

Historical Investigation, Evidence
and Narrative

By the end of today's lecture, you
should be able to:

- Define "critical thinking" and its component parts;
- Define a fact
 - Define a fact;
 - Explain what constitutes a fact;
 - Explain why "facts" can change


Critical Thinking & the Historical Mind:
Unpacking terms

- Critical

- Thinking / to think


Historical investigation

- What is the job of a historian?
- What constitutes “the truth” or “a fact”? Can they change?



Great Britain – Court Roll

Evidence




The Bayeux Tapestry – a history of England on cloth

- Legitimacy of “facts,” “truths,” “evidence”
 - We will explore what this legitimacy means over the course of the semester
 - Constructing truth– is that lying?

Narrative

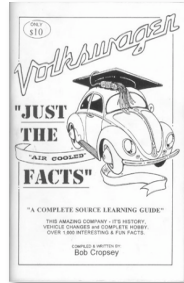
- Getting our facts straight
 - Think of excuses you have made in the past
 - Think of people on trial (or at least TV shows that display this)



<http://artfiles.art.com/images/-/Peter-Falk--Columbo-Photograph-C12147781.jpeg>

Once we have facts straight...

- Where do we go?
- We need to create meaning
 - This requires knowing _____
 - As well as creating and _____ of claims, arguments, narratives,



http://www.thesamba.com/vw/archives/books/just_the_facts_cropsey.jpg

Concluding Comments

- Facts are not “unfalsifiable”
 - Facts change
 - Necessity of “getting our facts straight”
- Next time:
 - From facts to evidence
 - Remember to bring in blue books and scantrons!
