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| Course Title | Introduction to History | Instructor(s) | Turkey Gasimova (トウルカイ・ガシモヴァ) |
| | | E-mail | tgasimova@miu.ac.jp |
| Class Style | 講義 Lectures and Discussions | Office Hours | 各講義後 After each session |
| Course Code | LAH 105 | Mode of Instruction | solo |
| Credits | 2 | Allocated Year | |
| | | 卒業要件 Required or Elective to Graduate | 選択科目 Elective |
| 到達目標 Goals | <p>What is “history,” and why does it matter? How do ideas—of progress, religion, civilization, or freedom—shape how societies understand themselves and others? This course introduces students to History not as a list of facts, but as an interpretive practice. We explore key themes that have defined human experience: modernity, empire, religion, secularism, revolution, and democracy. From the early civilizations through the Enlightenment to the present, we examine how historians interpret the past, how historical narratives are constructed, and how power and ideology shape those narratives.</p> <p>Drawing examples around the globe, including Asia, Europe, the Middle East, Africa, the Americas, and Eurasia, the course encourages students to see History as a global conversation about meaning, identity, and justice.</p> <p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain what history is and understand different ways of studying the past (methods, sources, perspectives). 2. Identify and analyze primary and secondary sources critically, evaluating their reliability, bias, author, audience, and purpose. 3. Critically assess how historical narratives are constructed and how history relates to present-day issues of democracy, identity, and cultural difference. 4. Discuss how ideas such as “modernity,” “civilization,” and “progress” have evolved across different contexts. 5. Understand how power and ideology shape historical writing and collective memory. | | |
| 授業の概要 Course Overview | <p>Course Overview</p> <p>This course introduces history as an interpretive practice rather than a collection of facts. It interrogates history as a mode of knowledge production. Rather than treating the past as a stable archive of facts, it examines how historical meaning is constructed through interpretive frameworks shaped by power, ideology, and epistemology. Focusing on concepts such as modernity, empire, religion, secularism, revolution, and democracy, the course traces how these categories emerged, traveled, and acquired authority from the early civilizations to the present. Through comparative and transregional case studies, students analyze how narratives of progress, civilization, and freedom structure global hierarchies and political imaginaries. The course situates historiography itself within broader struggles over identity, legitimacy, and justice.</p> | | |

| 履修条件・ 注意事項 Prerequisites / Remarks | Intellectual Curiosity and interest in foreign cultures and languages are prerequisites. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 授業計画 Course Schedule | <p>This course is structured over 15 sessions, each addressing topics in the field of History with a focus on cultural and social transformation, modernity, revolutions, and politics. The content of each session is outlined below:</p> <table border="1"> <thead> <tr> <th>Week</th> <th>Topic</th> <th>Key Themes</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>What is History?</td> <td>History as discipline and narrative: the role of historians. Primary vs. secondary sources.</td> </tr> <tr> <td>2.</td> <td>The Past as Argument.</td> <td>Historiography: how and why interpretations change and why it is important. Reading excerpts from Herodotus to modern and contemporary historians.</td> </tr> <tr> <td>3.</td> <td>Modernity and Its Meanings:</td> <td>Enlightenment, reason, and progress: critical perspectives on “modernity.”</td> </tr> <tr> <td>4.</td> <td>Empire and Civilization:</td> <td>Colonial encounters and the language of civilization. Case studies: Empires.</td> </tr> <tr> <td>5.</td> <td>Religion, Secularism, and the Public Sphere:</td> <td>How secularism emerged: debates between faith and reason.</td> </tr> <tr> <td>6.</td> <td>Revolution and Reform:</td> <td>The idea of revolution: How revolutions and reforms rewrite history.</td> </tr> <tr> <td>7.</td> <td>Midterm Workshop:</td> <td>Source analysis activity and quizzes.</td> </tr> <tr> <td>8.</td> <td>Democracy and the People:</td> <td>Historical origins of democracy; challenges in identity and nation-building. How nations remember (and forget); monuments, museums, and memory politics.</td> </tr> <tr> <td>9.</td> <td>History and the Environment:</td> <td>How the environment shapes human history: climate, diseases, and ecological change</td> </tr> <tr> <td>10.</td> <td>Gender and the Modern Imagination:</td> <td>Women, citizenship, and social change in the 19th–20th centuries.</td> </tr> <tr> <td>11.</td> <td>Knowledge and Power:</td> <td>Intellectuals and societies: history, truth, and authority.</td> </tr> <tr> <td>12.</td> <td>Globalization and Historical Connectivity:</td> <td>Interconnected worlds: trade, migration, and ideas.</td> </tr> <tr> <td>13.</td> <td>Postcolonial and Decolonial Perspectives:</td> <td>Rethinking modernity and history from a global perspective.</td> </tr> <tr> <td>14.</td> <td>The Historian in the Public Sphere:</td> <td>History in media, politics, and education today.</td> </tr> <tr> <td>15.