

Syllabus of Curricular Unit

Curricular Unit	Research Design II
Academic year /semester	2017/2018, 2nd semester
ECTS	18
Coordination	Bruno Reis (ISCTE-IUL) Maria Alexandre Lousada (FL-ULisboa)
Learning outcomes	<p>The main aim of Research Design I and II is to follow and support the PhD students in designing their PhD research project. In Research Design II it is intended that students:</p> <ul style="list-style-type: none"> - Deepen computer skills required for their research and the management of documentary sources and gathering of the bibliography. - Master the methodologies of advanced analysis in History. - Are made aware of the potential and methodologies of interdisciplinary analysis. - Develop oral and written communication skills - 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
Syllabus	<ol style="list-style-type: none"> 1. Methodologies of analysis, their justification and adequacy to the project objectives. 2. Collection, storage and management of archival information and other documents. Digital research resources and information management programs. 3. How to write a commented index proposal and a thesis plan. 4. Organization of work and research planning. The making of a research calendar.
Bibliography (core)	<p>ARÓSTEGUI, Julio - <i>La Investigación Histórica. Teoría y Método</i>, Barcelona, 2.ª ed., 2003.</p> <p>BURKE, P. - <i>What is Cultural History?</i>, Cambridge, 2004.</p> <p>CARRINGTON, Peter, <i>Models and methods in social network analysis</i>, Cambridge-NY, 2005</p> <p>HAUPT, Heinz-Gerhard - «Comparative history – a contested method», <i>HistoriskTidskrift</i>, 127:4, 2007, pp. 697-714.</p> <p>KOCKA, J., “Comparison and Beyond”, <i>History and Theory</i>, vol. 42, no. 1, 2003, pp. 39–44</p> <p>KOSSELLECK, Reinhart – <i>Esbozo teóricos. Siegue teniendo utilidad la historia?</i>, Madrid, 2013 (original alemão, Berlim, 2010)</p> <p>LAMBERT, P.; SCHOFIELD, P. (eds.) - <i>Making History. An introduction to the history and practices of a discipline</i>, Londres-NY, 2004.</p> <p>LEPETIT, Bernard (dir.)- <i>Les formes de l’expérience. Une autre histoire sociale</i>, Paris, Albin Michel, 1995.</p> <p>LEVI, G. - «Sobre microhistoria» in <i>Formas de hacer Historia</i>, ed. Peter Burke, Madrid, 1993, pp. 119-3.</p> <p>REVEL, Jacques (dir.) - <i>Jeux d’Échelles. La micro-analyse à l’expérience</i>, “Hautes Études”, Paris, Gallimard-Le Seuil, 1996.</p> <p>RICHIE, D. - <i>Doing Oral History</i>, Oxford, 3.ª ed, 2014.</p> <p>STOREY, W.K - <i>Writing History. A Guide for Students</i>, Oxford e Nova York, 3.ª ed., 2008.</p>

	<p>THOMPSON, W. - <i>Postmodernism and History</i>, Nova York, 2004.</p> <p>VINCENT, J. - <i>An Intelligent Person's Guide to History</i>, Londres, 1995.</p> <p>WELSKOPP, Thomas- <i>Comparative History</i>, in: <i>European History Online (EGO)</i>, published by the Institute of European History (IEG), Mainz 2010-12-03. URL: http://www.ieg-ego.eu/welskoppt-2010-en</p> <p>WILLIAMS, R - <i>The Historian's Toolbox. A Student's Guide to the Theory and Craft of History</i>, Londres-NY, 2.ª ed., 2007.</p>
Bibliography (complementary)	Each doctoral student is given theoretical or historiographical readings related to the specific needs of his / her Ph.D. project in response to specific requests.
Evaluation Criteria	<p>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:</p> <p>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> <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>
Contact hours	<p>Seminars = 24 H + Tutorials = 6 H</p> <p>Total = 30 H</p>
Other participants in teaching activities	