Introduction to Historical Methods
And Interpretations

Spring 2005
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Office Hours: Weds. 1:30 - 2:30 pm
Thurs. 2:30 - 3:30 pm
And by appointment

Course Description:
This course prompts history and historical-studies students to develop an understanding of
the nature of historical research and writing by introducing them to the philosophies and methods of
academic history. Students should become acquainted with the concept of historiography, or the
study of how historians interpret the past. Students should also become aware of how the research
and writing of history has changed over time. In this process, students are encouraged to view the
discipline of history as committed either to explaining the past solely in its own terms or to
exploring continuity and change between the past and present. Both are done by applying a
particular interpretive framework to related primary evidence. By tracing changes in European and
American historical thought and interpretive frameworks, the major historiographic schools will be
reviewed.

Additionally, students should be aware that this is a writing intensive course, with several
small assignments and a significant final project that are designed to further their research,
interpretive, and writing skills.

Course Objectives are -
• to further their understanding of the academic discipline of history as defined by its
  inquisitive, interpretative, expository, and argumentative elements;
• to identify and analyze the ways in which history has been “constructed,” or created, through
  the interpretation of the remnants of the past;
• to develop the research skills to locate the primary and secondary sources appropriate for the
  exploration of history; and
• to comprehend the major schools of interpretation in which American and European
  historians have worked.
• to develop clarity of professional expression when writing or speaking about the major
  events and people of the past.

Required Texts:
Stefan Berger, Heiko Feldner, and Kevin Passmore, eds. Writing History, Theory and Practice
Mary Lynn Rampolla, A Pocket Guide to Writing in History.

These works will be supplemented by several short articles or primary sources that either are
available on reserve at the college library or available through on-line databases.
Requirements and Evaluation:

10%  In-class Work and Participation

10%  Presentation of A Prominent Historian with Curriculum Vitae

Each student will give one 7-10 minute presentation of a prominent historian, what includes a brief biography, discussion of his or her major historiographic contribution(s), and a brief passage of one of his or her works. Each presenter will create curriculum vitae, or a professional resume, of the scholar for distribution to the class.

21%  Reading Journal

Each student will write a one to two-page critical response to each set of historiographic readings and related example articles. Although these responses will be collected only at three times during the semester, students are expected to maintain their journal entries current with the course schedule.

24%  Homework Assignments

This consists of six exercises that emphasize historical research and writing skills that are due on assigned dates throughout the semester. Please note assignments #4 and #6 are worth half this grade.

35%  Final Historiographic Presentation, Paper, and Related Components

The course culminates with individual student presentations (ten to fifteen minutes) of their historiographic research on a self-selected topic (7%). In conjunction, each student will submit an 8 to 10-page paper that reviews the evolution of his or her topic in the works of several historical scholars (20%). Student research for this project will progress through the following submissions: 1) a two-page topic proposal (3%); 2) a twelve-item annotated bibliography (5%); and 3) a three-page draft (ungraded).

Attendance Policy: Attendance is the responsibility of the individual student. However, success in the course will be closely linked to comprehension of the lecture material, in addition to the assigned readings. If a student plans to arrive more than five minutes late to class, he or she might consider making other arrangements or inform the instructor in advance and arrive in a non-disruptive manner.

Also, as a courtesy, please set all personal communication devices to silent mode.

Submission Formats and Late Policy - All submissions should be typewritten, with one-inch margins on all sides. The bibliographies should be single-spaced. All other submissions should be double spaced. All papers should follow Chicago-style documentation with footnotes. See http://www.dianahacker.com/resdoc/history/bibliography.html. The font should be between 11 and 12 points. The student’s name, course number, assignment number, and submission date should be typed in the upper left corner of the first page. After this header, one blank line should appear before the assignment title, which should be centered between the left and right margins. This title should be followed by one blank line before beginning the assignment. A hard copy of all submissions is required and electronic versions will be accepted only with prior approval by Professor Morrison.

Submission of components of the final paper should be made with two copies, except where noted. All papers are due at the beginning of class on their due dates. 10 points will be deducted from the paper’s grade if it is submitted more than ten minutes after the start of class and this deduction will be repeated for each consecutive late day after the assigned due date.
College Policies

A. Students with any physical, psychological, medical, or learning disability should privately contact me and Laurie Roth, Director of the Learning Center, to arrange the appropriate accommodation for full participation in the course. Ms. Roth can be reached at 610-861-1510 or by email, melmr01@moravian.edu. Please make these arrangements within the first few weeks of the course.

