

Spring 2013
Dr. Heikki Lempa
HIST 270
MW 2:35-3:45
COMEN 305

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*Historical Methods and Interpretations*¹

(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

1. Understand that history is a contested field of interpretations.
2. Understand the ways interpretations of history change across time and place.
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.
7. Articulate your own view of why history matters and what historians ought to be doing.

Required Texts

- ! Rampolla, Mary Lynn, *A Pocket Guide to Writing in History*. Boston: Bedford/St. Martin's, 2012.
- ! Gilderhus, Mark, *History and Historians. A Historiographical Introduction*. Upper Saddle River, NJ: Prentice Hall, 2010.
- ! A course pack of texts pertinent to historiography and researching history.

You will also find useful the writing manuals or handbooks from your FYS at Moravian College.

¹I thank my colleagues in the History Department, particularly Sandy Bardsley and Jamie Paxton, who have generously shared their ideas and assignments.

Work Group

Much of the class work will take place in work groups. 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.

Late Policy

Late assignments will be penalized 10% for the first day late and 10% each day thereafter. Computer problems, printing problems, and zero printer balance are not valid reasons for lateness.

Support Policy for Students with Disabilities. Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

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

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| Journals (10) | 10% | Oral presentation | 5% |
| Topic, Bibliography, Draft | 9% | Methods Exercises (5) | 8% |
| Historiograph. Essay | 25% | History Work | 6% |
| Abstracts (6) | 12% | Class Participation | 10% |
| Midterm | 15% | | |

Midterm

There will be a midterm exam that carries the weight of 15%.

Reading Responses (Journals)

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) 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, along with entries that are lame or do not reflect careful reading.

Historiographical Essay

This paper must be written in formal, carefully proofread, academic prose, with complete footnotes and bibliography. You will write this paper in stages (topic, bibliography, abstracts, rough draft, final paper) throughout the semester, receive plenty of feedback, and be expected to make significant revisions. The final paper should be between 10 and 12 pages double-spaced and be based on a minimum of five books in any area of European history from 1500 to 1945. For your topic you will need the instructor's approval. It must have three components 1) a thesis; 2) a cogent and well-organized discussion of the historiography; 3) what you see as the most interesting and important aspects of the topic already covered and what you would like to see historians work on in the future: where are the gaps and/or needs for revision? The paper is due at the beginning of the last class.

- 1. Topic.** For the first stage of the essay, you will submit a tentative topic and brief explanation of why you want to study this subject. What do you expect to find? The more specific and precise you can be the better. Also provide a list of three books and articles that pertain to your topic.
- 2. Bibliography.** The bibliography will consist of the ten **most important** books and articles on your topic. You can identify the most important works by reading book reviews, historiographical essays, and by seeing which works are most often cited and discussed by other historians.
- 3. Abstracts for Historiographical Essay.** To make writing the historiographical essay more manageable, you will first write six abstracts, each a half page in length and single spaced. Abstracts should identify the work's scope, thesis, and main findings. Start planning early as you will need to get books and articles through interlibrary loan.
- 4. Rough Draft.** Bring four complete copies of your paper to class. You will exchange papers with classmates.

Oral Presentation

You will give a presentation on the most important historian of your paper topic. A week before the presentation you have to hand in a 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 guidelines and requirements for the presentation will be discussed in a separate handout.

Methods Exercises

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

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 |
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| Jan 14 | Introduction: What is history? |
| Jan 16 | Historiography: Beginning of Historical Thinking, 1500-1850. \$ Gilderhus, Chs 3 \$ Due: Journal Entry 1. |
| Jan 23 | Historical Thinking: Speculative Approaches to History · Gilderhus, Ch 4 · Due: Journal Entry 2. |
| Jan 28 | Historical Thinking: Analytical Approaches to History. · Gilderhus, Ch 5 · Due: Journal Entry 3. |
| Jan 30 | Historiography: Developments since 1900 · Gilderhus, Ch 6 · Due: Journal Entry 4. · Due: Topic for Historiographical Essay |
| Feb 4 | Historiography: Marxism. · Eley, "Marxist historiography," 73-82. · Due: Journal Entry 5. |
| Feb 6 | Historiography: Social Theory and Social History. · Lloyd, "History and the social sciences," 83-103. · Due: Journal Entry 6. |

