

History 530: Historiography
Dr. Andrew Lannen
Fall 2009

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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

Anna Green and Kathleen Troup ed., *The Houses of History: A Critical Reader in Twentieth-Century History and Theory* (New York, 1999).

Natalie Zemon Davis, *The Return of Martin Guerre* (Cambridge, Mass., 1983).

Edward T. Linenthal and Tom Engelhardt ed., *History Wars: The Enloa Gay and Other Battles for the American Past* (New York, 1996).

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

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

August 31

Introduction

(No paper due today for obvious reasons!)

September 7

NO CLASS – LABOR DAY HOLIDAY

September 14

Scientific Objectivity: Possible, or even Desirable?

Discussion Leaders

Required Readings: (125 pages)

1. Green and Troup, *Houses of History*, Chapter 1 (p. 1-32).
2. Lord Macaulay on History, 1828.
3. Leopold von Ranke, Excerpts from his writings.
4. Edward Hallett Carr, *What is History?* (New York, 1961), Chapter 1, “The Historian and His Facts,” pp. 3-35.
5. John Tosh and Sean Lang, *The Pursuit of History* 4th edition (New York, 2006), Chapter 7 “The Limits of Historical Knowledge,” pp. 173-193.
6. Richard T. Vann, “Historians and Moral Evaluations,” *History and Theory* 43(Dec 2004): 3-30.

September 21

Progressive vs. Consensus Historians

Discussion Leaders

Required Readings: (121 pages)

Theory:

1. Peter Novick, *That Noble Dream: The 'Objectivity Question' and the American Historical Profession* (New York, 1988), pp. 86-100 and 332-337.

Practice:

2. Frederick Jackson Turner, "The Significance of the Frontier in American History," 1895.
3. Charles A. Beard, *An Economic Interpretation of the Constitution of the United States* (New York, 1913), pp. 52-63, 152-188.
4. Daniel J. Boorstin, Chapter 3, "The American Revolution: Revolution without Dogma," *The Genius of American Politics* (University of Chicago Press, 1953), pp. 66-98.

September 28

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

Discussion Leaders

Required Readings: (125 pages)

Theory:

1. Green and Troup, *Houses of History*, Chapter 2 (p. 33-58)
2. Gerald Strauss, "The Dilemma of Popular History," *Past & Present*, 132(Aug 1991): 130-149.

Practice:

3. Peter Linebaugh and Marcus Rediker, "The Many-Headed Hydra: Sailors, Slaves, and the Atlantic Working Class in the Eighteenth Century," *Journal of Historical Sociology* 3(Sep 1990): 225-252.
4. Lizabeth Cohen, "Encountering Mass Culture at the Grassroots: The Experience of Chicago Workers in the 1920s," *American Quarterly* 41(Mar 1989): 6-33.
5. Nancy L. Struna, *People of Prowess: Sport, Leisure, and Labor in Early Anglo-America* (Chicago, 1996), Ch. 5 "Sport and Rank Making in the Chesapeake," pp. 96-118.

October 5

The *Annales* School and Macrohistory

Discussion Leaders

Required Readings: (116 pages)

Theory:

1. Green and Troup, *Houses of History*, Ch. 4 (p. 87-109).
2. Lynn Hunt, "French History in the Last Twenty Years: The Rise and Fall of the *Annales* Paradigm," *Journal of Contemporary History* 21(Apr 1986): 209-224
3. Michael Gismondi, "The Gift of Theory: a critique of the *histoire des mentalites*," *Social History* 10(May 1985): 211-230.

Practice:

4. Fernand Braudel, *The Mediterranean and the Mediterranean World in the Age of Philip II* (New York, 1966), pp. 5-22.
5. Bernard Bailyn, "Braudel's Geohistory--A Reconsideration," *The Journal of Economic History* 11(Summer 1951): 277-282.
6. Emmanuel Le Roy Ladurie, *Montaillou: The Promised Land of Error* (New York, 1978), Ch. 6 "The Life of the Shepherds in the Pyrenees," and Ch. 7 "The Shepherd's mental outlook," pp. 103-135.

