

## Syllabus of Curricular Unit

<b>Curricular Unit</b>	<b><i>Research Design II</i></b>
<b>PhD</b>	INTER-UNIVERSITY DOCTORAL PROGRAMME IN HISTORY
<b>Academic year / semester</b>	2018/2019, 2nd semester
<b>ECTS</b>	18
<b>Coordination</b>	Bruno Cardoso Reis (ISCTE-IUL) Ângela Barreto Xavier (ICS-ULisboa)
<b>Learning outcomes</b>	<p>The main objective of Research Design I and II is to follow and support the PhD students in designing their PhD research project.</p> <p>In Research Design II it is intended that students:</p> <ul style="list-style-type: none"> <li>- Deepen computer skills required for their research and the management of documentary sources and gathering of the bibliography.</li> <li>- Master the methodologies of advanced analysis in History.</li> <li>- Are made aware of the potential and methodologies of interdisciplinary analysis.</li> <li>- Develop oral and written communication skills</li> <li>- Design a Research Project for their Thesis on their chosen research topic and submit it for discussion and public evaluation at the end of the semester.</li> </ul>
<b>Syllabus</b>	<ol style="list-style-type: none"> <li>1. Methodologies of analysis, their justification and adequacy to the project objectives.</li> <li>2. Collection, storage and management of archival information and other documents. Digital research resources and information management programs.</li> <li>3. How to write a commented index proposal and a thesis plan.</li> <li>4. Organization of work and research planning. The making of a research calendar.</li> </ol>
<b>Bibliography (core)</b>	ARÓSTEGUI, Julio - <i>La Investigación Historica. Teoria y Método</i> , Barcelona, 2. <sup>a</sup> ed., 2003.

BURKE, P. - *What is Cultural History?*, Cambridge, 2004.

CARRINGTON, Peter, *Models and methods in social network analysis*, Cambridge-NY, 2005

HAUPT, Heinz-Gerhard - «Comparative history – a contested method», *HistoriskTidskrift*, 127:4, 2007, pp. 697-714.

KOCKA, J., “Comparison and Beyond”, *History and Theory*, vol. 42, no. 1, 2003, pp. 39–44

KOSELLECK, Reinhart – *Esbozos teóricos. Siegue teniendo utilidad la historia?*, Madrid, 2013 (original alemão, Berlim, 2010)

LAMBERT, P.; SCHOFIELD, P. (eds.) - *Making History. An introduction to the history and practices of a discipline*, Londres-NY, 2004.

LEPETIT, Bernard (dir.)- *Les formes de l’expérience. Une autre histoire sociale*, Paris, Albin Michel, 1995.

LEVI, G. - «Sobre microhistoria» in *Formas de hacer Historia*, ed. Peter Burke, Madrid, 1993, pp. 119-3.

REVEL, Jacques (dir.) - *Jeux d’Échelles. La micro-analyse à l’expérience*, “Hautes Études”, Paris, Gallimard-Le Seuil, 1996.

RICHIE, D. - *Doing Oral History*, Oxford, 3.<sup>a</sup> ed, 2014.

STOREY, W.K - *Writing History. A Guide for Students*, Oxford e Nova York, 3.<sup>a</sup> ed., 2008.

THOMPSON, W. - *Postmodernism and History*, Nova York, 2004.

VINCENT, J. - *An Intelligent Person’s Guide to History*, Londres, 1995.

WELSKOPP, Thomas- Comparative History, in: *European History Online (EGO)*, published by the Institute of European History (IEG), Mainz 2010-12-03. URL: <http://www.ieg-ego.eu/welskoppt-2010-en>

WILLIAMS, R - *The Historian’s Toolbox. A Student’s Guide to the Theory and Craft of History*, Londres-NY, 2.<sup>a</sup> ed., 2007.

**Bibliography  
(complementary)**

Each doctoral student is given theoretical or historiographical readings related to the specific needs of his/her PhD project in response to specific requests.

**Evaluation Criteria**

Organized in a seminar format, the lectures will be essentially practical, aimed at exploring and discussing, among doctoral students and professors regarding: the topic/themes, the documentary corpus, the methodologies and problems, in order to know, follow-up and support doctoral students in their individual research itinerary.

The evaluation is continuous, requires a minimum of 75% attendance (9 sessions), and is based on three main components that add up in the final grade:

A) Active participation in the debates and discussions, including an oral presentation of the first version of the methodologies of analysis, commented plan of the thesis and schedule; (10% of final grade)

	<p>B) Initial report including the first version of the methodologies of analysis, commented plan of the thesis and schedule (up to 5000 words); (35% of the final grade)</p> <p>C) Thesis project to be presented in for public discussion (up to 15000 words); (55% of the final grade).</p>
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<b>Contact hours</b>	<p>Seminars = 24 H + Tutorials = 6 H</p> <p>Total = 30 H</p>
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