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?
**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 that students will be able to:

1. **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. **Identify** with ease and familiarity several of the most important historical schools of thought;
3. **Demonstrate** writing and reasoning abilities by engaging this reading and writing with well-argued, grammatical, and properly-documented papers; and
4. **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:


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

1. von Ranke, “The Great Powers”
5. 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. 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.
3. 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; and if you prefer to use endnotes, double-space them throughout.
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 1 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. (If there are two students with the same last name, add initials of first and middle names, again without spaces: REMartin1, REMartin2, 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: 35%
   - Oral presentation: 10%
   - Short Assignments: 10%
   - Participation: 20%

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

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

**Academic Integrity**

The 2018–2019 Undergraduate Catalog provides the following definition of “academic integrity”:

> Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College…. Academic dishonesty is a profound violation of this code of behavior (p. 60, but see also the extensive discussion of the topic on pp. 60–64).

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 rather mild to the totally flagrant. 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.
If you are ever in doubt as to whether your written work is plagiaristic in form, do not hesitate to consult with the professor. And please be informed that the take-home exam written in this course may be submitted to turnitin.com, a licensed service to which the College has a subscription to help faculty identify papers that contain plagiaristic material.

**Statement on the Use of Communications Technology in the Classroom**
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 and during in-class examinations. Violation of this policy may be considered a breach of the academic integrity policy of the College.

Moreover, the use of laptops is permitted only for the purpose of taking notes. Surfing the internet or other non-class-related activities can be disruptive to those sitting beside or behind you. Ideally, leave your laptop in your dorm room, but if you bring it, use it only for class purposes. Violation of this request for courtesy will result in your being prohibited from using a laptop in class.

Students may use a laptop if a learning disability requires it (a disability that has been documented with Student Affairs). All policies and restrictions on their use nonetheless applies in this case.

**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 advanced notice is given. All absences at times of exams and quizzes must be documented with a legal excuse and for reasons permitted by College policy (as stated in the Undergraduate Catalog).

**Accessibility Statement**
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 Resources, at 414 Thompson-Clark Hall; 724-946-7192; craigfa@westminster.edu. See the 2018–2019 Undergraduate Catalog, pp. 38–39 for details. See also here: https://m.westminster.edu/ics/Campus_Life/Campus_Groups/Disability_Resources/.

I am very eager to meet the instructional needs of any and all of my students. Please see me privately if you have any special needs, concerns, or questions that pertain to your performance in this class.
Statement on a Safe Learning Environment
Westminster College operates under a zero-tolerance policy for sexual harassment and assault. If you or someone you know has experienced discrimination, harassment, or sexual assault, including domestic or dating violence or stalking, I encourage you to tell someone promptly. Feel free always to report the incident to me, though know that I am obligated to report all incidences to the College. The College’s EEO and Title IX coordinator is Kimberlee Christofferson, who can be reached at 724-946-7247 or at christkk@westminster.edu. I am determined to make sure that this class and this classroom setting are safe learning spaces for you. See also the Handbook for Students, 2018–2019, pp. 34–37, here: http://www.westminster.edu/academics/pdf/undergraduate-catalog/2018_2019.pdf.

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All federal and state copyrights to my lectures and course materials are reserved by me. You are authorized to take notes in class for your own personal use and for no other purpose. You are not authorized to record my lectures without my written permission. You are not authorized to make any commercial use of my lectures or to provide them to anyone other than students currently enrolled in this course.
**Course Schedule**

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

Week I.

January 15: Introduction: What is History? What is Historiography? What is Historical Consciousness?

January 17: 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/);


Week II.

January 22: The Greeks: Herodotus and Thucydides [diagnostic, ungraded, paper on Weber due today]

January 24: 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 29: Medieval Historiography

January 31: 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 5: Renaissance Historiography

February 7: The Great Books Debate

*Readings:* Articles by John Clive, on reserve;

Lorenzo Valla, “On the Donation of Constantine;”

“The Donation of Constantine (text);”


Week V.

February 12: Gibbon

February 14: Gibbon

Week VI.

February 19: Macaulay
February 21: Carlyle

Readings: Macaulay, History of England, ch. 3;
          Carlyle, “On History”; French Revolution (snippets);

Week VII.

February 26: von Ranke, and the modern study of History
February 28: Marx

Readings: Von Ranke, “The Great Powers”;
          Marx, 18th Brumaire; Communist Manifesto.

Week VIII.

March 5: de Tocqueville
March 7: Summary
March 8: (First Paper Due Today)

Readings: Tocqueville, Ancient Regime.

Week IX.

March 9 and 17: Spring Break: No Class

Week X.

March 19: The French Revolution
March 21: 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 26: Attacks on the Orthodox View
March 28: New Approaches and New Subjects of Study

Readings: Cox, 67-140;
          Other, on reserve.

Week XII.

April 2: New Approaches and New Subjects of Study
April 4: Still Newer Approaches

Readings: Cox, 141-87;
          Schama, Citizens, ch. 6, 203-27;
          Hufton, “Women in Revolution, 1789-1796.”

Week XIII.

April 9: Still Newer Approaches
April 11: Reading the Primary Source

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

**Week XIV.**

April 16: Nor all History Books are Created Equal

**April 18: No Class—Easter Break**

*Readings:* TBA.

**Week XV.**

April 23: Film and History
April 25: Film and History

*Readings:* TBA.

**Week XVI.**

April 30: Literature and History
May 2: Literature and History

*Readings:* Comparison of several literary and historical descriptions of the seizure of the Bastille.

**Finals Period: Second Paper Due**