

The Uses Of History In Early Modern England Huntington Library Publications

Let's start with two truths about our era that are so inescapable as to have become clichés: We are surrounded by more readily available information than ever before. And a huge percentage of it is inaccurate. Some of the bad info is well-meaning but ignorant. Some of it is deliberately deceptive. All of it is pernicious. With the internet always at our fingertips, what's a teacher of history to do? Sam Wineburg has answers, beginning with this: We definitely can't stick to the same old read-the-chapter-answer-the-questions-at-the-back snoozefest we've subjected students to for decades. If we want to educate citizens who can sift through the mass of information around them and separate fact from fake, we have to explicitly work to give them the necessary critical thinking tools. Historical thinking, Wineburg shows us in *Why Learn History (When It's Already on Your Phone)*, has nothing to do with test prep-style ability to memorize facts. Instead, it's an orientation to the world that we can cultivate, one that encourages reasoned skepticism, discourages haste, and counters our tendency to confirm our biases. Wineburg draws on surprising discoveries from an array of research and experiments—including surveys of students, recent attempts to update history curricula, and analyses of how historians, students, and even fact checkers approach online sources—to paint a picture of a dangerously mine-filled landscape, but one that, with care, attention, and awareness, we can all learn to navigate. It's easy to look around at the public consequences of historical ignorance and despair. Wineburg is here to tell us it doesn't have to be that way. The future of the past may rest on our screens. But its fate rests in our hands.

The past is capricious enough to support every stance – no matter how questionable. In 2002, the Bush administration decided that dealing with Saddam Hussein was like appeasing Hitler or Mussolini, and promptly invaded Iraq. Were they wrong to look to history for guidance? No; their mistake was to exaggerate one of its lessons while suppressing others of equal importance. History is often hijacked through suppression, manipulation, and, sometimes, even outright deception. MacMillan's book is packed full of examples of the abuses of history. In response, she urges us to treat the past with care and respect.

People usually think of books in terms of their contents, their texts, with less thought for books as artefacts. In fact books may possess all kinds of potentially interesting qualities beyond their texts, as designed or artistic objects, or because they have unique properties deriving from the ways they have been printed, bound, annotated, beautified or defaced. This text explores books from the Middle Ages to the present day to show why books may be interesting beyond their texts. Books can develop their own individual histories, which provide important evidence about the way they were used and regarded in the past, and which make them an indispensable part of the fabric of our cultural heritage. This book will raise awareness of an important aspect of the life of books in the context of the ongoing debate about their future. Extensively illustrated with a wide range of images, this book is not only approachable but also thought-provoking.

Writing History in the Digital Age began as a "what-if" experiment by posing a question: How have Internet technologies influenced how historians think, teach, author, and publish? To illustrate their answer, the contributors agreed to share the stages of their book-in-progress as it was constructed on the public web. To facilitate this innovative volume, editors Jack Dougherty and Kristen Nawrotzki designed a born-digital, open-access, and open peer review process to capture commentary from appointed experts and general readers. A customized WordPress plug-in allowed audiences to add page- and paragraph-level comments to the manuscript, transforming it into a socially networked text. The initial six-week proposal phase generated over 250 comments, and the subsequent eight-week public review of full drafts drew 942 additional comments from readers across different parts of the globe. The finished product now presents 20 essays from a wide array of notable scholars, each examining (and then breaking apart and reexamining) if and how digital and emergent technologies have changed the historical profession.

Human Rights and the Uses of History

Thoughts out of Season (Complete)

The Uses of History in Early Modern England

Hannah Arendt and the Uses of History

The History Manifesto

The Pursuit of History

This treatise of historical methodology, originally published in 1950 is based upon a liberal conception of history which excludes no narrator of past events from the ranks of historians. Callcott defines history as the accurate story which preserves the memory of the past experiences of human societies. The function of history determines its method and provides the answer to the question: how secure is our knowledge of the past? In the author's view, history is empirical and its results are for ever provisional. The relative merits of dogmatism and scepticism are examined and several interpretations among English historians are scrutinized.

Callcott demonstrates, however, that when basic historical assumptions were challenged by controversy, the entire edifice collapsed.

