History 420

Spring Term, 2011-2012

meeting times: TR, 11:00am – 12:30pm

location: TC210

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Historiography

(Junior Seminar)

"Narrative is *linear*, Action is *solid*."

Thomas Carlyle

"The word 'history' has, I think, two meanings. One is simply what happened; that is, the events, developments, circumstances, and thoughts of the past, as they actually occurred. The other is history as knowledge of what happened, the record or expression of what occurred."

Bernard Bailyn

"...[W]hatsoever might be the future date of my History, the life of the historian must be short and precarious."

Edward Gibbon

Goals of the Seminar:

This seminar has three fundamental goals. The first is to introduce students to the history of historical writing and the historical profession—the classic meaning of the term "historiography." We will trace the evolution of the way that history has been written by reading works of history, starting with the ancient historians, but focusing especially on the period from the Age of the Enlightenment through the 19th century and into the topsy-turvy impulses of the 20th century. In some respects, then, this will be a "great books" course; and one of our tasks in this first section of the course will be to answer the question, Why are some historical works considered classics and others not? The second goal of this seminar is to introduce History majors to various schools of thought in the historical profession—structuralist, statist, Marxist, Annalist, new narrative, new cultural, new historicist, and so on. For this purpose, we have chosen to focus on the French Revolution, a topic about which historians in well-nigh every school of thought have written. How the French Revolution has been understood over time has depended, in large measure, on the starting assumptions, philosophical notions, source selection, and methodological limitations of the various historical models being used. Thus, after having given you all a sense of the great books in the first half of the seminar, we will shift gears in the second half to look at how one epic event in human history has been studied and understood by professional historians. We will, it is hoped, approach an answer to the plaguing questions. Why are there so many competing views of the past? and What is the nature of historical knowledge?

Aside from, and in addition to, these historiographical goals, this seminar serves as an opportunity for students to begin thinking in a serious and dedicated way about their capstone research project. During this seminar, students will be asked to select a historical problem they would like to research during their senior year. Students will be asked to write a prospectus (a document that defines and justifies the topic, and that lays out the source material—primary and secondary—that they expect to use in the project). Students will also have to compile a preliminary bibliography, following specific guidelines about format and content. These two documents—the prospectus and preliminary bibliography—will help students with the capstone project in the fall of their senior year by giving them in advance many of the essential and rudimentary documents they will need to have a successful senior paper.

Assessment:

These important and lofty goals will be achieved through reading and writing: reading the works of important historians, and writing about the themes, sources, and writing styles they employed (and how these changed over time).

The goals of this reading and writing is to:

- 1. Be able to describe the evolution of historical topics, writing styles, and use of sources in historical writing from its beginning (in the late Renaissance) to the present;
- 2. Display ease and familiarity with several of the most important historical schools of thought, being able to identify how books fit into their respective schools of thought by their *a priori* assumptions about society, culture, and economy, by their use and selection of sources, and by their use of terminology.
- 3. Improve writing and reasoning abilities by engaging this reading and writing with well-argued, grammatical, and properly-documented papers.
- 4. Instill and develop a love of critical reading, rooted in an appreciation for beautiful prose and in one's own accomplishments deciphering and critiquing complex arguments.

The level of mastery of these goals will be assessed in writing assignments that:

- 1. Ask students to trace the evolution of historical writing over time, paying attention to evolving themes, writing styles, and use of sources. Students who are also able to show the connections between historical works and the times in which they were written (the cultural, political, and economic trends) will have displayed the greatest achievements in fulfilling this outcome.
- 2. Display students' ability to distinguish between different historical approaches (schools of thought) simply on the basis of reading a text. Students who can identify these different approaches on the basis of sources or specific terminology will have displayed the greatest accomplishments in fulfilling this outcome.
- 3. Show lucidity in argumentation, are grammatically correct, employ the *Chicago Manual of Style* conventions of citation accurately, and are based on the required range of both primary and secondary sources. Students who demonstrate their facility with the conventions of good writing style, grammar, and the use of sources will have displayed the greatest accomplishments in fulfilling this outcome.

