History 530: Historiography  
Dr. Andrew Lannen  
Fall 2009

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Email: lannenac@sfasu.edu  
Office Hours: M 11:00-12:00; 1:00-5:00  
WF 11:00-12:00; 1:00-3:00 and cheerily by appointment  
Class time and Location: M 6:00-8:30, F480

Course Description  
Survey of the literature of history; intensive studies of the style and  
philosophy of leading historians; the nature and extent of material for writing  
history.

Required Books  

Articles and Book Chapters  
In addition to books, we will read and discuss multiple articles and book  
chapters in order to get a wide sampling of the arguments and approaches in  
early American history. PDF copies of articles and individual book chapters  
are available online.

Grading Scale  
40% Weekly Response Papers  
30% Class Discussion Leadership/Participation  
30% Term Paper

Program Learning Outcomes  
The SFA History Department has identified the following Program  
Learning Outcomes (PLOs) for all SFA students earning an M.A. degree in  
History:

1. The student will be able to explain the key issues and developments in  
at least two historical periods (one per course).
2. The student will be able to identify the main historical works and  
interpretive debates associated with an event or period.
3. The student will be able to locate, identify, and critically analyze  
primary sources.
4. The student will be able to research and analyze effectively an issue or topic in writing.

5. The student will be able to present written work in an appropriate academic style, including the proper citation of sources using Chicago Manual of Style (15th or most recent edition).

This section of this course will focus on PLOs 1, 2, 4, and 5.

**Student Learning Outcomes**

By the conclusion of the course, students will

1. Have an understanding of historiography and its importance to the study of history.

2. Be able to analyze historical works from a number of different schools of historical thought.

3. Gain an understanding of the progression of the history profession from the late 19th century to the early 21st century.

**Class Discussion Leadership and Participation**

This seminar is centered around reading and discussion. You are expected to do all of the readings for each week, and to contribute meaningfully to discussions of those readings. Answers and exchanges should be thought-provoking, vigorous, and challenging, though above all, respectful of disagreement amongst each other. While attendance is not formally taken as such, missing multiple classes will prevent you from fully participating in class discussions, a major graded element of the course.

Each student will help to lead the class discussion on three occasions during the semester. Discussion leaders will need to be more prepared than average since they will have primary responsibility for generating and maintaining active discussion through questions, challenges to readings, bold statements for others to refute or support, etc. Signup will occur starting at the end of the first class, on a first-come, first-served basis. Note that there are two leader slots for each week, meaning that you most likely will partner with one of your classmates to share the burden. If none of your fellow students volunteers with you for a given week, your discussion leader partner is me. (Note: being partnered with the professor is not necessarily a good thing.)

**Response Papers**

Each week you will write a response paper that is approximately 4 double spaced pages in length. Papers will critically analyze that week’s readings and the author will engage and evaluate the ideas offered. This is not a summarization exercise. Instead, I want you to evaluate the arguments, arrive at conclusions of your own, and support your conclusions. Papers for each week’s readings are due at the beginning of the class meeting.
**Term Paper**  
Each student will complete an end of term paper covering a significant historiographical debate, a prominent historian, or the reception and impact of a major historical work. You will see several examples of historiographical articles as models during the course of the semester. All topics must be approved by the professor in advance. Papers should be 10-12 pages in length, and should be formatted according to the standard for history as a discipline, *The Chicago Manual of Style* (currently in its 15th edition). If you are not yet familiar with CMOS formatting and citations, this is an excellent opportunity for you to research them and learn. Term papers are due at the final class meeting on December 7.

**Academic Integrity (A-9.1)**  
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**  
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades (Semester Grades Policy, A-54)**  
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**  
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability
Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

**Schedule of Meetings and Readings**

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Discussion Leaders</th>
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<tr>
<td>August 31</td>
<td>Introduction</td>
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<td>(No paper due today for obvious reasons!)</td>
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<tr>
<td>September 7</td>
<td>NO CLASS – LABOR DAY HOLIDAY</td>
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<td>September 14</td>
<td><strong>Scientific Objectivity: Possible, or even Desirable?</strong></td>
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<td><strong>Discussion Leaders</strong></td>
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**Required Readings:** (125 pages)
2. Lord Macaulay on History, 1828.
3. Leopold von Ranke, Excerpts from his writings.

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<th>September 21</th>
<th><strong>Progressive vs. Consensus Historians</strong></th>
<th>Discussion Leaders</th>
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**September 28**

**History from the Bottom Up: Class, Marxism, and Non-Marxism**

*Discussion Leaders*

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**Required Readings:** (125 pages)

**Theory:**

October 5  The Annales School and Macrohistory

Discussion Leaders

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Required Readings: (116 pages)
Theory:

Practice:

October 12  Quantitative vs. Qualitative History

Discussion Leaders

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Required Readings: (162 pages)
Theory:
1. Green and Troup, *Houses of History*, Ch. 6 (p. 141-50) – skip the sample they give.

Practice


October 19

Postmodernism

Discussion Leaders

Required Readings: (119 pages)

Theory:
1. Green and Troup, Houses of History, Ch. 12 (p. 297-325)

Practice:

October 26

Microhistory

Discussion Leaders
**Required Readings:** (160 pages)

**Theory:**

**Practice:**

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**November 2**

The Anthropological Turn

Discussion Leaders

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**Required Readings:** (167 pages)

**Theory:**
1. Green and Troup, *Houses of History*, Ch. 7 (p. 172-182) – skip the example the authors provide

**Practice:**

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**November 9**

Gender and Race
November 16  Transnational Histories

Discussion Leaders

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Required Readings: (116 pages)

Theory:

Practice:
5. David Hancock, “Commerce and Conversation in the Eighteenth
November 23  
Material Culture

Discussion Leaders

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**Required Readings:** (117 pages)
Theory:

Practice:

November 30  
History in Public

Discussion Leaders

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**Required Readings:** (133 pages)
Theory:
1. Edward T. Linenthal, “Commiting History in Public,” *The

Practice:

December 7

Is there a Grand Narrative of History?

Discussion Leaders

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Required Readings: (87 pages)