

## Historical Practice I: Modern and Contemporary History (A004026)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 5.0**

**Study time 150 h**

**Course offerings and teaching methods in academic year 2023-2024**

A (Year)	Dutch	Gent	
			lecture
			seminar
			excursion
			independent work

**Lecturers in academic year 2023-2024**

Degruyter, Elias	LW03	staff member
De Vuyst, Matteo	LW03	staff member
Vandersmissen, Jan	LW03	staff member
Verbeke, Davy	LW03	staff member
Deneckere, Gita	LW03	lecturer-in-charge

**Offered in the following programmes in 2023-2024**

	crdts	offering
<a href="#">Bachelor of Arts in History</a>	5	A

**Teaching languages**

Dutch

**Keywords**

Family history; history from below; methodology; oral history; social, cultural and political history

**Position of the course**

In this practical exercise the student is being familiarized with the working methods of the historian. The student goes through the entire scientific cycle of historical research (problem statement, review of literature and sources, presentation of the results). This takes place within a broad but clearly formulated problem statement, aimed at a specific range of historical sources. These skills are elaborated more profoundly in the succeeding practical exercise *Historische Praktijk II*.

**Contents**

A critical first and activating encounter with sources, scholarly literature and research methods focused on a concrete research topic in modern and contemporary history, starting from self-selected aspects of the student's family history. The main goal is to embed this transgenerational family history within the historical context of the 19th and 20th century, integrating at least two processes of modernization during this era. For this, students can choose from: demographic transition; regional, national and international migration; rural disruption; industrialization and urbanization; alphabetization and pedagogization; secularization; democratization; World Wars I and II; colonization. The student is taught how to relate to existing historical research by tracing and processing scholarly literature and historical source material, making use of both analogous and digital methods. The research is mainly based on oral sources, ego documents and different types of serial sources of an administrative, religious, fiscal, cadastral, political, legal or military nature. Such serial sources are a unique source for historical research and the reconstruction of the life stories of individuals and of social groups (generations). Via a Ufora-learning path, students also learn how to use the photo management system Tropy to organize, metadata, transcribe and annotate their primary sources.

Students with ancestors from abroad can take up the course without any problem whatsoever

because a customized trajectory is provided for.

### **Initial competences**

- To have an elementary insight into historical developments; to have reached the final attainment levels of the subject 'history' in Flemish secondary education (or a comparable level).
- To be able to write texts in clear and correct Dutch.
- To have a basic (passive) knowledge of standard European languages (French, English, German).

### **Final competences**

- 1 B.1.2. Have insight in the epistemology of historiography and the scientific practice.
- 2 B.1.6 Have insight into the methodology of history.
- 3 B.1.7 Have basic knowledge of the diverse sources and scientific literature (also in another language than Dutch) for use in historical research and the specialist skills requisite to reading and interpreting sources.
- 4 B.2.1. Have the ability to initiate problem-oriented historical research
- 5 B.2.1 Have the ability to place the result of historical research (also in another language than Dutch) within the correct historiographical context, and initiate new research.
- 6 B.2.2 Have the ability to outline a simple strategy for historical research in the form of a roadmap.
- 7 B.2.4. Have the ability to critically apply quantitative and qualitative methods and techniques
- 8 B.2.4 Have the ability to indicate the most appropriate types of sources relative to a specific historical research question.
- 9 B.2.5 Have the ability to use scientific criteria to substantiate a heuristic method and historical bibliographical research.
- 10 B.2.7. The student is able to interpret, evaluate, and report on extant research (also in another language than Dutch) and on one's own initial research or research plans.
- 11 B.2.8. The student is conscious of the importance of scientific integrity
- 12 B.3.1. Have the ability to critically reflect upon the role of global perspectives, the dynamics of processes, and patterns in historical situations
- 13 B.3.3. To critically follow the evolutions in historiography (also in another language than Dutch) and to develop one's own competencies in this field.
- 14 B.3.4 Have an inquiring attitude with a love of historical critique and creativity, and with a positive attitude towards lifelong learning.
- 15 B.3.5. To approach a problem from multiple perspectives (multiperspectivism).
- 16 B.4.1 Have the ability to summarize ongoing scientific discussions in the historiography (also in another language than Dutch), using an adequate critical apparatus, in a coherently structured, scientific text, written in a clear and academically correct language.
- 17 B.4.2 The student has the ability to participate actively in group discussions (also in another language than Dutch) and to communicate the results of historical research to both experts and peers in a clearly structured oral presentation, in a clear and academically correct language.
- 18 B.4.3. To collaborate with colleagues on a project basis (also in another language than Dutch).
- 19 B.6.1. The student has insight into the way in which historical scientific research functions and is organized.
- 20 B.6.2. Have insight into how related human and social sciences function.
- 21 B.6.3. Have insight into how archives and heritage institutions work.
- 22 LWDC2.1.To apply digital methods, tools and strategies during the research process (discover, capture, collect, enrich)

### **Conditions for credit contract**

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

### **Teaching methods**

Seminar, Excursion, Lecture, Independent work

### **Extra information on the teaching methods**

Lectures: historical and theoretical framework

Demonstration: introduction basic and extra sources

Seminar sessions: learning research skills, analysis basic and extra sources

Guided self-study: preparatory tasks for thematic lectures, pedigree, bibliography, introduction

paper

Excursion: archive visit

Fieldwork: autonomous research in libraries and archives

Online discussion group: via learning platform

Autonomous work: paper

### **Learning materials and price**

Platform [www.familiegeschiedenis.be](http://www.familiegeschiedenis.be); Lexicon concepts; lecture presentations; assignment descriptions; collective feedback documents; literature; archival guides; heuristic and methodological supporting documents and maps made available via learning platform; notes during classes; example papers; library shelf with literature in faculty library.

Estimated cost: €25,00

### **References**

ART, J. en VANHAUTE, E., *Inleiding tot de lokale geschiedenis van de 19de en de 20ste eeuw* (Gent, 2003).

VANDEPITTE, P. en DEVOS, C., *Lexicon. Een verklaring van historische en actuele maatschappelijke concepten* (Gent, 2010).

### **Course content-related study coaching**

- Possibility to ask questions during and after the lessons
- Several collective and individual feedback moments
- Interactive support via e-learning environment
- Tutor can be contacted via e-mail

### **Assessment moments**

continuous assessment

### **Examination methods in case of periodic assessment during the first examination period**

### **Examination methods in case of periodic assessment during the second examination period**

### **Examination methods in case of permanent assessment**

Participation, Assignment

### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible in modified form

### **Extra information on the examination methods**

No oral or written exam. Mark is given based on intermediate activities during the year, participation and quality of the final paper. The student has to pass the final paper in order to pass the course.

### **Calculation of the examination mark**

Non-periodical: continuous assessment (100%).

The marks reflect both the quality of the paper (45%) and the formal requirements for scientific texts (15%). The other 40% result from the evaluation of intermediate activities during the year: presence during lectures, seminar sessions and feedback sessions; preparatory tasks in function of the thematic lectures; redaction of a pedigree, a bibliography (literature and sources) and a paper introduction with a problem definition.

A second chance at examination is possible through a compensation assignment between the first- and second-term exam period.

### **Facilities for Working Students**

Facilities:

- Possible exemption from educational activities requiring student attendance, after discussion with the lecture
- Personal feedback can be given during an appointment during and after office hours
- Possible rescheduling of the examination to a different time in the same academic year

For more information concerning flexible learning: contact the monitoring service of the faculty of Arts and philosophy