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HIST 270
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Historical Methods and Interpretations

(I reserve the right to revise and change this syllabus if and when appropriate during the course of the semester)

This course is an invitation to the ways and habits of historical work, to the history of historical writing, and to the main schools of thought in history. It is not a topical course but an introduction to the nuts and bolts of historical work, your first serious look into the toolbox that we historians use in our business. Your hands will get dirty, your cloths dusty, and mind confused. But at the end you will know why it is so.

Objectives

The objectives of this course are of two main types: historiographical and methodological.

In historiography we will:

1. think through how historical interpretations vary and change across time and place.
2. probe why history matters.
3. identify the main schools of historiographical thought.

In historical methodology we will:

1. explore what historians actually are doing when they are writing and researching history.
2. identify the main groups of historical data, primary sources (handwritten archival records, printed texts, and oral interviews)
3. locate and use the most important tools of historical research, secondary sources (books and journals) by using both libraries and electronic sources.
4. learn to use the writing conventions of history. This course is writing intensive. You will engage in three main types of writing:
 - a. Historiographical essay. This paper must be written in formal, academic prose, with complete footnotes and a bibliography. We will discuss all these matters at length in class and since the paper will be written in stages, you will have several opportunities for feedback and improvement.
 - b. Methodical exercises. On five occasions you will be completing homework assignments which include at least two pages of writing. Also these assignments have to be written in formal, academic prose.
 - c. Journal entries. You will be writing weekly journal to reflect on the historiographical texts and their relationship to your historiographical essay—where applicable. Although they are mainly for your own reflection and do not need to be formal and polished, they should seriously engage and reflect on the assigned texts. I will collect the journals every week to check that you are keeping up with your readings.
5. learn to deliver an effective oral presentation.

*Much of the materials and most of the ideas of this syllabus come from the syllabus of Dr. Sandy Bardsley who gratefully gave me access to her work over the past three semesters.

Required Texts

- Rampolla, Mary Lynn . *A Pocket Guide to Writing in History*. Boston: Bedford/St. Martin's, 2007.
- Iggers, Georg G., *Historiography in the Twentieth Century. From Scientific Objectivity to the Postmodern Challenge*. Middletown: Wesleyan University Press, 1997.
- Gilderhus, Mark, *History and Historians. A Historiographical Introduction*. Upper Saddle River, NJ: Prentice Hall, 2007.

Handouts

- Carr, Edward Hallett, "Causation in History." *What is History?* New York: Vintage Book, 1961, 113-143.

You will also find useful *The Bedford Handbook* from your Writing 100 class at Moravian College. If you no longer possess *The Bedford Handbook*, you may buy or borrow a copy.

Work Group

Much of the class work will take place in workgroups. Those of you who have taken classes with me know how they work. Each group has five members. You have free choice of your group. The tasks within a group, such as secretary, speaker, rotate. Please purchase a folder for your group.

Attendance Policy

One absence is allowed. After the first one, each subsequent absence lowers your overall grade for the course by a third of a letter grade unless you have a documented illness or a written explanation from your athletic coach.

Workload

This is a demanding and intensive seminar. It has been designed with the expectation that you prepare for each session at least two (2) hours. Additional work is needed for your historiographical essay so that the total **minimum weekly workload including class hours for this class is fourteen (14) hours**. For a good paper more work is needed.

Evaluation

Journals (15)	20%	Final Exam	10%
Topic, Bibliography, Draft	6%	Oral presentation	5%
Research Paper	35%	Methods Exercises	8%
Midterm	10%	History Work	6%

Tests (20%)

There will be a midterm and final exam, each of which carries the weight of 10%.

Journal (20%)

This is an opportunity to make sense of the readings before you come to class. The assigned texts will be difficult. Please consult dictionaries available in the Reeves. Each journal entry is due at the beginning of class. It must be at least 550 words (1 ½ pages) and no more than 900 words (2 ½ pages) long, typed and double-spaced in Times Roman 12. In terms of format and style, journal entries may be less formal. They will be graded for content, thoroughness, and willingness to engage with ideas, rather than for stylistic concerns such as spelling or punctuation. Please write your entry by first summarizing the main argument

of the chapter/text. Then proceed to find connections to the **ideas** of your previous readings, class discussions, and, most importantly, your own research paper. Take journaling as an opportunity to work toward your paper. As the semester progresses, the section reflecting on your research paper should become longer and more thoughtful. Each entry will be graded on a scale 0—20. Entries that do not meet the 550 words minimum will be penalized,

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along with entries that are lame or do not reflect careful reading. Late entries will be penalized 5 points per day, beginning at the start of class. In other words, if you arrive late or if you turn your journal in after class, it can receive a maximum of 15 out of 20; if you turn it in the following day it can receive no more than 10 point out of 20, etc. Buy a separate folder for your journal entries and hand in the folder that includes the most recent entry and all the previous ones.

Topic for Historiographical Essay (2%)

Your research paper is on one of the historians we will discuss in class through student presentations. You will analyze her/his work in the context of other historians and competing schools of historical thought. After a consultation with me choose the topic of your paper.