October 12

Quantitative vs. Qualitative History

Discussion Leaders

Required Readings: (162 pages)

Theory:

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

Practice

2. Darrett B. Rutman and Anita H. Rutman, "Of Agues and Fevers: Malaria in the Early Chesapeake," *The William and Mary Quarterly*, 3rd ser., 33(Jan 1976): 31-60.
3. Robert William Fogel and Stanley L. Engerman, *Time on the Cross: The Economics of American Negro Slavery* (New

York, 1974), Ch. 4 “The Anatomy of Exploitation,” pp. 107-157.

4. Herbert Gutman, “Preface” and “Enslaved Afro-Americans and the ‘Protestant’ Work Ethic,” in *Slavery and the Numbers Game: A Critique of Time on The Cross* (Chicago, 1975), pp. 1-3, 14-41.
5. Kenneth Stamp, “Introduction: A Humanistic Perspective,” in Paul A. David ed., *Reckoning With Slavery: A Critical Study in the Quantitative History of American Negro Slavery* (New York, 1976), pp. 1-30.

October 19

Postmodernism

Discussion Leaders

Required Readings: (119 pages)

Theory:

1. Green and Troup, *Houses of History*, Ch. 12 (p. 297-325)
2. John Tosh and Sean Lang, *The Pursuit of History* 4th edition (New York, 2006), Chapter 7 “The Limits of Historical Knowledge,” pp. 193-208.

Practice:

3. Michel Foucault, *Discipline and Punish: The Birth of the Prison* (New York, 1979), Part III, Chapter 3, “Panopticism,” pp.195-228.
4. Jill Lepore, *The Name of War: King Philip’s War and the Origins of American Identity* (New York, 1998), Chapter 3 “Habitations of Cruelty,” pp. 71-96.
5. Gordon S. Wood, *The Purpose of the Past: Reflections on the Uses of History* (New York, 2008), Chapter 15, “Postmodern History,” pp. 212-226.

October 26

Microhistory

Discussion Leaders

Required Readings: (160 pages)

Theory:

1. Jill Lepore, "Historians Who Love Too Much: Reflections on Microhistory and Biography," *The Journal of American History* 88(Jun 2001): 129-144.

Practice:

2. Natalie Zemon Davis, *The Return of Martin Guerre* (Cambridge, Mass., 1983).
3. Robert Finlay, "The Refashioning of Martin Guerre," *The American Historical Review* 93(Jun 1988): 553-571.

November 2

The Anthropological Turn

Discussion Leaders

Required Readings: (167 pages)

Theory:

1. Green and Troup, *Houses of History*, Ch. 7 (p. 172-182) – skip the example the authors provide
2. Clifford Geertz, "Deep Play: Notes on the Balinese Cockfight," in *The Interpretation of Cultures* (New York, 1973), pp. 412-453.

Practice:

3. Robert Darnton, "Workers Revolt: The Great Cat Massacre of the Rue Saint-Severin," in *The Great Cat Massacre and Other Episodes in French Cultural History* (New York, 1984), pp. 75-101.
4. Rhys Isaac, *The Transformation of Virginia, 1740-1790* (Chapel Hill, 1982), Chapter 4 "Church and Home: Celebrations of Life's Meaning" and Epilogue "A Discourse on the Method: Action, Structure, and Meaning," pp. 58-87, 323-358.

November 9

Gender and Race

Discussion Leaders

Required Readings: (115 pages)

Theory:

1. Peter Novick, *That Noble Dream: The 'Objectivity Question' and the American Historical Profession* (New York, 1988), Chapter 14 (parts) "Every group its own historian," pp. 469-510.
2. Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *The American Historical Review* 91(Dec 1986): 1053-1075.

Practice:

3. Alice Kessler-Harris, "In the Nation's Image: The Gendered Limits of Social Citizenship in the Depression Era," *The Journal of American History* 86(Dec 1999): 1251-1279.
4. Jeffrey P. Moran, "Reading Race into the Scopes Trial: African American Elites, Science, and Fundamentalism," *The Journal of American History* 90(Dec 2003): 891-911.

