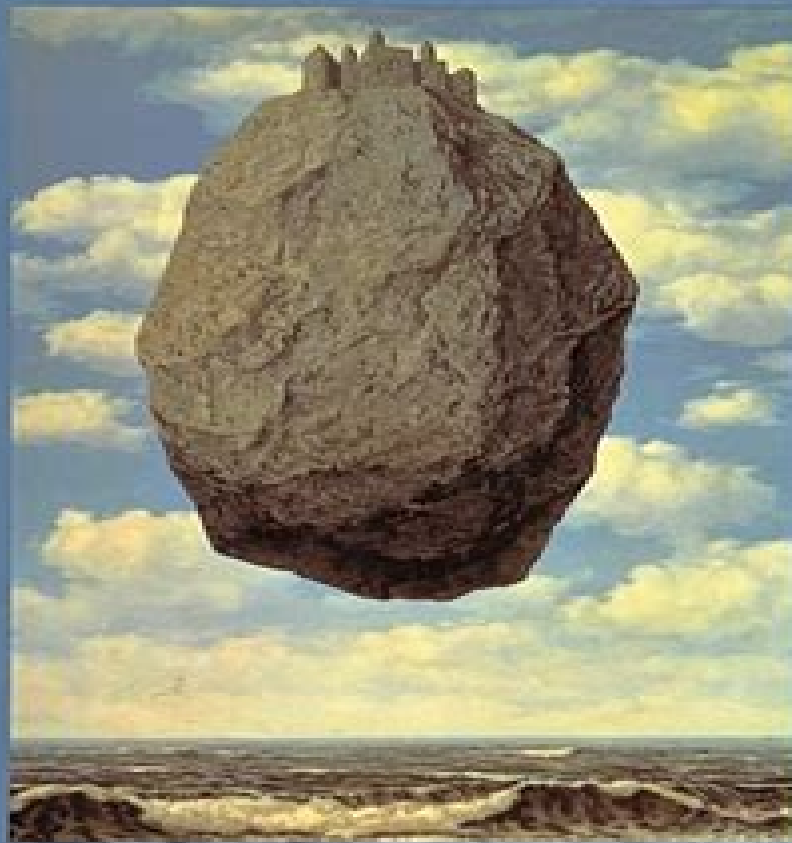# RE-THINKING
HISTORY

KEITH JENKINS

Re Thinking History

Claus-Christian Szejnmann

Re Thinking History:

Re-thinking History Keith Jenkins,1991 This introductory text is written for students faced with the question what is history Polemical in tone the book argues against a skills based approach to history in favour of a methodological one Drawing widely on developments in philosophy literary theory critical theory and politics Keith Jenkins argues that history must abandon the search for objective truth about the past and come to terms with its own processes of production Brief provocative and well argued the book aims to develop in its readers an historicist sceptical critical intelligence that will open up a new understanding of what history is and can be in the post modern world *Re-thinking History* Keith Jenkins,Alun Munslow,2003 History means many things to many people But finding an answer to the question What is history is a task few feel equipped to answer If you want to explore this tantalising subject where do you start What are the critical skills you need to begin to make sense of the past The perfect introduction to this thought provoking area Jenkins clear and concise prose guides readers through the controversies and debates that surround historical thinking at the present time providing them with the means to make their own discoveries **Thinking Like a Historian** Nikki Mandell,Bobbie Malone,2008-12-15 Thinking Like a Historian will help you bring history to your classroom and reenergize your teaching of this crucial discipline in new ways A group of experienced Wisconsin historians and educators representing elementary through university levels developed and piloted this framework The Thinking Like a Historian charts which are the centerpiece of Thinking Like a Historian were created by condensing into simplified and easily remembered language the combined expertise of the historical profession as expressed in the published standards of the American Historical Association the Organization of American Historians the National Council for History Education the National History Standards and state standards for Wisconsin and California Thinking Like a Historian is the fruit of our thinking and practice grounded in the highest standards of the discipline designed to stimulate your own thinking planning and teaching Adapt or draw inspriration from the examples for engaging and effective lessons and classroom activities Return again and again to the common language of Thinking Like a Historian as a foundation that can connect and develop students curiosity about and understand of history throughout their school years As history educators we wholeheartedly embrace the responsibility and opportunity to guide the next generation to think more deeply about the past to think like historians **The New History** Alun Munslow,2016-09-17 The notion of history has always been one strenuously debated by both academics and the wider population This deeply provocative re thinking of our engagement with the past by one of the world s leading post modern historians takes that debate one step further Alun Munslow re assesses history in the light of post modernism and other intellectual challenges which have questioned the primacy of the modernist epistemology of empiricism In an original and stimulating vision of history that will intrigue all those seriously interested in the subject Munslow argues that history is not only about the sources but a literary construction Munslow concludes that history as a cultural narrative about the past can

