HIST 401: Historiography and Philosophy of History  
Messiah College  

Fall 2008  
instructor: Prof. J. LaGrand  
Tues. & Thurs.  
10:30-11:45 a.m.  
Frey 156  
office: Boyer 264  
telephone: ext. 7381  
email: JLaGrand@messiah.edu  

“Life must be lived forwards, but it can only be understood backwards.”  
-- Soren Kierkegaard  

“Writing is not superficial to the intellectual life but central to it;  
writing is one of the most disciplined ways of making meaning and one  
of the most effective methods we can use to monitor our own thinking.”  
-- Donald M. Murray  

DESCRIPTION AND OBJECTIVES:  
In this course, we will study the meaning and interpretation of history, paying special  
attention to movements of historical thought and the historians who influenced those  
movements. In addition to studying the schools of historical thought, we will also  
consider both the disciplinary skills of the historian as well as the career paths open to  
history majors. Finally, we will explore the integration of the discipline of history  
with the Christian faith. This is a seminar course—not primarily a information  
dispensing course reliant solely on lectures, nor exclusively a skills acquisition  
course. As such, it will be most successful if you regularly assimilate, assess, and  
respond to the material we read together. Finally, this course is the writing-intensive  
course for the history major. This means that we will focus considerably on historical  
writing, and also that will write first drafts of two essays and take into consideration  
evaluations of them in the writing of final drafts.  

With all other History courses taught at Messiah College, HIST 401 fulfills the  
following four objectives:  
1) Historical Knowledge: Students have a better historical understanding of political,  
social, cultural, economic, and religious practices and structures.  
2) Historical Methods: Students demonstrate an understanding of historical causation, an  
ability to conduct basic historical analysis of primary and secondary sources, and an  
ability to communicate that analysis in effective written and oral communication.  
3) Historical Interpretation: Students use texts and other cultural resources to make sense  
of the past, understand ways in which the past influences the present, and consider  
how the present influences our study of the past.  
4) Historical Convictions: Students become more thoughtful, curious, and empathetic  
due to their evaluation of the historical complexity of human identities, cultures, and  
societies from the perspective of Christian faith.
REQUIRED READINGS--BOOKS FOR PURCHASE IN BOOKSTORE:

READINGS--ON RESERVE:

REQUIRED READINGS--PRIMARY SOURCES AVAILABLE ONLINE:
Homer, *Iliad* (ca. 720 B.C.), pp. 1-5
  http://classics.mit.edu/Homer/iliad.1.i.html
Hebrew Scriptures: Psalm 78, 105, 106, 136 (ca. 1000-400 B.C.)
Herodotus (ca. 484-424 B.C.), *The Histories* (ca. 440 B.C.), pp. 1-6
  http://classics.mit.edu/Herodotus/history.1.i.html
Thucydides (ca. 460-400 B.C.), *The History of the Peloponnesian War* (ca. 431 B.C.), pp. 1-8
  http://classics.mit.edu/Thucydides/pelopwar.1.first.html
Livy (ca. 59 B.C. - A.D. 12), *History of Rome* [excerpt]
  http://www.perseus.tufts.edu/cgi-bin/ptext?doc=Perseus%3Atext%3A1999.02.0026&query=head%3D%231
  http://classics.mit.edu/Tacitus/annals.1.i.html
Eusebius (A.D. 260-340), *Ecclesiastical History* [excerpt]
  http://www.ccel.org/ccel/schaff/npnf201.iii.vi.i.html
  http://www.ccel.org/ccel/schaff/npnf201.iii.vi.ii.html
Augustine (A.D. 354-430), *City of God* [excerpt]
  http://www.fordham.edu/halsall/source/aug-city2.html
Niccolo Machiavelli (1469-1527), *History of Florence* [excerpt]
  http://www.fordham.edu/halsall/source/machiavelliHistfloLorenzo.html
Giambattista Vico (1668-1744), *New Science* (1725) [excerpt]
  http://www.historyguide.org/intellect/new_science.html
Marquis de Condorcet (1743-1794), *On the Future Progress of the Human Mind* [excerpt]
  http://www.fordham.edu/halsall/mod/condorcet-progress.html
Leopold von Ranke (1795-1886), *The Secret of World History* [excerpt]
Auguste Comte, *Course of Positive Philosophy* (1830-1842) [excerpt]
  http://www.historyguide.org/intellect/comte_cpp.html
Karl Marx & Frederick Engels, *Communist Manifesto* (1848) [excerpt]
  http://www.yale.edu/lawweb/avalon/treatise/communist_manifesto/manone.htm
Eduard Bernstein, *Evolutionary Socialism* (1899) [excerpt]
  http://www.fordham.edu/halsall/mod/bernstein-revsoc.html
REQUIRED READINGS--ESSAYS AVAILABLE ONLINE:
Stearns, Peter N. “Why Study History?”
http://www.historians.org/pubs/Free/WhyStudyHistory.htm
“Liberal Learning and the History Major”
http://www.historians.org/pubs/Free/LiberalLearning.htm
“Careers for History Majors”
http://www.historians.org/pubs/Free/careers/Index.htm
Latourette, Kenneth Scott. “The Christian Understanding of History” (1949) available online through Jstor
McClay, Wilfred M. “Clio’s Makeshift Laboratory” (2001)
http://www.firstthings.com/article.php3?id_article=2156
http://www.firstthings.com/article.php3?id_article=1975
http://www.firstthings.com/article.php3?id_article=457