Public History: A Textbook of Practice is a guide to the many challenges historians face while teaching, learning, and practicing public history. Historians can play a dynamic and essential role in contributing to public understanding of the past, and those who work in historic preservation, in museums and archives, in government agencies, as consultants, as oral historians, and those who manage crowdsourcing projects need very specific skills. This book links theory and practice and provides students and practitioners with the tools to do public history in a wide range of settings. The text engages throughout with key issues such as public participation, digital tools and media, and the internationalization of public history. Part One focuses on public

sources, and offers an overview of the creation, collection, management, and preservation of public history materials (archives, material culture, oral materials, or digital sources). Cover sites and institutions such as archival repositories and museums, historic buildings and structures, and different practices such as collection management, preservation (archival objects, sounds, moving images, buildings, sites, and landscape), oral history, and genealogy. Part Two deals with the different ways in which public historians can produce historical narratives through different media (including exhibitions, film, writing, and digital tools). The last part explores the challenges and ethical issues that public historians will encounter working with different communities and institutions. Either in public history methods courses or as a resource for practicing public historians, this book lays the groundwork for meaningful connections between historical sources and popular audiences.

A philosophical interpretation of history, examining the significance of historical study as a science and a reflection of social values

Thomas Eakins and the Uses of History

Charting the Future of Teaching the Past

How History Gets Things Wrong

What is Gender History?

Its Purpose and Method

Essays in Intellectual and Social History

This book takes a fresh look at the connection between history and policy, proposing that historians rediscover a sense of 'public purpose' that can embrace political decision-making - and also enhance historical practice. Making policy is a complex and messy affair, calling on many different forms of expertise and historians have often been reluctant to get involved in policy advice, with those interested in 'history in public' tending to work with museums, heritage sites, broadcasters and community organisations. Green notes, however, that historians have also insisted that 'history matters' in public policy debate, and been critical of politicians' distortions or neglect of the past. She argues that it is not possible to have it both ways.

An experienced author of history and theory presents this examination of the purpose of history at a time when recent debates have rendered the question 'what is history for?' of utmost importance. Charting the development of historical studies and examining how history has been used, this study is exceptional in its focus on the future of the subject as well as its past. It is argued that history in the twenty-first century must adopt a radical and morally therapeutic role instead of studying for 'its own sake'. Providing examples of his vision of 'history in post-modernity', Beverley Southgate focuses on the work of four major historians, including up-to-date publications: Robert A. Rosenstone's study of Americans living in nineteenth-century Japan Peter Novick's work on the Holocaust Sven Lindqvist's A History of Bombing Tzvetan Todorov's recently published work on the twentieth century. This makes compulsive reading for all students of history, cultural studies and the general reader, as notions of historical truth and the reality of the past are questioned, and it becomes vital to rethink history's function and renegotiate its uses for the postmodern age.

Leading scholars and policymakers explore how history influences foreign policy and offer insights on how the study of the past can more usefully serve the present. History, with its insights, analogies, and narratives, is central to the ways that the United States interacts with the world. Historians and policymakers, however, rarely engage one another as effectively or fruitfully as they might. This book bridges that divide, bringing together leading scholars and policymakers to address the essential questions surrounding the history-policy relationship including Mark Lawrence on the numerous, and often contradictory, historical lessons that American observers have drawn from the Vietnam War; H. W. Brands on the role of analogies in U.S. policy during the Persian Gulf crisis and war of 1990-91; and Jeremi Suri on Henry Kissinger's powerful use of history.

Publisher Description

Its Practice and Purpose

What is History?

The Purpose of the Past

A Critical Reader in Twentieth-century History and Theory

Public History

Historians and Historical Thinking in Government

Whether he is comparing how students and historians interpret documentary evidence or analyzing children's drawings, Wineburg's essays offer rough maps of how ordinary people think about the past and use it to understand the present. These essays acknowledge the role of collective memory in filtering what we learn in school and shaping our historical thinking.