never tell us what the past really means This far reaching conclusion is based on the radical idea that the content of history is defined as much by the nature of the language used to represent and interpret that content as it is by research into the sources This suggests that history does not produce the most likely meaning of the past but rather can only generate alternative meanings The lead volume in a major new series on historical thinking and practice this is an accessible yet absorbing study that breaks new ground in discussing the stage history is at now and perhaps most engagingly the direction it will take in the future   Authoring the Past Alun Munslow,2012-11-12 Please explain why you think about and write history as you do Collecting together the responses to this question from 15 of the world s foremost historians and theorists Authoring the Past represents a powerful reflection on and intervention in the historiographical field Edited by Alun Munslow and presented in concise digestible essays the collection covers a broad range of contemporary interests and ideas and offers a rich set of reasoned alternative thoughts on our cultural engagement with times gone by Emerging from an intensely fertile period of historical thought and practice Authoring the Past examines the variety of approaches to the discipline that have taken shape during this time and suggests possible future ways of thinking about and interacting with the past It provides a unique insight into recent debates on the nature and purpose of history and demonstrates that when diverse metaphysical and aesthetic choices are made the nature of the representation of the past becomes a matter of legitimate dispute Students scholars and practitioners of history will find it a stimulating and invaluable resource   **Refiguring History** Keith Jenkins,2005-07-08 In this engaging sequel to Rethinking History Keith Jenkins argues for a re figuration of historical study At the core of his survey lies the realization that objective and disinterested histories as well as historical truth are unachievable The past and questions about the nature of history remain interminably open to new and disobedient approaches Jenkins reassesses conventional history in a bold fashion His committed and radical study presents new ways of thinking history a new methodology and philosophy and their impact on historical practice This volume is written for students and teachers of history illuminating and changing the core of their discipline   **Experiments in Rethinking History** Alun Munslow,Robert A. Rosenstone,2004 History is a narrative discourse full of unfinished stories This collection of innovative and experimental pieces of historical writing shows there are fascinating and important new ways of thinking and writing about the past   **Rethinking History, Dictatorship and War** Claus-Christian Szejnmann,2011-11-03 The main focus of this book is to analyse and explain rather than merely narrate developments of modern war The volume will present up to date and genuinely original scholarship that has not been previously published This collection deals with three of the most important themes of historical studies the way history is or ought to be written the nature of dictatorships and the nature of wars The primary focus is on modern Europe and two defining experiences in the first half of the twentieth century namely the First and Second World Wars and totalitarian dictatorships Both remain issues of intense debates and with ever widening ramifications It provides a unique overview of the current state of research on three important themes that are of great