B. Moravian College expects its students and faculty to maintain a high level of academic honesty. Questions of academic honesty and plagiarism are addressed in the Student Handbook under the Academic Standards section. Professor Morrison will penalize any deviation from these standards in accordance with the policies outlined there.

Weekly Reading and Assignments Schedule

Week 1 - Setting the Scene
Jan. 11 - Introduction - Why History?
Jan. 13 - Rashomon and Discussion
Readings - Writing History (hereafter WH), Preface xi-xiv.
Rampolla chapter 1

Homework Assignment #1 Due - review a few on-line comments about the movie. Bring to class printouts of two that you find most thought provoking. Write and submit a brief indication of what interested you about the reviews, in relation to memory, history, and storytelling. (1 ½ pages).

Week 2 -
Jan. 18 - Workshop on Reading in History
Reading - Rampolla chapter 2 through 2b-3 and section 3a and an example student historiographic work (handout).
Also bring to class - a textbook, a scholarly article, and monograph that you read in an earlier history course.

Jan. 20 - Historiography Overview
Readings - Encyclopedia Britannica Entry “Historiography”
http://search.eb.com/eb/article?tocId=58848 (accessible only on campus)
Ancient Histories - Herodotus, Thucydides, Polybius
http://classics.mit.edu/Herodotus/history.html, especially Book Two

http://classics.mit.edu/Thucydides/pelopwar.html, especially Book One

Come to class prepared to compare and contrast the stylist differences of Herodotus and Thucydides

Week 3 -
Jan. 25 - Review of argumentation and logic basics, and discussion of effective oral presentations
review sections 1-10 and 15
Jan. 27 - The Enlightenment I - Student Presentations 1
The Rise of Modern History in the Late 18th and Early 19th Centuries
Reading - WH - Chapter 1
Finish the logic discussion
Homework assignment #2 - Bring in printout of your responses to

Week 4
Feb. 1 - Initiating the Writing Process
Paper Proposal Due (submit two copies) (5% of course grade)
Readings - (Both on library reserve) sugar production set

Feb. 3 - The Enlightenment II, Student presentations 2
Homework assignment #3 - write two brief passages, one narrative and the other descriptive, that
support an argument related to the English relationship with sugar.
Readings - Edward Gibbon, Decline and Fall, chapters 2, 5, 16
http://www.ccel.org/g/gibbon/decline/volume1/index.htm
Hegel on history, especially “Original History” and “Reflective History.”
http://www.marxists.org/reference/archive/hegel/works/hi/history0.htm (Copy the link into your web browser)

Week 5 -
Reading Journal Submission #1
Feb. 8 - Review of Basic Research Skills I - Class Meets in the Library
Finding and Documenting Secondary Sources
Reading - Rampolla, sections 3b, 3c, 5b, and 5c

Feb. 10 - Nineteenth-century German Influences and the Professionalization of History
Student Presentation 3
Readings - WH - chapters 2 and 3
von Ranke on Pope Paul IV
http://www.umass.edu/wsp/methodology/gallery/ranke/paul.html
Henry Adams, “The Tendency of History”
letter as president of American Historical Association (1894)
http://www.historians.org/info/AHA_History/hbadams.htm
Week 6 -
Feb. 15 - The Writing Process Continued
Important Mechanics in Historical Writing
**Readings** Rampolla, 3d, chapters 4, and 5

**Homework Assignment #4** - For the topics of 1) the history of sugar production before 1930 in any country other than the United States and 2) your research area, find the following:
   - a) One article that is in our library collection in a hard (paper) copy;
   - b) One article that is available through our library's databases in a digital full-text version;
   - c) One article that is NOT available in our library or through the digital full-text databases;
   - d) One book that is in our library's collection;
   - e) One book that is not in our library's collection;
   - f) One hard (paper) copy book review.
Submit the database records of these works, copies of the first page of the works in our collection, and a bibliography of all.*

Feb. 17 - Marxist History  
Student presentations 4
**Readings** *WH* - chapter 4
http://links.jstor.org/sici?sici=0003-0554%28193402%2928%3A1%3C11%3ATHATTN%3E2.0.CO%3B2-R

http://links.jstor.org/sici?sici=0013-0117%281952%292%3A5%3C1%3AEFASSM%3E2.0.CO%3B2-E

Week 7 -
Feb. 22 - Review of the Research Process II - **Class in Library**
Finding Primary Sources
**Homework assignment #5** - Use any of the sources in the sugar set and your related secondary sources to construct a thesis and begin to argue it in a 2-3 page essay.

