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**I. PROJECT INFORMATION**

**Title of the Project:** HISTORIOGRAPHY POSITIVISM TO POSTMODERNISM

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**Name and Address of the Host Institution (where you plan to teach the course)**

PEDAGOGICAL STATE UNIVERSITY "ION CREANGA"

Same as current workplace

Other:

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Department: WORLD HISTORY, HESP-AFP PARTENER DEPARTMENT

Country: Republic Moldova

City: CHISINAU

Street / number: ION CREANGA NR.1

Post code: 2069

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Tel.:+37322743305

Fax:+37322719169

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**TIMING**

Course development period from: January 2006 to: March 2006

Teaching from: October 2006 to February 2007

**COURSE LEVEL**

FOR

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YEAR

students

INTRODUCTORY

INTERMEDIATE

✓  ADVANCED

✓  UNDERGRADUATE

POST-GRADUATE

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## CONCISE COURSE DESCRIPTION

Please describe briefly the main issues the course will cover.

This course will is intends to improve students' development on the theoretical knowledge in the contemporary historiography and the new research directions appeared in the approach of historical subjects. The course will examine the content of the historical writing and thinking from the end of the 19<sup>th</sup> century during the 20<sup>th</sup> century when the historiography is becoming constituted of the apart scientific object nowadays. At the same time the present course puts an accent to the revision of principles of the thinking and historical writing from the civilized point of view, taking in to consideration the epochs of historical mentality which was manifested as the human preoccupation and defines the methodological and general contradictions that appeared in the historical science during the 20<sup>th</sup> century, which substantially change the paradigm of knowledge.

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## COURSE JUSTIFICATION

The revision of teaching principles of this discipline is conditioned by the integral and more lapidary presentation of history in general and particular, the presentation of the national historical evolution, being placed in parallel for the agreement nuances of general and specific preoccupation in humanity history.

The acceptance of positivism ideas and Marxism conceptions are like a synchronically-theoretically split on the explanation of the historical contradictions and motive force in the history.

The end of the 19<sup>th</sup> century promotes ideas of determinations and conceptions of the new motive force in history of the proletariat class which will be examined and overestimated by Marxists.

At the same time the 60<sup>th</sup> -70<sup>th</sup> years of the 20<sup>th</sup> century are remarked by the appearance of the new motive force in the history at the youth and women's liberation movements and to which the new unknown historical processes are added, one of them is the of globalization process.

The necessity of this course to know the new conceptions and methods of the knowledge and currents in history.

Describe the expected impact of your course on your department's curricula. Explain how this course is different from the ones available at the host institution. In what way(s) would this course be innovative?

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## AIMS AND TEACHING OBJECTIVES

With the course justification in mind

1. Identify the major course aims and teaching objectives of the project
2. Identify intended course outcomes

### **The course objectives**

*of knowledge:*

- the identification of the conceptions and currents regarding the universal and national historiography by the end of the 19<sup>th</sup> century and during the 20<sup>th</sup> century;
- the differentiated essences, their characteristics and peculiarities;
- the recognition of the historians for their contribution to the evolution of the historical science in new historical conditions;

*of application:*

- the bundles establishment between the writing historical content and the historical context in which these researches were achieved;
- the determination of the historical context where the historical thinking and writing were developed;
- the interpretation of the conceptions, ideas and relative methods of history that contributed in enlarging the scientific paradigm of knowledge

*of integration:*

- the creation of the portfolio of this course, which has to contain the names historians' of ideas, themes, areas, methods of different historical conceptions at the 19<sup>th</sup> and 20<sup>th</sup> century

## Course Detail

### Theme 1: The **positivism in historiography**. (2 academic hours)

*Goal:* to describe the definition of the positivism conception and its ideas upon history.

*Method.* Discussion

#### Brief description:

Students select the information about the positivism.

#### Outcomes:

They compare the ideas to the romantic conception and positivism upon history.