interest to scholars and students Each essay and a substantial introduction summarises complex findings approaching the topic from a variety of perspectives 19th and 20th century history national and regional history comparative history cartography and biographical intellectual structural social and military history thus challenging traditional interpretations and methodologies and addressing unresolved questions The book brings together a mix of established and younger experts thinking critically about these major themes and writing accessible and stimulating pieces that challenge existing interpretations and suggest ways the subjects are changing The contributors tackle big issues and dare to come up with bold explanations   **The Challenge of Rethinking History Education** Bruce VanSledright,2010-09-13 In The Challenge of Rethinking History Education Bruce A VanSledright argues for a more inquiry oriented approach to history teaching and learning that fosters a sense of citizenship through the critical skills of historical investigation   **Rethinking History, Reframing Identity** Alexandra Wangler,2012-04-09 This book contributes to the theoretical and methodological discussion about how the diverging experiences of generations and their historical memories play a role in the process of national identity formation Drawing from narratives gathered within the Ukrainian minority in northern Poland and centered on the collective trauma of Action Vistula where in 1947 about 140 000 Ukrainians were resettled from south eastern Poland and relocated to the north western areas this study shows that three generations vary considerably with regard to their understandings of home integration history and religion Thus generational differences are an essential element in the analysis and understanding of social and political change The findings of this study provide a contribution to debates about the process based nature of national identity the role of trauma in creating generational consciousness and how generations should be conceptualized   **Rethinking History, Science, and Religion** Bernard Lightman,2019-10-03 The historical interface between science and religion was depicted as an unbridgeable conflict in the last quarter of the nineteenth century Starting in the 1970s such a conception was too simplistic and not at all accurate when considering the totality of that relationship This volume evaluates the utility of the complexity principle in past present and future scholarship First put forward by historian John Brooke over twenty five years ago the complexity principle rejects the idea of a single thesis of conflict or harmony or integration or separation between science and religion Rethinking History Science and Religion brings together an interdisciplinary group of scholars at the forefront of their fields to consider whether new approaches to the study of science and culture such as recent developments in research on science and the history of publishing the global history of science the geographical examination of space and place and science and media have cast doubt on the complexity thesis or if it remains a serviceable historiographical model   **Experiments in Rethinking History** Alun Munslow,Robert A. Rosenstone,2004-08-02 History is a narrative discourse full of unfinished stories This collection of innovative and experimental pieces of historical writing shows there are fascinating and important new ways of thinking and writing about the past   Why History? Keith Jenkins,1999 The author aims to show through a series of case studies of Derrida and others

that postmodern ways of thinking signal the end of history history especially when taken in either of two forms the metanarrative on the one hand and the professional academic form on the other introd   A History of History Alun Munslow,2012-12-20 In a provocative analysis of European and American historical thinking and practice since the early 18th century A History of History confronts several basic assumptions about the nature of history Among these are the concept of historical realism the belief in representationalism and the idea that the past possesses its own narrative What is offered in this book is a far reaching and fundamental rethinking of realist and representationalist history of a particular kind by addressing and explaining the ideas of major philosophers of history over the past three hundred years and those of the key theorists of today In pursuing this radical analysis the understanding of history as a narrative is evaluated along with contemporary notions such as the continuing presence of the past and the idea of its lessons Written by one of the leading thinkers on the subject A History of History provides an accessible and radical history of history while offering new insights into the pressing questions of the nature purpose and function of history This book is an essential text for all students teachers and consumers of history   **Rethinking American History in a Global Age** Thomas Bender,2002-05-14 In rethinking and reframing the American national narrative in a wider context the contributors to this volume ask questions about both nationalism and the discipline of history itself The essays offer fresh ways of thinking about the traditional themes and periods of American history By locating the study of American history in a transnational context they examine the history of nation making and the relation of the United States to other nations and to transnational developments What is now called globalization is here placed in a historical context A cast of distinguished historians from the United States and abroad examines the historiographical implications of such a reframing and offers alternative interpretations of large questions of American history ranging from the era of European contact to democracy and reform from environmental and economic development and migration experiences to issues of nationalism and identity But the largest issue explored is basic to all histories How does one understand teach and write a national history even as one recognizes that the territorial boundaries do not fully contain that history and that within that bounded territory the society is highly differentiated marked by multiple solidarities and identities Rethinking American History in a Global Age advances an emerging but important conversation marked by divergent voices many of which are represented here The various essays explore big concepts and offer historical narratives that enrich the content and context of American history The aim is to provide a history that more accurately reflects the dimensions of American experience and better connects the past with contemporary concerns for American identity structures of power and world presence   *Rethinking the Disciplines* ,1992   **The Jesus of History** Terrot Reaveley Glover,1917   *Which Degree Directory Series* ,2000   **The Philosophy of History in France and Germany** Robert Flint,1875   **Progress and Patriotism** M. G. Clark,1923

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