

# **History 530: Historiography**

## **Dr. Andrew Lannen**

### **Fall 2019**

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Office Hours: Monday, 3:00pm-6:00pm

Tuesday, Thursday 11:00am-12:15pm

and by appointment

Class time and Location: Mondays, 6:00pm-8:30pm F475

### **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* 2<sup>nd</sup> ed. (Glasgow, 2016).

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

Peter Charles Hoffer, *Past Imperfect: facts, fictions, fraud-American history from Bancroft and Parkman to Ambrose, Bellesiles, Ellis, and Goodwin* (New York, 2004).

### **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 history. PDF copies of articles and individual book chapters are available sorted by week on D2L.

### **Grading Scale**

50% Weekly Response Papers

30% Class Discussion Leadership/Participation

20% 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 (17th 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. Demonstrate an understanding of historiography and its importance to the study of history.
2. Analyze historical works from a number of different schools of historical thought.
3. Evaluate progression of the history profession from the late 19<sup>th</sup> century to the early 21<sup>st</sup> century.

### **Explanation of credit hours awarded for course:**

This is a graduate-level history course. SFA Graduate courses in history generally meet 150 minutes a week for 15 weeks, and also meets for a 2-hour final examination or seminar presentation. Students are expected to complete weekly reading assignments of primary and secondary sources (books, scholarly articles, book reviews, etc.). Completion and comprehension of the readings is assessed through seminar style discussions, in-class presentations, and out-of-class writing assignments, including response papers, historiographical essays, annotated bibliographies, and research papers. Students are typically required to conduct a significant research project, including a research plan, an assessment of sources relevant to the project, class presentations in which they report on the progress of their project, and a final research paper. Formal written work over the course of the semester ranges from 30-35 pages. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Doing the required reading, completing out-of-class writing assignments, and consulting with course instructors generally averages at least 10-12 hours of work each week. Online sections of graduate courses contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 150 minutes per week. Besides engaging the material in the modules, online students have outside

reading assignments similar to those mentioned above for face-to-face students.

### **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. Note that there are three leader slots for each week, meaning that you most likely will partner with two or more of your classmates to share the burden.

### **Response Papers**

Each week you will write a response paper that is approximately 3-4 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, compare the various author's points of view or approaches, 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. For example, the paper on "Objectivity" is due at the beginning of class on September 4. Papers should be uploaded to the appropriate D2L dropbox for that week.

### **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 approximately 8-10 double-spaced pages in length, and should be formatted according to the standard for history as a discipline, *The Chicago Manual of Style* (currently in its 17<sup>th</sup> 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 via D2L by 6:00pm on Monday, December 9.

### **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**

**August 26**

Introduction  
(No readings or paper due today!)

**September 2**

Objectivity: Possible, or  
even Desirable?

Discussion Leaders

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### **Required Readings:**

1. Green and Troup, *Houses of History*, Chapter 1 (p. 1-46).
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* 4<sup>th</sup> 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 9**

Progressive vs. Consensus Historians

Discussion Leaders

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### **Required Readings:**

#### 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 16

### History from the Bottom Up

#### Discussion Leaders

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#### **Required Readings:**

##### Theory:

1. Green and Troup, *Houses of History*, Chapter 3 (p. 48-71)

##### Practice:

2. E.P. Thompson, "Time, Work-Discipline, and Industrial Capitalism," *Past and Present*, 38(Dec 1967): 56-97.
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.

## September 23

### The *Annales* School and Macrohistory

#### Discussion Leaders

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#### **Required Readings:**

##### Theory:

1. Green and Troup, *Houses of History*, Ch. 5 (p. 106-130).
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

Practice:

3. Fernand Braudel, *The Mediterranean and the Mediterranean World in the Age of Philip II* (New York, 1966, originally published in 1949), pp. 5-60.
4. Bernard Bailyn, "Braudel's Geohistory--A Reconsideration," *The Journal of Economic History* 11(Summer 1951): 277-282.
5. 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.

**September 30**

Quantitative vs. Qualitative History

Discussion Leaders

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**Required Readings:**

Theory:

1. Green and Troup, *Houses of History*, Ch. 6 (p. 165-175) – skip the sample they give.

Practice

2. 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.
3. 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.
4. Matthew J. Baker, "Was civil war surgery effective?," *Historical Methods* 51(2018): 49-61
5. Roberto Franzosi, "A third road to the past? Historical scholarship in the age of big data," *Historical Methods* 50(2017): 227-244.

**October 7**

Postmodernism

Discussion Leaders

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**Required Readings:**

Theory:

1. Green and Troup, *Houses of History*, Ch. 11 (p. 289-319)
2. John Tosh and Sean Lang, *The Pursuit of History* 4<sup>th</sup> 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 14**

Microhistory

Discussion Leaders

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**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.



