



Clio, History's Muse.

**HISTORY 270:
HISTORICAL METHODS
AND INTERPRETATIONS
SPRING 2010**

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Welcome to History 270: Historical Methods and Interpretation!¹ One of the questions this course will answer is “If the past does not change, why do historians write so many books about a single topic?” Answering this question reveals some of the difference between professional history and journalistic or antiquarian history. Historians not only hold different assumptions

¹ I wish to thank my colleagues in the History Department, particularly Sandy Bardsley and Heikki Lempa, who have generously shared their ideas and assignments.

about the forces that drive historical change but each generation of historians approaches the past with different concerns and questions. Consequently, two historians using the same sources may come to quite different conclusions about the past. This course will focus on historiography (the history of history) and how the writing of history has changed over time and how historians actually work (the nuts and bolts of history). You will find this class challenging and sometimes confusing, but by the end of the semester you will be familiar with how professional historians work and the major “schools” of historical thought. I hope also that you will be on your way to developing your own philosophy about the nature of history and historical change.

COURSE OBJECTIVES

By the end of the course, you should have improved your ability to:

1. appreciate the ways interpretations of history change across time and place.
2. articulate your own view of why history matters and historians ought to be doing.
3. identify and explain the main ‘schools’ of historiographical thought.
4. locate and use the chief tools of historical research (books, journal articles, and electronic resources).
5. design and deliver effective oral presentations.
6. write effectively using the conventions of history.

READINGS

The following books and readings are required for this course. Books are available for purchase in the college bookstore.

Mark T. Gilderhus, *History and Historians: A Historiographical Introduction* (Upper Saddle River, NJ: Prentice Hall, 2010).

Mary Lynn Rampolla, *A Pocket Guide to Writing History* (Boston: Bedford-St. Martin’s, 2010).

A coursepack of readings.

I also expect that you have retained the *Bedford Handbook* from your Writing 100 class. If not, you will want to borrow or purchase a copy.

ACADEMIC HONESTY POLICY

I expect that you will complete all reading responses, papers, and homework assignments individually and independently, and I will refer any cases of suspected cheating or plagiarism to the Academic Affairs Office. I strongly encourage you to consult Moravian’s Academic Honesty Policy found in the Student Handbook at <http://www.moravian.edu/studentLife/handbook/academic/academic2.html>.

That said history is a collaborative effort. The best way to sort out issues and test ideas is in conversation with your peers both within class and outside of it. If you incorporate a suggestion

from a friend in a reading response or paper, then indicate either in the text or in a footnote that the idea being expressed is your friend's and not your own.

EVALUATION

Reading Responses	24% (12@2%)
Topic, Bibliography, Draft	9% (2%, 3%, 4% respectively)
Abstracts	10%
Historiographical Essay	22%
Assignments	15% (5@3%)
Presentation on an historian	5%
Historiographic Presentation	5%
Participation	10%

ASSIGNMENTS

READING RESPONSES

Throughout the semester, you will be writing 1.5-2 page critical responses to each set of historiographic readings and related articles. The responses are designed to ensure that you have carefully and thought about the assigned reading before coming to class but also to encourage you to reflect critically on the readings and, where possible, to relate the readings to your own historiographical essay. Each response will be graded out of 2. Responses that do not meet the 1.5 page limit will be penalized, as will responses that are vague or do not reflect a careful reading. Please note that I do not accept responses via email. Late responses (those received after the beginning of the class on which they are due, will lose .5 grade per day beginning on the day they are due.

ABSTRACTS FOR HISTORIOGRAPHICAL ESSAY

To make writing the historiographical essay more manageable, you will first write ten abstracts, each half a page and single spaced. Start planning early as you will need to get books and articles through interlibrary loan. Abstracts are due March 16. Late assignments will be penalized 10% for the first day late and 5% each day thereafter.

HISTORIOGRAPHICAL ESSAY

This paper must be written in formal, carefully proofread, academic prose, with complete footnotes and bibliography. You will be writing this paper in stages throughout the semester, so there will receive lots of feedback and will be expected to make significant revisions. The final paper should be 8-10 pages double-spaced and be based on a five books in any area of American history (with approval from the instructor) before 1877. It must cover three main areas: 1) a brief discussion of the main primary sources used by historians in learning about your topic; 2) the historiography of your topic; 3) what you see as the most interesting aspects of the topic already covered and what you would like to see historians work on in the future. The paper is due at the

beginning of the class on April 20. Late assignments will be penalized 10% for the first day late and 5% each day thereafter.