4. Show sensitivity to the manner in which historical arguments are made and to the elegance of the form of the arguments themselves. Mastery of this final goal can only be glimpsed by the end of this course since this outcome is meant to extend and develop over a student's lifetime.

The writing assignments themselves will be graded according to the following rubric:

- 1. Argumentation (80%). How well is your description of the works of the historians we read in this seminar laid out logically? How lucidly do you make your own arguments? How relevant or substantial is your thesis?
- 2. *Format* (20%). How well does your citation of sources conform to the *Chicago Manual of Style*, 16th edition? Does your paper conform to the seminar's own format requirements (enumerated below)? How grammatical is your prose? How correct is your spelling and punctuation? Has your paper been submitted on time and both in paper and electronic versions?

Texts:

The following titles are available for purchase at the TUB bookstore:

- 1. Karl Marx, The Eighteenth Brumaire of Louis Bonaparte.
- 3. Edward Gibbon, Decline and Fall of the Roman Empire, vol. 1.
- 4. Alexis de Tocqueville, The Old Regime and the French Revolution.
- 5. Christopher Coleman, The Treatise of Lorenzo Valla on the Donation of Constantine: Text and Translation into English

Additional readings will be available on-line or on reserve at McGill. These include:

- 1. Marvin Cox, ed., The Place of the French Revolution in History.
- 2. Thomas Carlyle, Selected Writings.
- 3. Macaulay, History of England, Ch. 3
- 4. von Ranke, "The Great Powers"
- 5. Furet, *Interpreting the French Revolution*.
- 6. Outram, The Body and the French Revolution.
- 7. snippets of: Schama, Citizens; Michelet, French Revolution; Rudé, The Crowd and the French Revolution; Soboul, The French Revolution; Dickens, Tale of Two Cities.
- 8. Other assigned readings will be distributed in class or in a packet on reserve at McGill.

Assignments and Policies:

- 1. *Papers*. There will be two papers in this course. The first will treat the first half of the course (3500 words) and the other, somewhat longer (4500 words), will treat the second half of the course. Students will submit drafts of both papers for comments and revisions. In addition, there will be one ungraded diagnostic paper at the beginning of the course.
- 2. Capstone Preparation Documents. Students will write a brief (1500-word) prospectus on their proposed senior capstone project, as well as a preliminary bibliography of no less than 25

- items, including primary sources and secondary sources (the latter including both books and journal articles).
- 3. Short Assignments. Periodically, there will be short writing assignments where students will be asked to address briefly on some question about the assigned readings for that day. Often, these assignments will be completed in class, but not always.
- 4. Participation. Students will be expected to attend all classes and to have prepared for discussion by having read and thought about the assigned readings. Participation represents a sizable percentage of your final grade, and ought to be considered a priority by all enrolled in the seminar. Comments that add to the level of the discussion are valued. Please note too that unexcused absences will lower the participation component of students' grades. Attendance will be noted.

Please follow assiduously the guidelines enumerated below for all papers submitted in this seminar:

- 1. Type your papers.
- 2. Double space your main text.
- 3. Single space footnotes, but double space between them. Double-space endnotes.
- 4. Do not put extra spaces between paragraphs or subheadings.
- 5. Use reasonable margins and headers/footers: 1.25" all around.
- 6. Do not use a title page, but always have a title.
- 7. Begin page one at the top of the first page (not mid page). Place your title at the very top of page 1, with the main body of the text beginning 3 lines below it.
- 8. After your title, your first paragraph should NOT be indented. All others, of course, should be. If you use subheadings in the main body of the text (e.g., "Introduction", "Section 1", "Conclusion"—these are rare in student papers but do sometimes appear), then the paragraph beginning immediately after a subheading is NOT indented.
- 9. Always paginate (you may omit for page 1).
- 10. Use only black ink for all your text, including hyperlinks that might appear in your main text, foot- or endnotes, or bibliographies (hyperlinks often print out in blue ink; it is advisable to deactivate all hyperlinks in your papers as a matter of course).
- 11. Pay scrupulous attention to spelling, grammar and punctuation, which do "count."
- 12. Use footnotes or endnotes (footnotes are friendlier to the reader), following strictly the *Chicago Manual of Style* (16th edition) rules.
- 13. Include a separate bibliography page listing not only all sources cited but all sources consulted.
- 14. The bibliography page should follow *CMS* style; the heading "Bibliography" (no quotation marks) should appear at the top of a new page, centered.
- 15. Fold your submissions lengthwise with the fold to the left.
- 16. Label your submissions as following: name, date, course and number, description of the assignment (e.g., "Assignment 1" for the first assignment).
- 17. Type or neatly and legibly write this information on the outermost page of the paper after having folded it (fold to the left), approximately 3 inches from the top of the page.
- 18. Always staple your pages together.

