to analyse important historiographical debates in order to highlight the contrasting philosophies of history and the practical implications of their divergent assumptions. Particular attention will be paid to the contributions of Christian historians in the area of historiography, in order to promote reflection on the particular advantages and dilemmas which arise out of the Christian worldview for the historian.</p> <p>Studies in this unit will allow students to broaden their understanding various philosophies of history. Consequently, they will be able to engage in broad and deep learning of the field of history. Students will understand, investigate and apply their disciplinary knowledge to the skills of history in order to communicate effectively within a range of academic and professional contexts. As the field of history is one which develops the skills of critical thinking and research, students will be able to collect and analyse relevant data in order to generate, test and communicate solutions to problems and challenges experienced in the academic engagement with this unit.</p>
<b>Prescribed text(s)</b>	Green, A. & Troup, K. (Eds.). (1999). <i>The Houses of History: A Critical Reader in Twentieth Century History and Theory</i> . Manchester, UK: Manchester University Press. Selected readings will be available via the Moodle™ site for this unit.

<p><b>Recommended readings</b></p>	<p>Berger, S., Feldner, H., &amp; Passmore, K. (2010). <i>Writing History: Theory and Practice</i>. London, UK: Bloomsbury Academic.</p> <p>Carr, E.H. (2008). <i>What is History?</i> London, UK: Penguin.</p> <p>Donnelly, M. &amp; Norton, C. (2011). <i>Doing History</i>. London, UK: Routledge.</p> <p>Iggers, G. (2005). <i>Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge</i>. Hanover, NH: Wesleyan University Press.</p> <p>Jordanova, L. J. (2006). <i>History in Practice</i>. (2nd ed.) London, UK: Hodder Arnold.</p> <p>Marriott, J. &amp; Claus, P. (2012). <i>History: An Introduction to Theory, Method, and Practice</i>. Harlow, UK: Pearson Education.</p> <p>Rublack, G. (Ed.). (2012). <i>A Concise Companion to History</i>. Oxford, UK: Oxford University Press.</p> <p>Sweet, W. (Ed.). (2004). <i>The Philosophy of History: A Re-Examination</i>. Burlington, VT: Ashgate.</p> <p>Tucker, A. (2011). <i>A Companion to the Philosophy of History and Historiography</i>. Chichester, West Sussex: Wiley-Blackwell.</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p><b>Specialist resource requirements</b></p>	<p>Nil</p>
<p><b>Content</b></p>	<ol style="list-style-type: none"> <li>1. The complexity of an idea</li> <li>2. The Empiricists vs the Marxists</li> <li>3. Freud and psychohistory to the Annales and 'total history'</li> <li>4. Historical sociology or quantitative history?</li> <li>5. Anthropology &amp; ethnohistory</li> <li>6. The question of narrative</li> <li>7. Oral history</li> <li>8. Gender and history</li> <li>9. Post-colonial perspectives</li> <li>10. The challenge of Poststructuralism/postmodernism</li> </ol>
<p><b>Learning outcomes</b></p>	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. described in a broad and coherent manner the development of history as a discipline;</li> <li>2. developed understanding of the underlying philosophical principles and concepts inherent in the field of history;</li> <li>3. demonstrated the ability to analyse and evaluate historical documents in their context;</li> <li>4. argued, using critical thinking and judgement, for or against an historical perspective, using appropriate documentation;</li> <li>5. justified, using autonomy and a well-developed judgement, the direction of research undertaken and resulting synthesis of historical conclusions;</li> <li>6. devised appropriate historical arguments that are appropriate to a range of historical contexts; and</li> <li>7. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.</li> </ol>

<b>Assessment tasks</b>	<p><b>Task 1: Research Paper and Seminar</b></p> <p>Word Length/Duration: 30 minutes; 2000 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 6</p> <p><b>Task 2: Research Paper</b></p> <p>Word Length/Duration: 2500 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 16</p>
<b>Unit summary</b>	<p>This unit examines the major issues which confront the historian in understanding history and the historiographical process. It identifies and critiques the major models and theories of history, within the context of a survey of the development of historiography. It analyses important historiographical debates in order to highlight the contrasting philosophies of history and the practical implications of their divergent assumptions. Particular attention will be paid to the contributions of Christian historians in the area of historiography, in order to promote reflection on the particular advantages and dilemmas which arise out of the Christian worldview for the historian. Students' cognitive, technical and communication skills will be developed by completing formal historical expository essays that will ask them to review and critically analyse, consolidate and synthesise historical knowledge.</p>

SAMPLE