HOMWORK ASSIGNMENTS

These short assignments must be completed and turned in at the beginning of class as indicated in the syllabus. Late assignments will be penalized 10% per day, beginning at the start of the class the day that they are due. Like the paper, these assignments must be written in formal academic prose and proofread carefully

PRESENTATIONS

PRESENTATION OF AN HISTORIAN

In one of the historiographical classes you will make a 10-minute presentation explaining the contribution of an individual historian. Provide a brief academic biography, an assessment of the their approach to history and then provide an indepth analysis of how their major work(s) have influenced the field. Consider also the major criticisms of their work.

SCHEDULE

Tues Jan 19	Introduction
Thurs Jan 21	What is History? What do historians do? <ul style="list-style-type: none"> • Rampolla, pp. 1-5, 20-27. • Gilderhus, <i>History and Historians</i>, 1-12. • John Tosh, <i>The Pursuit of History</i>, 1-25. • Due: Reading Response 1
Tues Jan 26	Methods: Finding a Topic; Oral Presentations <ul style="list-style-type: none"> • Anthony Brundage, <i>Going to the Source: A Guide to Historical Research and Writing</i>, 48-53. • Hampden-Sydney College Ferguson Center for Public Speaking Online: http://www.hsc.edu/academics/publicspeaking/students/ Click on and read the following links: Speaking Anxiety, Ethical Speaking, Preparation and Delivery (Narrowing Your Topic, Researching Your Topic, Organizing Your Presentation, and Rehearsing and Delivering Your Presentation). • Due: Assignment 1. Write a 1.5-2 page single spaced paper on the best lecture of oral presentation you can remember. The speaker might be a professor at Moravian College or elsewhere, or it might be someone whom you have seen or heard on television or radio. Think especially what made this lecture/speech effective.
Thurs Jan 28	Historiography to the Nineteenth Century: Ranke <ul style="list-style-type: none"> • Gilderhus, <i>History and Historians</i>, 13-49. • Please print and bring to class a copy of the Annales of Cambriae, 447-954 located at http://www.medievalhistory.net/annales3.htm

	<ul style="list-style-type: none"> • Due: Response 2
Tues Feb 2	<p>Methods: Library of Congress Catalogue</p> <ul style="list-style-type: none"> • Familiarize yourself with the Library of Congress classification system and locate the sections of the library most likely to contain sources relevant to your topic. As much of the classification system is organized thematically as opposed to geographically or chronologically, you will have to infer which sections will be most useful. • http://www.loc.gov/catdir/cpsolcco/ • Anthony Brundage, <i>Going to the Sources</i>, 28-47. • Due: Topic for historiographical essay – ½-1 page
Thurs Feb 4	<p>Methods: Locating Secondary Sources Using Databases: Library Visit 1</p> <ul style="list-style-type: none"> • No reading • Due: Assignment 2. Library of Congress Classification Assignment.
Tues Feb 9	<p>Historiography: Modern Approaches to History: Marxists</p> <ul style="list-style-type: none"> • Gilderhus, <i>History and Historians</i>, 50-69. • Geoff Eley, "Marxist Historiography," in Berger, Feldner and Passmore, 63-82. • Presentations: Christopher Hill, Eric Hobsbawn, E.P. Thompson, Paul Buhle, Marcus Rediker, Eugene Genovese • Due Response 3
Thurs Feb 11	<p>Methods: Anatomy of an Article: Reading and Evaluating Secondary Sources</p> <ul style="list-style-type: none"> • Rampolla, 6-19. <p>Robert F. Berkhofer, "Demystifying Historical Authority" at http://www.virginia.edu/woodson/courses/hius402-aas406/berkhofer.html</p> <ul style="list-style-type: none"> • Due: Assignment 3. Library scavenger hunt.
Tues Feb 16	<p>Historiography: Annaliste Historians</p> <ul style="list-style-type: none"> • Gilderhus, <i>History and Historians</i>, 86-110. • Matthias Middell, "The Annals" in Berger, Feldner, and Passmore, <i>Writing History: Theory and Practice</i>, 104-117. • Presentations: Marc Bloch; Lucien Febvre, Ferdinand Braudel, Emmanuel Le Roy Ladurie • Due: Bibliography. You should have all books and article ordered from ILL. • Due: Response 4
Thurs Feb 18	<p>Historiography: Historians and the Social Sciences</p> <ul style="list-style-type: none"> • Gilderhus, <i>History and Historians</i>, 70-85. • Christopher Lloyd, "History and the Social Sciences," in Berger, Fledner & Passmore, 83-103. • Presentations: Clifford Geertz, Robert Brenner, Peter Gay, Charles Tilly, Keith Hopkins, Gilberto Freyre • Due: Response 5
Tues Feb 23	<p>Methods: Library Visit 2: Free Web versus Databases</p>
Thurs Feb 25	<p>Historiography: Social and Economic Historians</p> <ul style="list-style-type: none"> • Thomas Welskopp, "Social History," in Berger, Feldner, and Passmore, <i>Writing History: Theory and Practice</i>, 203-222. • Presentations: Christopher Dyer, David Sabeen, David Montgomery, John Demos, Robert Fogel, Staughton Lynd, Herbert Gutman, Geroge Lipsitz, Michael Baryy Katz, John Womack