REQUIRED READINGS--ESSAYS TO BE HANDED OUT IN CLASS:
LaGrand, James B. “The Problems of Preaching in History” (unpublished ms.)
Noll, Mark. “Traditional Christianity and the Possibility of Historical Knowledge” (1990)

REQUIREMENTS:
complete all required readings listed above
participate regularly in class discussions
help lead class discussion on a particular historiographical era
write an autobiography of a historian (yourself) (3-5 pages)
write a historiographical essay (8-12 pages)
write a peer review of a colleague’s first draft of historiographical essay
write a philosophy of history essay (6-8 pages)
write a final exam
STANDARD OF EVALUATION:
The final grade for the course will be derived as follows:

- participation 20%
- historiographical essay 25%
- autobiography of a historian 10%
- philosophy of history essay 20%
- final exam 25%

HISTORIOGRAPHICAL ESSAY:
A historiographical essay assesses the state of scholarship on a given subject. In writing this type of essay, you play the role of the historian studying the work of other historians (rather than studying primary source material). Here, you will not assess historical scholarship by assessing works individually, but rather flesh out historiographical organizing principles in these works. Your historiographical essay should take as its subject 3-5 significant recent historical monographs on a similar theme, issue, era, or question. The essay itself should be 8-12 double-spaced pages. A significant and ambitious essay such as this requires significant time to read, think, and write. The following deadlines will help ensure that the finished product is of high quality.

- Tues., Sept. 23: topic for essay due via email
- Tues., Oct. 7: tentative title of essay and list of monographs to be read due via email
- Tues., Oct. 28: first draft of essay due in class - 2 copies
- Tues., Nov. 4: peer assessment due via email - 2 copies
- Thurs., Nov. 20: final draft of essay due in History Department secretary’s office by 4:00 p.m.

PEER REVIEWS:
Each student will read a colleague’s first draft of the historiographical essay, mark up the essay, and write a one-page response for the author to consider in revising the essay. The response should contain both encouragements for the laudatory work (in research, logic, and prose) and recommendations for perceived weaknesses in the essay.

AUTOBIOGRAPHY OF A HISTORIAN:
This essay will sum up your experiences as a history major at Messiah College, and briefly address your expectations about the place of history in your post-graduate future. It should be 3-5 double-spaced pages.

PHILOSOPHY OF HISTORY ESSAY:
This essay will be your personal philosophical statement about your understanding of history and its significance. It should be 6-8 double-spaced pages, and must be accompanied by documentation that you visited the writing center to have your first draft assessed. Your philosophy of history essay should focus on the questions of how you integrate the discipline of history with your faith commitments and what ethics you employ when you approach the past and people of the past.
NOTE ON ACADEMIC RESPONSIBILITY:
Academic dishonesty of any kind (including cheating and plagiarism) violates the community standards of Messiah College, as well as those of the larger community of scholars into which you enter through this course. The Messiah College Student Handbook defines plagiarism as “submitting as one’s own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including online sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another’s work as your own.” Violations will be punished appropriately. However, please do not hesitate to talk to the instructor if you have questions about how to use or cite outside sources or about any other matter of academic practice.