Feb. 24 - Preparing Book Reviews and Annotated Bibliographies
**Readings** -
http://www.lavc.cc.ca.us/Library/bookreview.htm on book reviews and
http://www.library.cornell.edu/okuref/research/skill28.htm on annotated bibliographies.

Week 8 -
Mar. 1 - Archival Research
Visit to Moravian Archives
**Homework assignment #6** - 1) For the topics of a) life on a plantation during the nineteenth
century in any country other than the United States and b) your research area, find memoir, diary, autobiography, or document collection. 2) Also use the Reader's Guide to Periodical Literature, or the Index to the New York Times, to search for any one of the following:
* Any article in the New York Times from 1962 on the Cuban Missile Crisis
* Any article from the New York Times from 1948 on the Berlin crisis
* Any newspaper article on the economic climate in the United States in November 1929
3) Find any online primary source related to the Spanish Civil War. 4) Find a primary reference on the Bethlehem Moravians in the first half of the nineteenth century.
Submit copies of the first page of these sources and a bibliography of all.*

Mar. 3 - Annales School  Student presentations 5

Reading Journal Submission #2

Readings WH - chapters 5 and 6

http://links.jstor.org/sici?sici=0043-5597%28196104%293%3A18%3A2%3C236%3ANEPA%3E2.0.CO%3BB2-2

Spring Break  March 5 -13

Week 9
Mar. 15 - Beyond the Degree - The Future for History Majors
Readings Our History Department’s brief discussion
http://home.moravian.edu/public/hist/graduate.htm

Peter Stearns, “Why Study History?”
http://www.historians.org/pubs/Free/WhyStudyHistory.htm

American Historical Association review of career tracks of history majors
http://www.historians.org/pubs/Free/careers/Index.htm

Mar. 17 - American Neo-Conservatism  Student presentations 6
http://links.jstor.org/sici?sici=0022-094%28197810%293%4A%3C635%3ACITU%3E2.0.CO%3BB2-B

http://links.jstor.org/sici?sici=0022-0507%28194312%293%3C66%3ALTIP1%3E2.0.CO%3BB2-8
Week 10
Mar. 22 - More on Appropriate Citation and Avoiding Plagarism
http://links.jstor.org/sici?sici=0018-2656%28199412%2933%3A4%3C53%3ATFFD%3E2.0.CO %3B2-9
**Bring to class** - Sugar documents

Mar. 24 - Poststructuralism Student presentations 7
**Readings** *WH* - chapter 7
Stable URL:
http://links.jstor.org/sici?sici=0002-8762%28199812%29103%3A5%3C1517%3A%22LAEFR%3E 2.0.CO%3B2-F

**Annotated Bibliography** due (submit two copies)

Week 11
Mar. 29 - Statistical analysis in history - **class will meet in a computer lab**
http://historymatters.gmu.edu/mse/numbers/ (Follow all 12 web pages by clicking the red arrow on the bottom of each page)

Mar. 31 - New Social History Student presentations 8
**Readings** *WH* - chapter 11
**Reading Journal Submission #3**

Week 12 -
Apr. 5 - Refining your draft
**Reading** - Marius and Page, chapters 6 and 7 (on library reserve)

Apr. 7 - Feminist History/Gender History, Student presentations 9
**Readings** *WH* - chapter 14 and **TBA**
Website on using non-sexist language
http://owl.english.purdue.edu/handouts/general/gl_nonsex.html

Week 13
Apr. 12 - Historians’ Role Play and Essay Peer-Review.
Come to class in the role of one of the historians of someone else’s earlier presentation. Be prepared to discuss how your work is valued today and how it fits with other historiographic schools.
**Partial Paper Draft Due** - Bring to class three copies of the first three pages of your final essay, which incorporates ALL correct technical elements of style (spacing, margins, headers, notes, etc).
Apr. 14 - History of Race and The Methods of Oral history  Student presentations 10
Readings WH - chapter 15 and TBA

Week 14 -
Apr. 19- Historiographic Presentations
Apr. 21- Historiographic Presentations and Final Paper Due

Week 15 -
Apr. 26 - Historiographic Presentations
Apr. 28 - Historiographic Presentations

The instructor reserves the right to modify this syllabus with appropriate notification in class.

*These assignments are adapted from Michael Hickey at Bloomsburg University