	<ul style="list-style-type: none"> • Due: Response 6
Tues Mar 2	<p>Historiography: Historians of Race/Ethnicity</p> <ul style="list-style-type: none"> • Milla Rosenberg, "Race, Ethnicity, and History," in Berger, Feldner & Passmore, 282-298. • Presentations: Edward Said, David Roediger, Eugene Genovese, Ira Berlin, David Brion Davis, John Hope Franklin, Ronald Takaki, C. Vann Woodward, Winthrop Jordan, George Frederickson • Due: Response 7
Thurs Mar 4	<p>Methods: Writing Historiographical Essays</p> <ul style="list-style-type: none"> • Rampolla, 32-34. • Anthony Brundage, <i>Going to the Sources</i>, 53-67. • Sample historiographical essays distributed in class
Tues Mar 9	No Class - Spring Recess
Thurs Mar 11	No Class – Spring Recess
Tues Mar 16	<p>Historiography: Historians of Gender</p> <p>Laura Lee Downs, "From women's History to gender History," in Berger, Feldner & Passmore, 261-281.</p> <ul style="list-style-type: none"> • Presentations: Joan Scott, Mary Beth Norton, Gerda Lerner, George Chauncey, Carroll Smith-Rosenberg • Due: Abstracts • Due: Response 8
Thurs Mar 18	<p>Methods: Note-taking; Writing a Thesis</p> <p>Richard Marius & Melvin Page, <i>A Short Guide to Writing About History</i>, 115-124.</p> <ul style="list-style-type: none"> • Rampolla, 39-49 • Brundage, <i>Going to the Sources</i>, 72-75.
Tues Mar 23	<p>Historiography: Political History</p> <p>Jon Lawrence, "Political History," in Berger, Feldner & Passmore, 183-202.</p> <ul style="list-style-type: none"> • Presentations: William Appleman Williams, Thomas Sugrue, Lizabeth Cohen, Eric Foner, Michael Holt, Robert Dallek, David McCullugh, Sean Wilentz, Bernard Bailyn. • Due: Response 9
Thurs Mar 25	<p>Methods: Mechanics of Writing</p> <ul style="list-style-type: none"> • Rampolla, 49-85.
Tues Mar 30	<p>Historiography: Intellectual Historians</p> <p>Beverly Southgate, "Intellectual History/History of Ideas," in Berger, Feldner & Passmore, 243-260.</p> <ul style="list-style-type: none"> • Presentation: Jacob Bruckhardt, Leslie Stephen, Bruce Kuklick, Jackson Lears • Due: Response 10
Thurs Apr 1	<p>Methods: Locating and Evaluating Primary Sources (and the Archives)</p> <ul style="list-style-type: none"> • Rampolla, 6-14. • Due: Draft of historiographical paper. Bring three four copies.
Tues Apr 6	<p>Historiography: New Cultural Historians</p> <p>Peter Burke, "Overture: The New History, its Past and its Future," in Peter Burke, ed., <i>New Perspectives on Historical Writing</i>, 1-23.</p> <ul style="list-style-type: none"> • Due: Response 11 <p>Possible Historians: Natalie Zemon Davis; Robert Darnton; Carlo Ginzburg</p>

Thurs Apr 8	<p>Methods: Citations; Professional Ethics</p> <ul style="list-style-type: none"> American Historical Association, "Statement of Standards of Professional Conduct." Available online at http://historians.org/pubs/free/professionalstandards.cfm Rampolla, 86-101. Return draft papers with comments. Due: Assignment 4. Locate and familiarize yourself with the publications of any Moravian history faculty member. Then interview him or her and write a 2 page critical assessment that places the individual within an historiographical tradition. Please, request an interview several days in advance.
Tues Apr 13	<p>Historiography: Where to Now?</p> <ul style="list-style-type: none"> Gilderhus, <i>History and Historians</i>, 117-132. Due: Response 12
Thurs Apr 15	<p>Professional Issues: What can you do with a history degree?</p> <ul style="list-style-type: none"> Peter Stearns, "Why Study History," available at http://www.historians.org/pubs/free/WhyStudyHistory.htm Due: Assignment 5. Search Monster.com or www.mcall.com/classified/jobs or Moravian's Career center site for jobs you might apply for as a history graduate. Print out the description and details of a job that interests you. Then write a letter of application (1-2 pages) in which you explain how your history degree has given you the skills appropriate to the job.
Tues Apr 20	<p>Presentations Due: Historiographical Essay</p>
Thurs Apr 22	Presentations
Tues Apr 27	Presentations
Thurs Apr 29	Conclusion and Review