Bibliography for Historiographical Essay (2%)

Turn in an initial bibliography on your paper topic, containing all the published, peer-reviewed (for historians before 1950 this means recognized, relevant works, no journalistic or fictional work should be included) works of your historian. Follow the bibliography format laid out in Rampolla. At this point you should have ordered all the books and articles that Reeves does not hold on interlibrary loan.

Draft for Historiographical Essay (2%)

By following the guidelines for the essay submit your draft. I will read and comment on your drafts and give you a tentative grade. The draft is due on November 13.

Historiographical Essay (35%)

Your final paper for this class should be 10-12 pages double-spaced. It must cover three main areas: 1) an **intellectual** (related to the engagement with ideas) biography of your historian including the description of how his/her research interests in history changed and shifted; 2) the position and changes of the historian in the historiographical landscape, how did s/he relate to major schools of historiographical thought; 3) a detailed description of an academic controversy pertaining, if possible, to a central argument of your historian by showing how s/he used primary sources to support his/her position and how s/he argued against the other historians, and other historiographical schools than his/her own. I expect that you develop a clear thesis about the historian for your paper and that all the components will support your thesis. You'll get plenty of guidance on this as we proceed through the semester, and a number of the homework assignments will also relate in some way to your research paper. It must be very well written and carefully proofread. Late submissions will be penalized 10% per day, beginning at the start of class the day that it is due (e.g., if you arrive and turn it in at 2:25pm, you will lose 10%; if you turn it in the next day, you will lose 20%).

Oral Presentation (5%)

Starting on September 25, each session on historiography will have two or three short oral presentations on historians. You will give a presentation on the historian whom you are writing your paper on. Before the presentation you have to hand in a 1-2 page outline of your presentation and a full bibliography that list all the relevant reference books and the historian's own relevant publications. The general guidelines of the presentation are as following: you have 8 minutes time to present an historian you have chosen from those listed on the syllabus under the historiography classes. Tell who this historian was, when,

where. What were his/her most important works and their topics? What were his/her take or approach to history, emphasis? How did s/he relate to the major schools of historiographical thought? You will get a handout that details the requirements for oral presentation.

Methods Exercises (8%)

These exercises hone your skills in using the tools of historical research and writing. It includes library assignments and assignments on analyzing the use of primary and secondary sources.

History Work (6%)

Each student is required to actively engage in a practical history project. Acceptable projects could be active participation in the History Club, Phi Alpha Theta or a local history organization such as Historic Bethlehem Partnership, Moravian Archives. Before engaging in the project, meet with me to make sure your project is acceptable. Write a report of at least 800 words that details the project, your personal contribution to the project, and an assessment of how your project enriched or challenged our customary understanding of history.

SCHEDULE

Date	Theme
Tue Aug 28	Introduction: What is history?
Thu Aug 30	Methods: Basic Notions of Research, Writing, and Speaking <ul style="list-style-type: none"> • Gilderhus, Ch 1; Rampolla, Ch 2 • Hampden-Sydney College Speaking Center Online: http://people2.hsc.edu/faculty-staff/cdeal/students/prep.htm • Due: Journal Entry 1
Tue Sept 4	Historiography: Early Steps until von Ranke. <ul style="list-style-type: none"> • Gilderhus, Chs 2-3 • Due: Journal Entry 2.
Thu Sept 6	Historiography: Speculative Philosophy of History <ul style="list-style-type: none"> • Gilderhus, Ch 4 • Due: Journal Entry 3. • Due: Topic for Hist. Essay and Oral Presentation.
Tue Sept 11	Historiography: Analytical Philosophy of History. <ul style="list-style-type: none"> • Gilderhus, Ch 5 • Due: Journal Entry 4.
Thu Sept 13	Historiography: Historicism and Leopold von Ranke. <ul style="list-style-type: none"> • Iggers, Intro, Ch 1, and Ch 2 • Presentations: von Ranke, Naumier • Due: Journal Entry 5.
Tue Sept 18	Historiography: Rise of Social History. <ul style="list-style-type: none"> • Iggers, Chs 3, 4 • Presentations: Max Weber, Henri Pirenne • Due: Journal Entry 6.
Thu Sept 20	Methods: Library for Historians (1): Library of Congress Classification. Sections of Library, Using Reference and General Collection. <ul style="list-style-type: none"> • Rampolla, Ch 5. • Methods Exercise 1: Assignment handout distributed in class.
Tue Sept 25	Historiography: The Annales in France. <ul style="list-style-type: none"> • Iggers, Ch 5 • Presentations: Marc Bloch, Ferdinand Braudel, Mona Ozouf • Due: Journal Entry 7.