History is not just a study of past events, but a product and an idea for the modernisation and consolidation of the nation. 'The Use of History in Putin's Russia' examines how the past is perceived in contemporary Russia and analyses the ways in which the Russian state uses history to create a broad coalition of consensus and forge a new national identity. Central to issues of governance and national identity, the Russian state utilises history for the purpose of state-building and reviving Russia's national consciousness in the twenty-first century. Assessing how history mediates the complex relationship between state and population, this book analyses the selection process of constructing and recycling a preferred historical narrative to create loyal, patriotic citizens, ultimately aiding its modernisation. Different historical spheres of Russian life are analysed in-depth including areas of culture, politics, education, and anniversaries. The past is not just a state matter, a socio-political issue linked to the modernisation process, containing

many paradoxes. This book has wide-ranging appeal, not only for professors and students specialising in Russia and the former Soviet Space in the fields of History and Memory, International Relations, Educational Studies, and Intercultural Communication but also for policymakers and think-tanks. The book reexamines this long held belief, and argues that the historical method is an excellent way to think about and represent the future. At the same time, the book asserts that futurists should not view the future as a scientist might—aiming for predictions and certainties—but rather should view the future in the same way that an historian views the past.

An erudite scholar and an elegant writer, Gordon S. Wood has won both numerous awards and a broad readership since the 1969 publication of his widely acclaimed *The Creation of the American Republic*. With *The Purpose of the Past*, Wood has essentially created a history of American history, assessing the current state of history vis-à-vis the work of some of its most important scholars—doling out praise and scorn with equal measure. In this wise, passionate defense of history's ongoing necessity, Wood argues that we cannot make intelligent decisions about the future without understanding our past. Wood offers a master's insight into what history—at its best—can be and reflects on its evolving and essential role in our culture.

The Neuroscience of Our Addiction to Stories

History and Statecraft

The Importance of Books Beyond Their Texts

History

Re-Viewing the Past

Reflections on the Uses of History

What are the origins of human rights? This question, rarely asked before the end of the Cold War, has in recent years become a major focus of historical and ideological strife. In this sequence of reflective and critical studies, Samuel Moyn engages with some of the leading interpreters of human rights, thinkers who have been creating a field from scratch without due reflection on the local and temporal contexts of the stories they are telling. Having staked out his own claims about the postwar origins of human rights discourse in his acclaimed *Last Utopia*, Moyn, in this volume, takes issue with rival conceptions—including, especially, those that underlie justifications of humanitarian intervention

Considering studying history at university? Wondering whether a history degree will get you a good job, and what you might earn? Want to know what it's actually like to study history at degree level? This book tells you what you need to know. Studying any subject at degree level is an investment in the future that involves significant cost. Now more than ever, students and their parents need to weigh up the potential benefits of university courses. That's where the *Why Study* series comes in. This series of books, aimed at students, parents and teachers, explains in practical terms the range and scope of an academic subject at university level and where it can lead in terms of careers or further study. Each book sets out to enthuse the reader about its subject and answer the crucial questions that a college prospectus does not.

What is the purpose of studying history? How do we reflect on contemporary life from a historical perspective and can such reflection help us better understand ourselves, the world around us, and the God we worship and serve? In this introductory textbook, accomplished historian John Fea shows why Christians should study history, how faith is brought to bear on our understanding of the past, and how studying the past can help us more effectively love God and others. Deep historical thinking can relieve us of our narcissism; cultivate humility, hospitality, and love; and transform our lives more fully into the image of Jesus Christ. "A convincing case that careful analysis of the history, issues, individuals, and institutions can lead to better decisions—in business as well as in government" (*BusinessWeek*). Two noted professors offer easily remembered rules for using history effectively in day-to-day management of governmental and corporate affairs to avoid costly blunders. "An illuminating guide to the use and abuse of history in affairs of state" (Arthur Schlesinger).

The Purpose of History

Public History and School

International Perspectives

Historical Thinking and Other Unnatural Acts

Thinking In Time

The Impact of History?

