

# SELECT BIBLIOGRAPHY OF STUDENT RESOURCES

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Appleby, Joyce, Lynn Hunt, and Margaret Jacob. *Telling the Truth About History*. New York: W. W. Norton, 1994.

A challenging and sometimes provocative consideration of history as practiced by American historians at the end of the twentieth century.

Arnold, John. *History: A Very Short Introduction*. Oxford and New York: Oxford University Press, 2000.

Short yet thoughtful considerations of a few basic issues confronting historians as they write about the past.

Barzun, Jacques. *On Writing, Editing, and Publishing: Essays Explicative and Horatory*, 2d ed. Chicago: University of Chicago Press, 1986.

A collection of essays written between 1950 and 1985 by American historian Jacques Barzun, including consideration of “A Writer’s Discipline” (pp. 5–17).

———. *Simple and Direct: A Rhetoric for Writers*, 4th ed. New York: Quill, 2001.

A somewhat philosophical approach to writing, with excellent suggestions from an accomplished historian and writer.

Berger, Stefan, Heiko Feldner, and Kevin Passmore, eds. *Writing History: Theory and Practice*. London: Arnold, 2003.

Sixteen essays examining problems, issues, and examples some historians have encountered when writing about history.

Brundage, Anthony. *Going to the Sources: A Guide to Historical Research and Writing*, 3d ed. Wheeling, IL: Harlan Davidson, 2002.

Nearly twenty percent of this very brief guide is taken up with an excellent treatment of writing a historiographic essay, including a student essay.

Feinstein, Charles H., and Mark Thomas. *Making History Count: A Primer in Quantitative Methods for Historians*. New York: Cambridge University Press, 2002.

Considered by some historians to be the best introduction to the subject for their discipline and therefore highly recommended for students.

Gaddis, John Lewis. *The Landscape of History: How Historians Map the Past*. New York: Oxford University Press, 2002.

Contends that the modern practice of history is more akin to new scientific fields, such as geology and evolutionary biology, than the social and political sciences.

Grafton, Anthony. *The Footnote: A Curious History*, rev. ed. Cambridge, MA: Harvard University Press, 1977.

An engaging history of scholarly attribution by a distinguished American historian.

Hughes-Warrington, Marnie. *Fifty Key Thinkers on History*. London and New York: Routledge, 2000.

Brief intellectual biographies offering a guide to the practice of history from ancient times until the present, although forty percent of the historians considered were born in the twentieth century.

Lukacs, John. *A Student's Guide to the Study of History*. Wilmington, DE: ISI Books, 2000.

Written by a distinguished, culturally conservative historian, this is only a brief overview of the discipline and its attractions.

Marwick, Arthur. *The New Nature of History: Knowledge, Evidence, Language*. Chicago: Lyceum Books, 2001.

Thirty years after preparing a guide to *The Nature of History*, a British historian reflects on the changes in the practice and writing of history.

Munslow, Alan. *The Routledge Companion to Historical Studies*. London and New York, 2000.

A twenty-first century perspective, with nearly sixty entries on many key topics of interest to beginning historians; includes an extensive bibliography keyed to the entries.

Southgate, Beverley. *What Is History For?* New York and London: Routledge, 2005.

A senior British historian examines the uses of history, with examples from the past as well as suggestions for future directions in historical writing.

Staley, David J. *Computers, Visualization, and History: How New Technology Will Transform Our Understanding of the Past*. Armonk, NY: M. E. Sharpe, 2003.

Based on a sympathetic understanding of the potential that new technologies have to influence the

presentation of historical knowledge, this book will challenge readers with new insights on the treatment of the past.

Tuchman, Barbara W. *Practicing History: Selected Essays*. New York: Ballantine Books, 1982.

Selections from nearly fifty years of writing by a prize-winning historian on the craft, its discipline, and its implications for society.

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