

Historical Branches

- 1) **Cultural History**- combines the approaches of anthropology and history to examine language, popular cultural traditions, and cultural interpretations of historical experience.
 - a. Historical Memory- studies the history of common people remembering history
 - b. Ethnic History- focuses on particular ethnic groups with an eye for change and challenges, includes folkways and everyday experiences
- 2) **Military History**- Warfare, strategies, battles, weapons, and combat psychology.
- 3) **Intellectual History**- studies ideas and the power and influence of these ideas, philosophies, arts
 - a. History of Religion- studies the role and power of religion in history
 - b. Historiography- studies the history of the academic field of history and changing historical interpretations
- 4) **Diplomatic History**- focuses on relations between nations and geopolitics, mainly with respect to diplomacy and the causes of wars
- 5) **Environmental History**- the study of human interaction with the natural world over time, how humans form their environment and are molded by it, often makes use of geography and science
- 6) **Economic History**- Economic history deals with the history of individual business organizations, business methods, government regulation, labor relations, and impact on society.
 - a. Labor History- focuses on the relations between workers and their employers and the experiences of workers, can overlap with social history at times
 - b. Marxist History- relies on the idea that economic and political systems evolve over time, often overlaps with political and/or social history
 - c. Political Economy History- studies the way governments manage economies, often overlaps with political history
 - d. Technological History- focuses on the role of changing technologies, tools, inventions, innovation
- 7) **Social History**- studies the social strata and changes in them, includes the history of ordinary people and their strategies and institutions to deal with life, often taking a look at people outside of power
 - a. Gender History- focuses on the way gender and sex changes and influences events over time and how those events shape conceptions of gender and sexuality
 - b. Feminist History- focuses on the changing role of women in history and the struggle for women to assert themselves, women's struggles, priorities, and experiences
 - c. Race Relations History- focuses on the changing role and power of race in the human experience
 - d. Class History- focuses on divisions and controversies between socioeconomic classes, often overlaps with economic history
- 8) **Political History**- studies negotiations between people or groups of people and parties for power and the exercise of this power
 - a. Constitutional History- focuses on the formation and evolution of core governmental structures and traditions
 - b. Legal History- the history of law and order and the way this is exercised

Key Concepts of History

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| CHANGE | The study of history involves investigation of the extent to which people and events bring about change. Discussion of the concept of change can inspire sophisticated discussions such as encouraging students to think about, and look for, change where some claim none exists, or using evidence to challenge orthodox theories and assumptions about people and events that it is claimed led to significant change. Students' questions and judgments about historical change should be based on deep understanding of content and on comparisons of the situation before and after the events under examination. |
| CONTINUITY | While historical study often focuses on moments of significant change, students should also be aware that some change is slow, and that throughout history there is also significant continuity. Students can demonstrate deep historical knowledge and understanding by, for example, showing awareness that there are times when there has been considerable continuity in the midst of great historical change. Alternatively, students may question and assess whether a change in political leadership, for example, brought about a change in foreign policy, or whether it was simply mirroring policies of previous governments. |
| CAUSATION | Effective historical thinkers recognize that many claims made about the past seek to more thoroughly explain and understand how a certain set of circumstances originated. Deep historical understanding is demonstrated where students recognize that most historical events are caused by an interplay of diverse and multiple causes that require students to make evidence-based judgments about which causes were more important or significant, or which causes were within the scope of individuals to direct and which were not. |
| CONSEQUENCE | History is the understanding of how forces in the past have shaped future people and societies. Students demonstrate competency as historical thinkers where they understand and can explain how significant events and people have had both short-term and long-lasting effects. Students use evidence and interpretations of those people and events to make comparisons between different points in time, and to make judgments about the extent to which those forces produced long-lasting and important consequences. |
| SIGNIFICANCE | History is not simply the record of all events that have happened in the past. Instead, history is the record that has been preserved through evidence or traces of the past, and/or the aspects that someone has consciously decided to record and communicate. Students should be encouraged to ask questions about why something may have been recorded or included in a historical narrative. Similarly, they should be encourage to think about who or what has been excluded from historical narratives, and for what reasons. Additionally, students' questions should encourage them to think about, and assess, the relative importance of events, people, groups or developments, and whether the evidence supports the claims that others make about their significance. |
| PERSPECTIVES | Students should be aware of how history is sometimes used or abused to retell and promote a grand narrative of history, a narrowly focused national mythology that ignores other perspectives, or to elevate a single perspective to a position of predominance. Students are encouraged to challenge and critique multiple perspectives of the past, and to compare them and corroborate them with historical evidence. Students should recognize that for every event recorded in the past, there may be multiple contrasting or differing perspectives. Using primary-source accounts and historians' interpretations, students may also investigate and compare how people, including specific groups such as minorities or women, may have experienced events differently in the past. In this way, there are particularly strong links between exploring multiple perspectives and the development of international-mindedness. |