- 19. Always be mindful of the appearance of your submitted work. A bad printer or low ink cartridge (and therefore poor-quality print) is not acceptable.
- 20. All written assignments must be submitted in hardcopy by the announced due date and simultaneously posted to the "Submit" sub-subfolder of the "Assignments" subfolder of the course folder on the R: drive. When doing so, please name your file with your last name followed by the number of the assignment (without a space), e.g.: Martin1, Martin2, etc.
- 21. Be advised that late papers are penalized in ruthless Soviet fashion: a one-third reduction in the grade of the paper for each day late (including weekends), beginning at the conclusion of the class during which the assignment was due. An "A" paper turned in one day late will receive an "A-," two days late, a "B+," three, a "B," and so on.

On Citation Styles

Most students at Westminster College have been taught MLA (Modern Language Association) or APA (American Psychological Association) citation conventions. These are good to know generally, but are not appropriate always for use in historical writing. It is the custom in the historical profession to use *The Chicago Manual of Style* (or *CMS*, currently in its 16th edition), or close adaptations of it. This is the method that makes use of footnotes or endnotes (which you use is entirely up to you), in preference to in-text or parenthetical references. A major objective of this course is the mastery of *CMS*—every minute detail of the system of citation. Only *CMS* will be accepted for all matters of citation and style in this seminar.

Grading:

1. The final grade will be determined according to the following breakdown:

First Paper:	25%
Second Paper:	30%
Prospectus	10%
Bibliography	10%
Short Assignments:	5%
Participation:	20%

2. Grades will be assigned according to the follow numerical equivalencies:

93-100	A
90-92	A-
87-89	B+
83-86	В
80-82	B-,Etc.

Academic Integrity

According to the *Undergraduate Catalog*, "[a]cademic dishonesty is a profound violation" of the College's "code of behavior" (pp. 71–76, at 71). For a course like this one, the major concern is plagiarism, partly because it remains, alas, fairly commonplace on college campuses, partly because

what constitutes plagiarism is often unclear in the minds of students. For the sake of clarity, plagiarism can be defined as generally leading your reader (or in the case of oral presentations, listeners) to believe that what you have written or said is your own work when, in fact, it is not. Plagiarism runs the range from the totally flagrant to the rather mild or unintentional. It can be the word-for-word reproduction of another person's text without quotation marks and appropriate citation. It can be a paraphrase that is far too close to the source text to constitute "being in your own words." And it can be even the unattributed borrowing of apt phrases or terminology. All of these degrees of plagiarism are equally unethical and may be penalized with failure for the assignment, or, in extreme cases, failure for the course. All cases of plagiarism must be reported to the Academic Dean. All papers must be submitted to the course assignments directory and may be submitted by the professor to Turnitin.com for evaluation for plagiarism.

If you are <u>ever</u> in doubt as to whether your written work is plagiaristic in form, do not hesitate to consult with the professor.

Statement on the Use of Communications Technology in the Classroom

Please be advised that the use of all cell phones, smart phones, pagers, iPods, iPads, or any other internet-accessible technology is expressly prohibited during class unless part of an in-class assignment or activity. All students are required to turn off or silence their phones and to stow them out of reach and out of sight for the duration of the class. Violation of this policy may be considered a breach of the academic integrity policy of the College.

Statement on Accessibility

Westminster College actively strives for the full inclusion of all our students. Students with disabilities who require access solutions for environmental or curricular barriers should call, email, or visit Corey Shaw, Director of Disability Resources, at 209 Thompson-Clark Hall; 724-946-7192; shawcj@westminster.edu.