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| Feb 11 | <p>Historiography: The <i>Annales</i> in France.</p> <ul style="list-style-type: none"> · Middell, “The <i>Annales</i>,” 104-117. · Due: Journal Entry 7. · Methods Exercise 1: Assignment for the bibliography of the historiographical essay |
| Feb 13 | <p>Historiography: Gender History</p> <ul style="list-style-type: none"> · Downs, “From women’s history to gender history,” 261-81 · Due: Journal Entry 8. |
| Feb 18 | <p>Historiography: Microhistory</p> <ul style="list-style-type: none"> · Levi, “On Microhistory,” 93-113. · Due: Journal Entry 9. |
| Feb 20 | <p>Midterm Exam</p> |
| Feb 25 | <p>Methods: Using Journal Collections, Electronic Databases, Indexes.</p> <ul style="list-style-type: none"> · Rampolla, Ch 5. · Due: First Abstract |
| Feb 27 | <p>Methods: Library Visit: Library of Congress Classification. Sections of Library, Using Reference and General Collection.</p> <ul style="list-style-type: none"> · Rampolla, Ch 5. · Due: Second Abstract |
| March 11 | <p>Methods: Basic Notions of Research, Writing, and Speaking</p> <ul style="list-style-type: none"> · Gilderhus, Ch 1; Rampolla, Ch 2 · Hampden-Sydney College Speaking Center Online: http://www.hsc.edu/academics/publicspeaking/students/ · Due: Methods Exercise 1: Bibliography for Essay. |
| March 13 | <p>Oral Presentations</p> |
| March 18 | <p>Oral Presentations</p> <ul style="list-style-type: none"> · Due: Third Abstract |
| March 20 | <p>Methods: Locating and Evaluating Published Primary Sources.</p> <ul style="list-style-type: none"> · Rampolla, Ch 5. · Due: Fourth Abstract |

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| March 25 | <p>Methods: Primary Sources and Archives. Moravian Archives. Dr. Paul Peucker</p> <ul style="list-style-type: none"> · Mary Jo Pugh, <i>Providing Reference Services for Archives & Manuscripts</i>. Chicago: The Society of American Archivists, 2005, Ch 2. · Due: Fifth Abstract |
| March 27 | <p>Methods: Using Primary Sources.</p> <ul style="list-style-type: none"> · Rampolla, Ch 2. · Due: Methods Exercise 2. (1) Identify a primary source that is crucial for a central argument of one of your historians; (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. |
| April 3 | <p>Methods: Note-Taking, Writing. Creating a Thesis, Outlining, Using Evidence.</p> <ul style="list-style-type: none"> · Rampolla, Ch 4. · Due: Sixth Abstract |
| April 8 | <p>Methods: Using Secondary Sources.</p> <ul style="list-style-type: none"> · Due: Methods Exercise 3: (1) Identify two historians who have disagreed with a central thesis of one of your historians; (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. |
| April 10 | <p>Methods: Citations and Footnoting.</p> <ul style="list-style-type: none"> · Due: Draft for the Hist. Essay. Bring two copies to class: one for me and another for your partner |
| April 15 | <p>Writing Workshop.</p> <ul style="list-style-type: none"> · Due: Methods Exercise 4. Write an evaluation and critical commentary of your partner's essay. Your evaluation should be at least two pages long and make critical suggestions for global and structural revision of your partner's paper. |

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| April 17 | <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. Available online at http://www.historians.org/pubs/free/professionalstandards.cfm · Due: Journal Entry 10. |
| April 22 | <p>Historiography: Moravian Faculty.</p> <ul style="list-style-type: none"> · Due: Methods Exercise 5. 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. |
| April 24 | <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 Marrs, and Kevin Allen. http://www.historians.org/pubs/careers/index.htm · Due: History Work Essay |
| May 1 | <p>Final Exam:</p> <ul style="list-style-type: none"> · Due: Final Paper. |