Re-Viewing the Past: The Uses of History in the Cinema of Imperial Japan analyzes the complicated relationship between history films, audiences, reviewers and censors in Japan for the critically important years from 1925–1945. First contextualizing the history of the popular "Bakumatsu" period (1853–1868), the moment of Japan's emergence as a modern nation, Sean O'Reilly paves the way for a reinterpretation of Japanese pre and postwar cinema. Setting a film in the Bakumatsu period offered 'cultural breathing room' to both filmmakers and viewers, offering a cinematic space where apolitical entertainment and now-forbidden themes like romance still reigned. Some filmmakers—and viewers—even conceived of these films as being a form of resistance against Japan's growing militarism. As comparisons between the popularity of such films versus that of state-sponsored propaganda films show, audiences responded enthusiastically to these glimmers of resistance. O'Reilly

argues that we should turn our attention to the much more popular films of the time that were major hits with audiences in order to understand what resonated with wartime spectators, and to speculate about why this might have been the case. Including clips of these rare films, a so-far neglected area of Japanese film history is now firmly situated in context to offer a thought-provoking, multidisciplinary approach.

The only history and theory textbook to include accessible extracts from a wide range of historical writing. Provides a comprehensive introduction to the theorists who have most influenced twentieth-century historians. Chapters follow a consistent structure, putting difficult ideas into an accessible context. This is the only critical reader aimed at the undergraduate market.

"A material culture study focused on the importance of books as objects and their histories from the Middle Ages to present. Looks beyond content and text of books, to other properties such as printing, binding, annotation, etc. Over 140 full-color illustrations, bibliography for further reading, and index"--Provided by publisher.

This book provides a short and accessible introduction to the field of gender history, one that has vastly expanded in scope and substance since the mid 1970s. Paying close attention to both classic texts in the field and the latest literature, the author examines the origins and development of the field and elucidates current debates and controversies. She highlights the significance of race, class and ethnicity for how gender affects society, culture and politics as well as delving into histories of masculinity. The author discusses in a clear and straightforward manner the various methods and approaches used by gender historians. Consideration is given to how the study of gender illuminates the histories of revolution, war and nationalism, industrialization and labor relations, politics and citizenship, colonialism and imperialism using as examples research dealing with the histories of a number of areas across the globe. Written by one of the leading scholars in this vibrant field, What is Gender History? will be the ideal introduction for students of all levels.

The Uses of History in the Cinema of Imperial Japan

The Use and Misuse of History in American Foreign Policy

Reflecting on the Importance of the Past

Histories at the Beginning of the 21st Century

The Uses Of History For Decision Makers

History in the Digital Age

Some people make photo albums, collect antiques, or visit historic battlefields. Others keep diaries, plan annual family gatherings, or stitch together patchwork quilts in a tradition learned from grandparents. Each of us has ways of communing with the past, and our reasons for doing so are as varied as our memories. In a sweeping survey, Roy Rosenzweig and David Thelen asked 1,500 Americans about their connection to the past and how it influences their daily lives and hopes for the future. The result is a surprisingly candid series of conversations and reflections on how the past infuses the present with meaning. Rosenzweig and Thelen found that people assemble their experiences into narratives that allow them to make sense of their personal histories, set priorities, project what might happen next, and try to shape the future. By using these narratives to mark change and create continuity, people chart the courses of their lives. A young woman from Ohio speaks of giving birth to her first child, which caused her to reflect upon her parents and the ways that their example would help her to become a good mother. An African American man from Georgia tells how he and his wife were drawn to each other by their shared experiences and lessons learned from growing up in the South in the 1950s. Others reveal how they personalize historical events, as in the case of a Massachusetts woman who traces much of her guarded attitude toward life to witnessing the assassination of John F. Kennedy on television when she was a child. While the past is omnipresent to Americans, "history" as it is usually defined in textbooks leaves many people cold. Rosenzweig and Thelen found that history as taught in school does not inspire a strong connection to the past. And they reveal how race and ethnicity affects how Americans perceive the past: while most white Americans tend to think of it as something personal, African Americans and American Indians are more likely to think in terms of broadly shared experiences--like slavery, the Civil Rights Movement, and the violation of Indian treaties." Rosenzweig and Thelen's conclusions about the ways people use their personal, family, and national stories have profound implications for anyone involved in researching or presenting history, as well as for all those who struggle to engage with the past in a meaningful way.

A deconstruction of the modern history book as artifact, *How to Read a History Book* explains who writes history books, how the writers are trained, and why they write them. It also discusses genre, bias (political and otherwise) and how to read history books between the lines. Written for undergraduates, intro graduate students and anyone with an informed interest in the subject, *How to Read a History Book* demonstrates that, rather than being objects that fall from the sky, history books are actually socially-constructed artifacts reflecting all the contradictions of modern meritocratic capitalism.