Thu Sept 27	<p>Methods: Library for Historians (2): Using Journal Collections, Electronic Databases, Indexes.</p> <ul style="list-style-type: none"> • Rampolla, Ch 5. • Methods Exercise 2: Assignment for the bibliography of the research paper • Due: Methods Exercise 1.
Tue Oct 2	<p>Methods: Locating and Evaluating Published Primary Sources.</p> <ul style="list-style-type: none"> • Rampolla, Ch 5.
Thu Oct 4	Class cancelled: Conference in San Diego
Thu Oct 11	<p>Methods: Primary Sources and Archives. Moravian Archives. Dr. Paul Peucker</p> <ul style="list-style-type: none"> • Mary J₀ Pugh, <i>Providing Reference Services for Archives & Manuscripts</i>. Chicago: The Society of American Archivists, 2005, Ch 2. • Due: Methods Exercise 2. Turn in the initial bibliography on your paper topic. • Due: Journal Entry 8.
Tue Oct 16	<p>Historiography: Critical Theory and New Social History.</p> <ul style="list-style-type: none"> • Iggers, Ch 6. • Presentations: Jurgen Kocka, E.P. Thompson, Geoff Eley • Due: Journal Entry 9.
Thu Oct 18	Midterm Exam
Tue Oct 23	<p>Methods: Using Primary Sources.</p> <ul style="list-style-type: none"> • Rampolla, Ch 2. • Due: Methods exercise 3. (1) Identify a primary source that is crucial for a central argument of your historian; (2) by using all means available including the World Wide Web, IL, library collections, and other sources find this source, copy and highlight the relevant passages, and assess (in 2 pages or more) how well the author has used it. What else could he/she have included from this source? Has he/she represented it accurately? Please attach the copied and highlighted pages from the primary source to your assessment.
Thu Oct 25	<p>Methods: Using Secondary Sources.</p> <ul style="list-style-type: none"> • Methods exercise 4 due: (1) Identify two historians who have disagreed with a central thesis of your historian; (2) by using our library and the WWW find the pertinent texts, copy and highlight the relevant passages, and assess (in 2 pages or more) who is right. What evidence do the historians use to support their theses? Please attach your list and the copied and highlighted pages to your assessment.
Tue Oct 30	<p>Historiography: Marxist Historians.</p> <ul style="list-style-type: none"> • Iggers, Ch 7. • Presentations: Eric Hobsbawm, Howard Zinn • Due: Journal Entry 10.
Thu Nov 1	<p>Methods: Note-Taking, Writing. Creating a Thesis, Outlining, Using Evidence.</p> <ul style="list-style-type: none"> • Rampolla, Ch 4.
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Tue Nov 6	<p>Historiography: Critique of Social and Marxist History (1): Microhistory.</p> <ul style="list-style-type: none"> • Iggers, Chs 8, 9. • Presentations: Aif Lildtke, Carlo Ginzburg • Due: Journal Entry 11.
Thu Nov 8	Historiography: Critique of Social and Marxist History (2): The "Linguistic Turn."

	<ul style="list-style-type: none"> • Iggers, Chs 10, 11. • Presentations: Joan Scott, Robert Darnton, Edward Said • Due: Journal Entry 12.
Tue Nov 13	<p>Methods: Writing. Explaining in History.</p> <ul style="list-style-type: none"> • Due: Draft for the Research Paper. Bring two copies to class: one for me and another for your partner • Can, Edward Hallett, "Causation in History." <i>What is History?</i> New York: Vintage Book, 1961, 113-143. • Due: Journal Entry 13.
Thu Nov 15	<p>Writing Workshop.</p> <ul style="list-style-type: none"> • Due: Methods Exercise 5. Write an evaluation and critical commentary of your partner's paper. Your evaluation should be at least two pages long and make critical suggestions for global and structural revision of your partner's paper.
Tue Nov 20	<p>Historiography: New Histories of the 1990s.</p> <ul style="list-style-type: none"> • Iggers, Epilogue. • Presentations: William Reddy, George Chauncey, Peter Stearns • Due: Journal Entry 14.
Tue Nov 27	<p>Methods: Citations and Footnoting.</p> <ul style="list-style-type: none"> • Rampolla, pp. 8 1-85. • Due: History Work Essay.
Thu Nov 29	<p>Professional Issues: Professional Ethics, Uses of History, Historian as Citizen.</p> <ul style="list-style-type: none"> • American Historical Association, "Statement on Standards of Professional Conduct" (revised, 2005). Available online at http://www.historians.org/pubs/free/professionalstandards.cfm • Due: Journal Entry 15.
Tue Dec 5	<p>Historiography: Moravian Faculty.</p> <ul style="list-style-type: none"> • Due: Methods Exercise 6. Write a critical assessment of a Moravian history faculty member. Your assessment should be at least 2 pages long. Place her or him in the historiographical tradition. What are some of her/his major themes and arguments? Gather information from publications and/or interviews.
Thu Dec 7	<p>Professional Issues: History as a Career, Graduate Education.</p> <ul style="list-style-type: none"> • Careers for Students of History by Constance Schulz, Page Putnam Miller, Aaron Mans, and Kevin Allen. http://www.historians.org/pubs/careers/index.htm • Due: Final Paper.
Dec 11-15	Final Exam