November 16

Transnational Histories

Discussion Leaders

Required Readings: (116 pages)

Theory:

1. "AHR Conversation: On Transnational History," *American Historical Review* 111 (Dec 2006): 1440-1464.
2. David Thelen, "The Nation and Beyond: Transnational Perspectives on United States History," *The Journal of American History* 86(Dec 1999): 965-975.
3. Nicholas Canny, "Writing Atlantic History; or, Reconfiguring the History Colonial British America," *The Journal of American History* 86(Dec 1999): 1093-1114.

Practice:

4. Eiichiro Azuma, "'The Pacific Era Has Arrived': Transnational Education among Japanese Americans, 1932-1941," *History of Education Quarterly* 43(Spring 2003): 39-73.
5. David Hancock, "Commerce and Conversation in the Eighteenth

Century Atlantic: The Invention of Madeira Wine,” *Journal of Interdisciplinary History* 29(Autumn, 1998): 197-219.

November 23 Material Culture

Discussion Leaders

Required Readings: (117 pages)

Theory:

1. Jules David Prown, “Mind in Matter: An Introduction to Material Culture Theory and Method” *Winterthur Portfolio* 17(Spring, 1982): 1-19.
2. Richard Grassby, “Material Culture and Cultural History,” *Journal of Interdisciplinary History* 35(Spring 2005): 591-603.

Practice:

3. James Deetz, *In Small Things Forgotten: An Archaeology of Early American Life* (New York, 1977), Ch. 4 “Remember Me As You Pass By,” pp. 89-124.
4. Kenneth Haltman, “Reaching Out to Touch Someone? Reflections on a 1923 Candlestick Telephone,” in Jules David Prown and Kenneth Haltman ed., *American Artifacts: Essays in Material Culture* (East Lansing, Michigan, 2000), pp. 71-92.
5. James W. Cook, Jr, “From the Age of Reason to the Age of Barnum: The Great Automaton Chess-Player and the Emergence of Victorian Cultural Illusionism,” *Winterthur Portfolio* 30(Winter 1995): 231-257.

November 30 History in Public

Discussion Leaders

Required Readings: (133 pages)

Theory:

1. Edward T. Linenthal, “Committing History in Public,” *The*

- Journal of American History* 81(Dec 1994): 986-991.
2. Robert Weible, "The Blind Man and His Dog: The Public and Its Historians," *The Public Historian* 28(Fall 2006): 9–17.
 3. Michael Cassity, "History and the Public Purpose," *The Journal of American History* 81(Dec 1994): 969-976.

Practice:

4. Edward T. Linenthal and Tom Engelhardt ed., *History Wars: The Enloa Gay and Other Battles for the American Past* (New York, 1996), pp. 1-62.
5. Katharine T. Corbett and Howard S. (Dick) Miller, "A Shared Inquiry into Shared Inquiry," *The Public Historian* 28 (Winter 2006): 15–38.
6. Tity de Vries, "Ambiguity in an Alaskan History Theme Park: Presenting "History as Commodity" and "History as Heritage," *The Public Historian* 29(Spring 2007): 55–79.

December 7

Is there a Grand Narrative of History?

Discussion Leaders

Required Readings: (87 pages)

1. David Thelen, "The Practice of American History," *The Journal of American History* 81(Dec 1994): 933-960.
2. Allan Megill, "Grand Narrative and the Discipline of History," in Frank Ankersmit and Hans Kellner ed., *A New Philosophy of History* (Chicago, 1995), pp. 151-173.
3. Thomas Bender, "Wholes and Parts: The Need for Synthesis in American History," *The Journal of American History* 73(Jun 1986): 120-136.
4. Paula Baker, "The Fragmentation of the Profession and Its Class Culture," *The Journal of American History* 81(Dec 1994): 1147-1151.
5. Nell Irvin Painter, "Bias and Synthesis in History," *The Journal of American History* 74(Jun 1987): 109-112.
6. Eric H. Monkkonen, "The Dangers of Synthesis," *The American Historical Review* 91(Dec 1986): 1146-1157.