This classic introduction to the study of history invites the reader to stand back and consider some of its most fundamental questions - what is the point of studying history? How do we know about the past? Does an objective historical truth exist and can we ever access it? In answering these central questions, John Tosh argues that, despite the

impression of fragmentation created by postmodernism in recent years, history is a coherent discipline which still bears the imprint of its nineteenth-century origins. Consistently clear-sighted, he provides a lively and compelling guide to a complex and sometimes controversial subject, while making his readers vividly aware of just how far our historical knowledge is conditioned by the character of the sources and the methods of the historians who work on them. The sixth edition has been revised and updated with key new material including: - a brand new chapter on public history - sections on digitised sources and historical controversy - discussion of topics including transnational history and the nature of the archive - an expanded range of examples and case studies - a comprehensive companion website providing valuable supporting material, study questions and a bank of primary sources. Lucid and engaging, this edition retains all the user-friendly features that have helped to make this book a favourite with both students and lecturers, including marginal glosses, illustrations and suggestions for further reading. Along with its companion website, this is an essential guide to the theory and practice of history. How do schools and public history influence each other? Cases studies focusing on school and public history around the world shed light on the intricate relationships between schools, students, teachers, policy makers and public historians. From why Robben Island is not included in South African curriculum to how German schools shape Holocaust memory, the case studies offered in this book sheds light on a current topic.

The Power of the Past

History, Policy and Public Purpose

How to Read a History Book

The Uses of History

The Presence of the Past

Aims, methods and new directions in the study of history

The digital age is affecting all aspects of historical study, but much of the existing literature about history in the digital age can be alienating to the traditional historian who does not necessarily value or wish to embrace digital resources. History in the Digital Age takes a more conceptual look at how the digital age is affecting the field of history for both scholars and students. The printed copy, the traditional archive, and analogue research remain key constitute parts for most historians and for many will remain precious and esteemed over digital copies, but there is a real need for historians and students of history to seriously consider some of the conceptual and methodological challenges facing the field of historical enquiry as we enter the twenty-first century. Including international contributors from a variety of disciplines - History, English, Information Studies and Archivists - this book does not seek either to applaud or condemn digital technologies, but takes a more conceptual view of how the field of history is being changed by the digital age. Essential reading for all historians.

From the early Sumerian clay tablet through to the emergence of the electronic text, this Companion provides a continuous and coherent account of the history of the book. Makes use of illustrative examples and case studies of well-known texts Written by a group of expert contributors Covers topical debates, such as the nature of censorship and the future of the book

Hannah Arendt first argued the continuities between the age of European imperialism and the age of fascism in Europe in 'The Origins of Totalitarianism'. This text uses Arendt's insights as a starting point for further investigations into the ways in which race, imperialism, slavery and genocide are linked.

Driven by the increasing importance of discussions around 'impact' and its meaning and implications for history, The Impact of History? brings together established and new voices to raise relevant questions, issues and controversies for debate. The chapters are articulated around the themes of public history, the politics of history, the role of history in the shaping of learning and the situation of history in the changing world of education. While this subject is driven differently by the research bodies and councils of different countries, similar debates about the value and place of the academy in society are taking place in the UK, the USA and Europe as well as in other parts of the world. Chapters cover diverse areas of history from this perspective including: public history national histories new technologies and the natural sciences campaigning histories the impact agenda. This collection is a political and intellectual intervention at a time when scholars and readers of history are being asked to explain why history matters and it seeks to intervene in the debates on 'impact', on education and on the role of the past in the shaping of our future. Bringing together leading authors from a wide range of fields, The Impact of History? is an accessible and engaging yet polemical and thought-provoking overview of the role of history in contemporary society.

