THE UNIVERSITY OF MANCHESTER
Unit Specification

1. GENERAL INFORMATION

Title	History as Political Knowledge and Practice
Unit code	PS035
Credit rating	15
Level	MA in Political Science and International Relations
Contact hours	21
Other Scheduled teaching and learning activities*	tutorials; meetings with Academic Advisers
Pre-requisite units	None
Co-requisite units	
School responsible	Moscow School of Social & Economic Sciences
Member of staff responsible	Dr. Andrey Oleynikov
ECTS**	
Notional hours of Learning***	

2. AIMS

The unit aims to:
Theoretical and analytical purposes:
- to demonstrate the political foundations of modern historical knowledge and its generation from the early modern political practices and legal culture;
- to analyze the essential affinity between the concepts of historical and political representation;
- to evaluate the political implications of Quentin Skinner's reconstruction of the republican concept of liberty;
- to demonstrate the productivity of the concept of anachronism for understanding the political foundations of historical knowledge;
- to evaluate productivity of Jacques Derrida's and Ernesto Laclau's notion of "constitutive anachronism";
- to analyze politics of time implicated by modern historiography and historical periodization;
Critical purpose:
- to question the customary notion of historian's disengagement from political life as a necessary condition for doing history;
Practical purpose:
- to provide students with an ability to analyze and criticize complex intellectual texts on the politico-historical problematic;
General purpose:
- to introduce students to the texts of most prominent Western intellectuals involved in the task of clarification of contemporary status of historical discipline facing new political and public challenges.

3. BRIEF DESCRIPTION OF THE UNIT

While proposing to take history as politically based knowledge and practice, the course is not intended to distort the venerable *sine ira et studio* principle of doing history. It is based on already well-established insight that all the necessary differentiating procedures inherent in historical knowledge, such as discerning the past and the present reality, already finished and ongoing events and processes, depend on historian's choice and correspond with the political culture, to

which she/he belongs. So the problem of anachronism perceived not as a technical mistake in providing proper historical contextualization, but as a reflection of ordinary state of time consciousness with the minimal will to the discrimination of the past and the present reality, occupies the central position in theoretical deployment of the course.

As for its practical dimensions, the course is designed to deal with such complex public phenomena as so called "politics of time", which is characteristic of disciplinary historiography with its concern for the proper temporal periodization of historical process as well as of anthropology with its attitude to the contemporary "primitives" as living in other times than those of anthropologists themselves. The course is also intended to analyze the well-known "memory boom" exploded in Europe after 1989 and caused so called "the haunting past" phenomenon. The recent interferences of the state power in the traditional field of academic historiography resulted in the introduction of "memory laws" of different kind in different European countries. The analyze of these phenomena is also part of the agenda of the course. In general the sphere of application of the course can be extended up to the point, which refers to "public use of history", according to well-known notion introduced by Jürgen Habermas.

* To inform the "Key Information Set". Defined as 'any activity that a student has to attend or undertake at a fixed point and that has no flexibility for when it is undertaken, and where the student also has access to an available staff member' *("Provision of Information about Higher Education: Outcomes of consultation and next steps" June 2011/18)*

** ECTS (European Credit Transfer and Accumulation System): There are 2 UK credits for every 1 ECT credit, in accordance with the Credit Framework (QAA). Therefore if a unit is worth 30 UK credits, this will equate to 15 ECT.

*** Notional hours of learning: The number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level. It is expected that there will be 10 hours of notional study associated with every 1 credit achieved. Therefore if a unit is worth 30 credits, this will equate to 300 notional study hours, in accordance with the Credit Framework (QAA).

4. INTENDED LEARNING OUTCOMES

Category of outcome	Students should be able to:
Knowledge and understanding	- to be aware of political and public background of modern historical knowledge; - to realize the constructive nature of historical knowledge; - to know the works by the most prominent theorists on the subject of political foundations of historical knowledge; - to take into account "politics of time" and "historical politics" implied by state institutions;
Intellectual skills	- to appraise critically the logical cogency of arguments used by different politico-historical theorists; - to evaluate the role of rhetoric in constructing historical arguments;
Practical skills	- to assess and criticize the views of others; - to write well-argued essays; - to introduce discussion;
Transferable skills and personal qualities	- to formulate and express ideas concisely at different levels of abstraction - to undertake an individual research project

5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

The teaching process consists of lectures, which are intended for introduction to the following seminar discussions, and moderation of these discussions. All the texts for the discussions are to be sent to the students via email or get by them via links to indicated electronic resources. The learning process consists of reading corresponding texts, participation in the discussions and writing an essay.

6. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Essay	5000 words	Written feedback in two weeks after deadline	80%
Exam	1000		20%

7. INDICATIVE READING LIST

1. Ankersmit, F. *Aesthetic Politics: Political Philosophy beyond Fact and Value.* Stanford: Stanford UP, 1997.
2. Ankersmit, F. *Political Representation.* Stanford: Stanford UP, 2001.
3. Ankersmit, F. *Sublime Historical Experience.* Stanford: Stanford UP, 2005.
4. Benjamin, W. "Theses in Philosophy of History", in H. Arendt (ed.) *Illuminations.* NY: Schocken Books, 1968. pp. 253-264.
5. Bevernage, B. *History, Memory and State-Sponsored Violence.* New York, London: Routledge, 2012.
6. Bevernage, B. "Time, Presence and Historical Injustice", in *History and Theory*, Vol. 47, No 2, pp. 149-167.
7. Bevernage, B. "Writing the Past out of the Present. History and Politics of Time in Transitional Justice", in *History Workshop Journal*, No. 69, pp. 111-131.
8. *Breaking up Time: Negotiating the Borders between Present, Past and Future.* / Eds. C. Lorenz, B. Bevernage. – Göttingen; Bristol (CT): Vandenhoeck & Ruprecht, 2013.
9. Castiglione, D. "Historical Arguments in Political Theory", in *Political Theory Newsletter*, Vol. 5, No. 2 (1993),pp. 89-109.
10. Certeau, M. de. *The Writing of History.* NY: Columbia University Press, 1988.
11. Fasolt C. *The Limits of History.* Chicago: University of Chicago Press, 2004.
12. Foucault, M. *Society Must Be Defended.* NY: Picador, 2003.
13. Davis, K. *Periodization and Sovereignty.* Philadelphia: University of Pennsylvannia Press, 2008.
14. Derrida, J. *Spectres of Marx: the state of the debt, the work of mourning, and the New International,* London: Routledge, 1994.
15. Fritsch, M. *The Promise of Memory: History and Politics in Marx, Benjamin, and Derrida.* Albany: State University of New York Press, 2005.
16. Kalyvas, A. and Katznelson, I. *Liberal beginnings: Making a Republic for the Moderns.* Cambridge ; New York: Cambridge University Press, 2008.
17. Koselleck, R. *Futures Past: On the Semantics of Historical Time.* N.Y.: Columbia University Press, 2004.
18. Laclau, E. "The Time is Out of Joint", in *Diacritics*, Vol. 25, No. 2 (Summer, 1995), pp. 85-96.
19. Loraux, N. *The Divided City: On Memory and Forgetting in Ancient Athens.* NY: Zone Books, 2006.
20. *Manifestos for History.* / Eds. K. Jenkins, S. Morgan and A. Munslow. New York, London: Routledge, 2007.

21. Pocock, J. G. A. *Politics, Language, and Time: Essays on Political Thought and History*. Chicago: University of Chicago Press, 1971.
22. Pocock, J. G. A. *Political Thought and History: Essays on Theory and Method*. Cambridge: Cambridge UP, 2009.
23. Ranciere, J. *The Names of History: On the Poetics of Knowledge*. Minneapolis: University of Minnesota Press, 1994.
24. Schiffman, Z.S. *The Birth of the Past. Baltimore.* The Johns Hopkins UP, 2011.
25. Skinner, Q. "The Idea of Negative Liberty: Philosophical and Historical Perspectives", in R. Rorty et al., *Philosophy in History* (Cambridge: Cambridge UP, 1984), pp. 193–221.
26. Skinner, Q. "The Republican Ideal of Political Liberty", in Bock et al., *Machiavelli and Republicanism* (Cambridge: Cambridge University Press, 1990.
27. Skinner, Q. "A Third Concept of Liberty" in *Proceedings of the British Academy* 117 (2002), pp. 237-268.
28. *Walter Benjamin And History.* / Ed. by Andrew Benjamin. NY, London: Continuum, 2005.
29. White, H. "The modernist event", in H. White (Ed.), *Figural Realism: Studies in the Mimesis Effect*. Baltimore, MD: Johns Hopkins University Press, 1999. pp. 66-86.
30. White, H. "The Practical Past", in *Historein*, No 10, 2010, pp. 10-19.

For Information and advice on Link2Lists reading list software, see:

http://www.library.manchester.ac.uk/academicsupport/informationandadviceonlink2listsreadinglistsoftware/

Date of current version	
	10 September 2018