Conclusions: As a result of such initiation the difference between the romantic conception and positivism upon history is to be stated by **historiography**

### Theme 2: The **positivism and the critical Romanian historical school**. (2 academic hours)

*Goal:* to identify the aspect of similitude and of the differences between the European positivism and the critical historical Romanian school

*Method.* : Graphic T

Brief description Students read the following chapters: 6, 7, and 8 from Al.Zub' book:“ From the critic history to criticism” Bucharest 2000. P.131-310

Outcomes: to complete the Graphic T

Conclusions: As a result of such initiation stated the difference between the European positivism and the critical Romanian historical school

### Theme 3: The **theoretical polemics between the Marxism and Positivism**. (2 academic hours)

*Goal:* the establishment of the **Marxism and Positivism conception**

*Method:* the academic trespass

Brief description the students are divided into two groups and select information from Internet about these conceptions.

Outcomes the students should prepare ideas, methods and conceptions about the Positivism and Marxism

Conclusions: the students should establish the differences between the Positivism and Marxism

**Theme 4: The historical crisis at the beginning of the 20<sup>th</sup> century. (2 academic hours)**

*Goal:* the determination of the causes of methodological crisis at the beginning of the 20<sup>th</sup> century and new research directions in history.

*Method:* 6 why? and guided reading

Brief the students read the “History science in the 20th century”. Moscow 2002, chapters 3-4

Outcomes list of the causes of methodological crisis at the beginning of the 20<sup>th</sup> century, and list the new research directions in history

Conclusions: the students have to know the ideas from the conceptions of . M.Veber W.Diltey, Windelband, Lapo-Danilevchi A.S., F.Nietzsche G.Rickert,H.Berr, B.Croce, upon the history.

**Theme 5: The historical schools from the inter-war period. (12 academic hours)**

- a) The English historical schools (2 academic hours)
- c) The German historical schools (2 academic hours)
- d) The French historical schools (2 academic hours)
- e) The Russian and Soviet historical schools (2 academic hours)
- j) The Romanian historical schools (2 academic hours)

*Goal:* the determination of the conception, theory, and research directions in the historical schools from the inter-war period

*Method:* schemes

Brief the students are divided into groups they have to read and choose information about historical schools from the inter-war period, and then one of the students from each group is to give a talk for further discussion in group.

Outcomes the students present through the scheme the ideas of the conception of the historical schools from the inter-war period,

Conclusions the students have to understand and interpret the essence of these schools from the inter-war period.

**Theme 6: The modernization of the theoretical –methodological basis of the Western historiography in the 20<sup>th</sup> century. (2 academic hours)**

*Goal:* to identify and to define the new areas and new methods of research in the history and to found out the interdisciplinary bundles

*Method* the explorations of a lot of levels and plans

Brief the students read the articles given by the teacher about the new areas and methods of research in the history from the proposed list.

Outcomes the students discuss the read articles in groups

Conclusions the students have to know the definitions of the following notions: of mentality, immediate, oral, imaginary, marginal history and the appearance of the historical researches in the historical science: the gender history, the historical anthropology, the historical psychology and the historical demography

**Theme 7: The impact between the ideology and history. (6 academic hours)**

a) The historical science in the Soviet Union and the ideological communist (2 academic hours)

b) The historical science in Republic of Moldova and the ideological communist (2 academic hours)

c) The historical science in Romania and the communist ideology (2 academic hours)

*Goal:* the establishment of the impact between the ideology and history in the 20<sup>th</sup> century

*Method:* the discussion of the studying cases

Brief select the information about the political influence upon the historical works

Outcomes the students elaborate an essay containing three themes about the historical science in Union Soviet, Republic of Moldova, and Romania.

The themes are:

-The Communist Party and the historical treatment in the Soviet Union

-The Communist dictatorship and the national problem in Republic of Moldova and Romania

-The historical thinking and writing of the Communist dictatorship

Conclusions to answer the following question: How does ideology influence upon history?

**Theme 8. The historical science at the beginning of the 21<sup>st</sup> century (2 academic hours)**

*Goal:* to extend the knowledge of paradigm 'cognitions

*Method:* the guiding reading

Brief the students should read the given articles

Outcomes the selected ideas about the new areas of research and paradigms of cognitions

Conclusions: the demonstration of the differences from Positivism to Post Modernism which were constituted in the historical science.

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