Using Historical Thinking to Imagine the Future

The Houses of History

Books as History

History and Future

Imperialism, Nation, Race, and Genocide

"Lessons" of the Past

How should historians speak truth to power - and why does it matter? Why is five hundred years better than five months or five years as a planning horizon? And why is history - especially long-term history - so essential to understanding the multiple pasts which gave rise to our conflicted present? The History Manifesto is a call to arms to historians and everyone interested in the role of history in contemporary society. Leading historians Jo Guldi and David Armitage identify a recent shift back to longer-term narratives, following many decades of increasing specialisation, which they argue is vital for the future of historical scholarship and how it is communicated. This provocative and thoughtful book makes an important intervention in the debate about the role of history and the humanities in a digital age. It will

provoke discussion among policymakers, activists and entrepreneurs as well as ordinary listeners, viewers, readers, students and teachers. This title is also available as Open Access.

"The Purpose of History" by Frederick James Eugene Woodbridge. Published by Good Press. Good Press publishes a wide range of titles that encompasses every genre. From well-known classics & literary fiction and non-fiction to forgotten—or yet undiscovered gems—of world literature, we issue the books that need to be read. Each Good Press edition has been meticulously edited and formatted to boost readability for all e-readers and devices. Our goal is to produce eBooks that are user-friendly and accessible to everyone in a high-quality digital format.

Provides a background in the history, principles, and practices of the field of public history. Public History: An Introduction from Theory to Application is the first text of its kind to offer both historical background on the ways in which historians have collected, preserved, and interpreted history with and for public audiences in the United States since the nineteenth century to the present and instruction on current practices of public history. This book helps us recognize and critically evaluate how, why, where, and who produces history in public settings. This unique textbook provides a foundation for students advancing to a career in the types of spaces—museums, historic sites and spaces, heritage tourism, and archives—that require an understanding of public history. It offers a review of the various types of methodologies that are commonly employed including oral history and digital history. The author also explores issues of monuments and memory upon which public historians are increasingly called to comment. Lastly, the textbook includes a section on questions of ethics that public historians must face in their profession. This important book: Contains a synthetic history on the significant individuals and events associated with museums, historic preservation, archives, and oral history.

Includes exercises for putting theory into practice Designed to help us uncover hidden histories, construct interpretations, create a sense of place, and negotiate contested memories Offers an ideal resource for students set on working in museums, historic sites, heritage tourism, and more Written for students, Public History: An Introduction from Theory to Application offers in one comprehensive volume a guide to an understanding of the fundamentals of public history in the United States. Why we learn the wrong things from narrative history, and how our love for stories is hard-wired. To understand something, you need to know its history. Right? Wrong, says Alex Rosenberg in How History Gets Things Wrong. Feeling especially well-informed after reading a book of popular history on the best-seller list? Don't. Narrative history is always, always wrong. It's not just incomplete or inaccurate but deeply wrong, as wrong as Ptolemaic astronomy. We no longer believe that the earth is the center of the universe. Why do we still believe in historical narrative? Our attachment to history as a vehicle for understanding has a long Darwinian pedigree and a genetic basis. Our love of stories is hard-wired. Neuroscience reveals that human evolution shaped a tool useful for survival into a defective theory of human nature. Stories historians tell, Rosenberg continues, are not only wrong but harmful. Israel and Palestine, for example, have dueling narratives of dispossession that prevent one side from compromising with the other. Henry Kissinger applied lessons drawn from the Congress of Vienna to American foreign policy with disastrous results. Human evolution improved primate mind reading—the ability to anticipate the behavior of others, whether predators, prey, or cooperators—to get us to the top of the African food chain. Now, however, this hard-wired capacity makes us think we can understand history—what the Kaiser was thinking in 1914, why Hitler declared war on the United States—by uncovering the narratives of what happened and why. In fact, Rosenberg argues, we will only understand history if we don't make it into a story.

What is History For?

Writing History in the Digital Age

The Uses and Abuses of History

Popular Uses of History in American Life

An Introduction from Theory to Application

A Textbook of Practice

The first book-length study to explore the Philadelphia realist artist's lifelong fascination with historical themes, this examination of Eakins reveals that he envisioned his artistic legacy in terms different from those by which twentieth-century art historians have typically defined his art.

Why Learn History (When It ' s Already on Your Phone)

Why Study History?

A Companion to the History of the Book

The Use of History in Putin's Russia

The Hidden History Of History

History in the United States, 1800-1860