

HISTORIOGRAPHY: AN INTRODUCTION TO THE HISTORY OF HISTORICAL WRITING

HIS 420
9:20 - 10:20 a.m. MWF

Westminster College

Spring 2018
328 Patterson

Instructor: Dr. Patricia Clark
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Office hours: 8:15-9:15 a.m. M, 9:00-11:00 a.m. T, and by appointment

Office: 317 Patterson
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Course website: <https://learn.westminster.edu/d2l/home/17425>

Purpose

This course exposes students to classic works of history and introduces various schools of thought (e.g., Marxist, structuralist, annalistic, economic, feminist/gender) that characterize modern historical knowledge. Students complete an independent work of historiographical analysis and also engage in preparation for work in history and allied fields.

Objectives

Students will be introduced to the history of historical writing; write a historiographical essay on a selected topic; and prepare for employment in history and allied fields.

Goals

Through reading, writing, analysis, and discussion, students will gain an introductory understanding of the nature of historical knowledge which will help them engage in the production of an original work of historical scholarship in the capstone course sequence.

Outcomes

Students will be able to:

Describe the evolution of historical writing over time.

Identify issues involved in selected historical controversies.

Apply research skills to the gathering of primary and secondary historical sources.

Analyze and critically evaluate historical sources on a selected topic.

Write well-argued essays on historical questions.

Readings

Marc Bloch, *The Historian's Craft*

The Chicago Manual of Style (17th ed.)

Web texts, as indicated below

Requirements

class participation	10%
group discussion	15%
four essays	12%
internship assignment	3%
exam 1	10%
History Day assignment	5%
portfolio	5%
historiographical essay	30%
exam 2	10%

Grading scale

A = 93-100
A-=90-92
B+=88-89
B =83-87
B-=80-82
C+=78-79
C=73-77
C-=70-72
D+=68-69
D =63-67
D-=60-62
F =0-59

Regular attendance at and participation in class meetings is required. Students who merely attend each class meeting without contributing to class discussion will receive a failing grade for participation. Participation includes not only oral contribution to class discussion, but also completion of quizzes and other written work as assigned. Expectations for written work include proper documentation, good grammar, and clear, persuasive writing.

Absences are excused at the instructor's discretion. If you miss class for a legitimate reason, you must provide appropriate documentation in writing for the absence to be excused. E-mail or write the instructor within 24 hours of the absence regarding the reason for your absence and your plans for making up the work missed.

Failure to complete all course requirements will result in an "F" for the course.

More information about assignments and exams will be forthcoming on the course website.

Accommodations

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 contact Faith Craig, Director of Disability Support Services, located in 209 Thompson-Clark Hall (phone: 724-946-7192, e-mail craigfa@westminster.edu).

Students who may need academic accommodations are encouraged to discuss options with their instructor no later than the second week of class.

Academic Integrity

Violations of the Westminster College Academic Integrity Policy include (but are not limited to) cheating, misconduct, plagiarism, and providing false information. All students are responsible for familiarizing themselves with the definitions of these infractions of academic integrity. Academic dishonesty will be penalized in accord with the procedures outlined on pages 24-26 of the Westminster College *Handbook for Students 2017-2018*. The instructor reserves the right to submit students' written work to turnitin.com, and encourages students to use the turnitin.com web site as a resource to learn more about intentional and unintentional plagiarism.

Schedule

Please read all assigned readings before the class for which they are scheduled, and bring an annotated copy of the week's readings (or your extensive notes on the readings) with you to each class meeting.

This schedule is subject to revision by the instructor.

What is history?

January 17 introduction to the course

January 19 Richard C. Williams, "The Past," chapter 1 of *The Historian's Toolbox*

Big question in history: Why do wars begin?

January 22 Herodotus, "Histories (excerpts)"
Herodotus, "Xerxes Invades Greece, from The Histories"
essay due

January 24 Thucydides, "On the Early History of the Hellenes"
"Thucydides on the Outbreak of the Archidamian War"

Big question in history: Why do empires rise?

January 26 William Camden, "The Author to the Reader"
William Camden, "Camden's Britannia, 1586--Buckinghamshire"
essay due

January 29 Edward Gibbon, "General Observations on the Fall of the Roman Empire in the West"

Big question in history: How does personality affect politics?

January 31 Thomas Carlyle, "On History"
internship assignment part 1 due
essay due

February 2 Herbert Butterfield, "The Role of the Individual in History"
internship assignment part 2 due

Big question in history: How does private life affect public life?

February 5 Carroll Smith-Rosenberg, "The Female World of Love and Ritual"
internship assignment part 3 due
essay due

February 7 Joan W. Scott, "Gender: A Useful Category of Historical Analysis"

Big question in history: What is the impact of geography on events?

February 9 Excerpt from Fernand Braudel, *The Mediterranean and the Mediterranean World in the Age of Philip II*
essay due

February 12 Excerpt from A. W. Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492*

Big question in history: Can history have an end?

February 14 Francis Fukuyama, "The End of History?"
essay due

Case Study: The Haitian Revolution

February 16 *Egalité for All* [in class]

February 19 review

February 21 **exam 1**

February 23 Jack A. Goldstone, "What Is a Revolution?" and "What Causes Revolutions?"

February 26 Jack A. Goldstone, "Revolutionary Processes, Leaders, and Outcomes"

February 28 Caroline Hoefflerle, "The Critical Analysis of Historical Monographs"

March 2 Jeremy Popkin, "Hints for Writing a Historiographical Essay"
History Day assignment due

March 5 Spring Break

March 7 Spring Break

March 9 Spring Break

March 12 reading, research, & writing

March 14 reading, research, & writing

March 16 reading, research, & writing

March 19	reading, research, & writing
March 21	reading, research, & writing
March 23	reading, research, & writing
March 26	reading, research, & writing
March 28	reading, research, & writing
March 30	Easter Break
April 2	Easter Break
April 3	historiographical essay due (Monday classes meet)

Historiography revisited

April 4	<i>The Historian's Craft</i> , Introduction
April 6	Caroline Hoefflerle, "Nineteenth-Century European Historiography"
April 9	<i>The Historian's Craft</i> , ch. 1
April 11	Caroline Hoefflerle, "Marxism, <i>Annales</i> , and the New Left"
April 13	<i>The Historian's Craft</i> , ch. 2
April 16	Caroline Hoefflerle, "New Social History"
April 18	Undergraduate Research and Arts Celebration
April 20	<i>The Historian's Craft</i> , ch. 3
April 23	Caroline Hoefflerle, "The Linguistic Turn, Postmodernism, and New Cultural History"
April 25	<i>The Historian's Craft</i> , ch. 4-5
April 27	Caroline Hoefflerle, "World Histories"
April 30	John Tosh, "The Uses of History"
May 2	Gerda Lerner, "Why History Matters"
May 4	review portfolio due
May 10, 8:00-10:30 a.m.	exam 2