**October 21**

Gender

Discussion Leaders

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**Required Readings:**

Theory:

1. Green and Troup, *Houses of History*, Ch. 10 (p. 262-273) – skip the sample they give
2. Peter Novick, *That Noble Dream*, p. 491-510.
3. Cornelia H. Dayton and Lisa Levenstein, "The Big Tent of U.S. Women's and Gender History: A State of the Field," *Journal of American History* 99(2012): 793-817.

Practice:

4. Julia A. Golia, "Courting Women, Courting Advertisers: The Woman's Page and the Transformation of the American Newspaper, 1895-1935," *Journal of American History* 103(2016): 606-628.
5. Alana Jayne Piper, "Victimization Narratives and Courtroom Sexual Politics: Prosecuting Male Burglars and Female Pickpockets in Melbourne, 1860-1921," *Journal of Social History* 51(2018): 760-783.
6. Liz Skilton, "Gendering Natural Disaster," *Journal of Women's History* 30(2018): 132-156.

**October 28**

Race

Discussion Leaders

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**Required Readings:**

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. 491-510.

Practice:

2. Paul C. Rosier, "The Emerging Indian in an Age of Environmental Crisis," *Journal of American History* 100(2013): 711-735.
3. Michael Staudenmaier, "Mostly of Spanish Extraction: Second-Class Citizenship and Racial Formation in Puerto Rican Chicago, 1946-1965," *Journal of American History* 104(2017): 681-706.
4. Thomas A. Guglielmo, "A Martial Freedom Movement: Black G.I.'s Political Struggles during World War II," *Journal of American History* 104(2018): 879-903.

**November 4**

Transnational Histories

Discussion Leaders

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**Required Readings:**

Theory:

1. "AHR Conversation: On Transnational History," *American Historical Review* 111 (Dec 2006): 1440-1464.
2. Marcus Graser, "World History in a Nation-State: The Transnational Disposition in Historical Writing in the United States," *Journal of American History* 96(March 2009): 1038-1052.

Practice:

3. Bernhard Rieger, "From People's Car to New Beetle: The Transatlantic Journeys of the Volkswagen Beetle," *Journal of American History* 97(June 2010): 91-115.
4. Mae M. Ngai, "Chinese Gold Miners and the 'Chinese Question' in Nineteenth-Century California and Victoria," *Journal of American History* 101(2015): 1082-1105.
5. Eloise Moss, "Dial 999 for Help!: The Three-Digit Emergency Number and the Transnational Politics of Welfare Activism, 1937-1979," *Journal of Social History*, 52(2018): 468-500.

**November 11**

Material Culture

Discussion Leaders

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**Required Readings:**

Theory:

1. Jules David Prown, "Mind in Matter: An Introduction to Material Culture Theory and Method" *Winterthur Portfolio* 17(Spring, 1982): 1-19.
2. Kate Smith and Leonie Hannan, "Return and Repetition: Methods for Material Culture Studies," *Journal of Interdisciplinary History* 48(2017): 43-59.

Practice:

3. 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.
4. Rebecca K. Shrum, "Selling Mr. Coffee: Design, Gender, and the Branding of a Kitchen Appliance," *Winterthur Portfolio* 46(2012): 271-98.
5. Emma Newcombe, "Camping, Climbing, and Consumption: The Bean Boot, 1912-1945," *Material Culture* 48(2016): 10-27.

**November 18**

History in Public

Discussion Leaders

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**Required Readings:**

Theory:

1. Edward T. Linenthal, "Committing History in Public," *The Journal of American History* 81(Dec 1994): 986-991.
2. Green and Troup, *Houses of History*, Ch. 13 (p. 342-354) – skip the sample they give

Practice:

3. Reiko Hillyer, "Relics of Reconciliation: The Confederate Museum and Civil War Memory in the New South," *The Public Historian* 33(November 2011): 35-62.
4. Kevin A. Yelvington, Neill G. Goslin, and Wendy Arriaga, "Whose History?: Museum-making and struggles over ethnicity and representation in the Sunbelt," *Critique of Anthropology* 22(2002): 343-379.
5. Torgrim Sneve Guttormsen, "Valuing Immigrant Memories as Common Heritage: The Leif Erikson Monument in Boston," *History & Memory* 30(2018): 79-115.
6. Tyler Rudd Putnam, "Occupied Philadelphia: An Experiment in Urban Living History," *The Public Historian* 41(2019): 31-48.

Note: No Class on November 25 due to Thanksgiving Holiday!

**December 2**

History Scandals

Discussion Leaders

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**Required Readings:**

1. Peter Charles Hoffer, "Chapter Five, Falsification: The Case of Michael Bellesiles," "Chapter Six, Plagiarism: The Cases of Stephen Ambrose and Doris Kearns Goodwin," and "Chapter Seven, Fabrication: The Case of Joseph Ellis," in Hoffer, *Past Imperfect: Facts, Fictions, Fraud* (2004).  
*Past Imperfect: Facts, Fictions, Fraud* (2004).