</td> <td>The Limits of Historical Knowledge:</td> <td>Crisis, Critique, and Historical Self-Reflection</td> </tr> </tbody> </table> | Week | Topic | Key Themes | 1. | What is History? | History as discipline and narrative: the role of historians. Primary vs. secondary sources. | 2. | The Past as Argument. | Historiography: how and why interpretations change and why it is important. Reading excerpts from Herodotus to modern and contemporary historians. | 3. | Modernity and Its Meanings: | Enlightenment, reason, and progress: critical perspectives on “modernity.” | 4. | Empire and Civilization: | Colonial encounters and the language of civilization. Case studies: Empires. | 5. | Religion, Secularism, and the Public Sphere: | How secularism emerged: debates between faith and reason. | 6. | Revolution and Reform: | The idea of revolution: How revolutions and reforms rewrite history. | 7. | Midterm Workshop: | Source analysis activity and quizzes. | 8. | Democracy and the People: | Historical origins of democracy; challenges in identity and nation-building. How nations remember (and forget); monuments, museums, and memory politics. | 9. | History and the Environment: | How the environment shapes human history: climate, diseases, and ecological change | 10. | Gender and the Modern Imagination: | Women, citizenship, and social change in the 19th–20th centuries. | 11. | Knowledge and Power: | Intellectuals and societies: history, truth, and authority. | 12. | Globalization and Historical Connectivity: | Interconnected worlds: trade, migration, and ideas. | 13. | Postcolonial and Decolonial Perspectives: | Rethinking modernity and history from a global perspective. | 14. | The Historian in the Public Sphere: | History in media, politics, and education today. | 15. | The Limits of Historical Knowledge: | Crisis, Critique, and Historical Self-Reflection |
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| 1. | What is History? | History as discipline and narrative: the role of historians. Primary vs. secondary sources. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. | The Past as Argument. | Historiography: how and why interpretations change and why it is important. Reading excerpts from Herodotus to modern and contemporary historians. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. | Modernity and Its Meanings: | Enlightenment, reason, and progress: critical perspectives on “modernity.” | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 5. | Religion, Secularism, and the Public Sphere: | How secularism emerged: debates between faith and reason. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. | Revolution and Reform: | The idea of revolution: How revolutions and reforms rewrite history. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. | Midterm Workshop: | Source analysis activity and quizzes. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. | Democracy and the People: | Historical origins of democracy; challenges in identity and nation-building. How nations remember (and forget); monuments, museums, and memory politics. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 10. | Gender and the Modern Imagination: | Women, citizenship, and social change in the 19th–20th centuries. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. | Knowledge and Power: | Intellectuals and societies: history, truth, and authority. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12. | Globalization and Historical Connectivity: | Interconnected worlds: trade, migration, and ideas. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13. | Postcolonial and Decolonial Perspectives: | Rethinking modernity and history from a global perspective. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14. | The Historian in the Public Sphere: | History in media, politics, and education today. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15. | The Limits of Historical Knowledge: | Crisis, Critique, and Historical Self-Reflection | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 学生に対する 評価 Assessment Criteria | In-Class participation: 30% Assignments and presentations: 30% Final examination: 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>時間外の学習について Preparation and Revision outside Class</p> | <p>Students should dedicate at least 4 hours per week to reading, research, and preparation for discussions. Independent investigation of advanced topics is strongly encouraged.</p> |
| <p>Textbooks</p> | <p>Students are expected to read the relevant sections of the books listed in the bibliography. The relevant materials will be provided by your instructor.</p> |
| <p>References</p> | <p>No single textbook required. Selected readings provided via Moodle or in printed copies. Multimedia: short documentaries, podcasts, and interactive historical maps will be used. Possible readings include excerpts from: Carr, E. H. <i>What Is History?</i> London: Macmillan, 1961. Collingwood, R. G. <i>The Idea of History</i>. Oxford: Oxford University Press, 1946. Hobsbawm, Eric. <i>On History</i>. London: Weidenfeld & Nicolson, 1997. Foucault, Michel. <i>The Archaeology of Knowledge</i>. Translated by A. M. Sheridan Smith. New York: Pantheon Books, 1972. Said, Edward W. <i>Orientalism</i>. New York: Pantheon Books, 1978. Frankopan, Peter. <i>The Silk Roads: A New History of the World</i>. London: Bloomsbury Publishing, 2016. White, Hayden. <i>Metahistory: The Historical Imagination in Nineteenth-Century Europe</i>. Baltimore: Johns Hopkins University Press, 1973. Chakrabarty, Dipesh. <i>Provincializing Europe: Postcolonial Thought and Historical Difference</i>. Princeton, NJ: Princeton University Press, 2000. Memmi, Albert. <i>The Colonizer and the Colonized</i>. Translated by Howard Greenfeld. Boston: Beacon Press, 1965. Arnold, John H. <i>History: A Very Short Introduction</i>. Oxford: Oxford University Press, 2000. Gombrich, E. H. <i>A Little History of the World</i>. Translated by Caroline Mustill. New Haven, CT: Yale University Press, 2005. Harari, Yuval Noah. <i>Sapiens: A Brief History of Humankind</i>. New York: Harper, 2015. Conrad, Sebastian. <i>What Is Global History?</i> Princeton, NJ: Princeton University Press, 2016. Bayly, C. A. <i>The Birth of the Modern World, 1780–1914: Global Connections and Comparisons</i>. Malden, MA: Blackwell Publishing, 2004. Tooze, Adam. <i>The Deluge: The Great War and the Remaking of Global Order, 1916–1931</i>. New York: Viking, 2014. Subrahmanyam, Sanjay. <i>Explorations in Connected History: From the Tagus to the Ganges</i>. New Delhi: Oxford University Press, 2005.</p> |
| <p>NOTES</p> | |