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On Notifications:

If you are going to miss a scheduled exam or quiz, please notify the professor in advance to obtain permission to reschedule (in the case of exams) or to be excused (in the case of quizzes). Failure to do so will mean that the exam may not be permitted to be rescheduled and that the grade for the missed quiz will be a zero. Permissions are not automatically granted, even when advance notice is given. All absences at times of exams and quizzes must be for documented and justifiable reasons.

** Course Schedule**

(This schedule is subject to change in response to students' needs and interests.)

Week I.

January 17: Introduction: What is History? What is Historical Consciousness?

January 19: Reading the Bible as History and Making God a Historical Figure

Readings: 1 Sam. 8-31; 2 Sam. 1;

1 Chron. 15, 18-29 (skim 1-14, 16, 17);

(Any version of the Bible will do, but I personally prefer the NJB, which can be obtained at: http://www.catholic.org/bible/);

Eugen Weber's essay, "On History."

Week II.

January 24: The Greeks: Herodotus and Thucydides [diagnostic,

ungraded, paper on Weber due today]

January 26: The Romans: Tacitus and Livy

Readings: Herodotus, History, excerpts from Book I and Book II;

Thucydides, History, excerpts from Book I, Book II, and

Book VI;

Tacitus, Annals, excerpts from Book I;

Livy, Excerpts from Early History of Rome, Intro and Book I

Week III.

January 31: Medieval Historiography February 2: Medieval Historiography

Readings: Fulcher of Chartes, Chronicle of the First Crusade (snippet);

Einhard, *Life of Charlemagne* (snippet); *Carolingian Chronicles* (short snippet); Joinville, *Life of St. Louis*, chs. 1 and 18;

Gregory of Tours, History of the Franks (on Clovis);

Rus' Primary Chronicle (snippet).

Week IV.

February 7: Renaissance Historiography February 9: The Great Books Debate

Readings: Articles by John Clive, on reserve;

Lorenzo Valla, "On the Donation of Constantine;"

"The Donation of Constantine (text);"

Froissart, Chronicle, "Battle of Crecy", ch. 130.

Week V.

February 14: Gibbon February 16: Gibbon Readings: Gibbon, Decline and Fall, Chs. 1-3, 15.

Week VI.

February 21: Macaulay February 23: Carlyle

Readings: Macaulay, History of England, ch. 3;

Carlyle, "On History"; French Revolution (snippets);

Week VII.

February 28: von Ranke, and the modern study of History

March 1: Marx

Readings: Von Ranke, "The Great Powers";

Marx, 18th Brumaire; Communist Manifesto.

Week VIII.

March 6 and March 8: No Class—Spring Break

Week IX.

March 13: The Capstone Paper: An Introduction (First Paper Due Today)

March 15: de Tocqueville

Readings: Tocqueville, Ancient Regime.

Week X.

March 20: The French Revolution

March 22: The Orthodox View of the French Revolution

Readings: Britannica article on Fr. Rev;

Rudé, Crowd and the French Revolution, excerpts

Cox, 1-66.

Week XI.

March 27: Attacks on the Orthodox View

March 29: New Approaches and New Subjects of Study

Readings: Cox, 67-140;

Other, on reserve.

Week XII.

April 3: New Approaches and New Subjects of Study

April 5: No Class—Easter Break

Readings: Cox, 141-87;

Schama, Citizens, ch. 6, 203-27;

Hufton, "Women in Revolution, 1789-1796."

Week XIII.

April 10: Still Newer Approaches

April 12: Still Newer Approaches

Readings: Outram, *The Body and the Fr. Rev*, ch. 3, 5, 8-9;

Other, on reserve.

Week XIV.

April 17: The Capstone

April 19: The Capstone prospectus (Capstone Preliminary Bibliography Due Today)

Readings: TBA.

Week XV.

April 24: Reading the Primary Source

April 26: Nor all History Books are Created Equal (Capstone Prospectus Due Today)

Readings: TBA.

Week XVI.

May 1: Literature and History

May 3: Literature and History

Readings: Comparison of several literary and historical descriptions of the

seizure of the Bastille.

Finals Period: Second Paper Due