NOTE ON DISABILITIES:
Any student whose disability falls within Americans with Disabilities Act guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services (Hoffman 102). If you have questions, call extension 5358.
SCHEDULE

[NOTE: ALL DETAILS SUBJECT TO CHANGE]

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues., Sept. 2</td>
<td>Introduction</td>
<td>--</td>
</tr>
<tr>
<td>Thurs., Sept. 4</td>
<td>The Origins of Historiography &amp; Historical Consciousness</td>
<td>Homer, Iliad, pp. 1-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psalms 78, 105, 106, 136</td>
</tr>
<tr>
<td>Tues., Sept. 9</td>
<td>Greek Historiography (discussion led by group #1)</td>
<td>Herodotus, The Histories, pp. 1-6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thucydides, The History of the Peloponnesian War, pp. 1-8</td>
</tr>
<tr>
<td>Thurs., Sept. 11</td>
<td>Roman Historiography (discussion led by group #2)</td>
<td>Livy, History of Rome [excerpt]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tacitus, The Annals, pp. 1-5</td>
</tr>
<tr>
<td>Tues., Sept. 16</td>
<td>Early Christian &amp; Medieval Historiography (discussion led by group #3)</td>
<td>Eusebius, Ecclesiastical History, pp. 1-6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Augustine, City of God [excerpt]</td>
</tr>
<tr>
<td>Thurs., Sept. 18</td>
<td>No class meeting; reading day</td>
<td></td>
</tr>
<tr>
<td>Tues., Sept. 23</td>
<td>Seminar Day: What Is a Historiographical Essay?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>topic for historiographical essay DUE via email</td>
<td></td>
</tr>
<tr>
<td>Thurs., Sept. 25</td>
<td>15th-18th Century Historiography (discussion led by group #4)</td>
<td>Niccolo Machiavelli, History of Florence [excerpt]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Giambattista Vico, New Science [excerpt]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marquis de Condorcet, On the Future ... [excerpt]</td>
</tr>
<tr>
<td>Tues., Sept. 30</td>
<td>19th-Century Historiography I (discussion led by group #5)</td>
<td>Leopold von Ranke, Histories [excerpt]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Auguste Comte, Course of Positive Philosophy [excerpt]</td>
</tr>
<tr>
<td>Thurs., Oct. 2</td>
<td>19th-Century Historiography II (discussion led by group #6)</td>
<td>Karl Marx &amp; Frederick Engels, Communist Manifesto [excerpt]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eduard Bernstein, Evolutionary Socialism [excerpt]</td>
</tr>
<tr>
<td>Tues., Oct. 7</td>
<td>Seminar Day: Processing the Evidence and Drafting the Historiographical Essay</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tentative title of essay and list of monographs to be read DUE via email</td>
<td></td>
</tr>
<tr>
<td>Thurs., Oct. 9</td>
<td>No class meeting; Mid-Fall Recess</td>
<td></td>
</tr>
<tr>
<td>Tues., Oct. 14</td>
<td>20th-Century Historiography I</td>
<td>--</td>
</tr>
<tr>
<td>Thurs., Oct. 16</td>
<td>20th-Century Historiography II</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Careers for History Majors”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Liberal Learning and the History Major”</td>
</tr>
<tr>
<td>Thurs., Oct. 23</td>
<td>Historicism or Social Memory: History and Different Uses of the Past</td>
<td>Tosh, Pursuit, chs. 1-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tosh, Historians, part one, nos. 2-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wilson, chs. 1-3</td>
</tr>
</tbody>
</table>
Tues., Oct. 28  
**Seminar Day: Editing and Revising the Historiographical Essay**

*first draft of historiographical essay DUE in class - 2 copies*

*reading: --*

Thurs., Oct. 30  
**Varieties of Sources & Varieties of Historiography**

*reading: Tosh, *Pursuit*, chs. 4-5*

*Tosh, *Historians*, part two, nos. 7-12*

*Wilson, ch. 5*

Tues., Nov. 4  
**No class meeting; individual student conferences on historiographical essays this week**

**peer assessment of historiographical essay DUE via email**

(to author and instructor)

Thurs., Nov. 6  
**Hybrid History**

*reading: Tosh, *Pursuit*, chs. 8-9*

*Tosh, *Historians*, part five, nos. 26-32*

*Wilson, ch. 4*

Tues., Nov. 11  
**Culture, Race, Class, and Gender: New Categories of Historical Analysis**

*reading: Tosh, *Pursuit*, chs. 10-11*

*Tosh, *Historians*, part three, nos. 13-19*

*Wilson, ch. 6*

Thurs., Nov. 13  
**Postmodern Views of the Past**

*reading: Tosh, *Pursuit*, chs. 6-7*

*Tosh, *Historians*, part six, nos. 33-38*

*Wilson, chs. 7-8*

Tues., Nov. 18  
**Postmodern Views of the Past (cont.)**

*reading: --*

**Thurs., Nov. 20**

**No class meeting; reading recess**

**final draft of historiographical essay DUE**

in History Department secretary’s office by 4:00 p.m.

Tues., Nov. 25  
**The Christian Historian & Christian Perspectives on the Past**

*reading: Dawson, “The Christian View of History”*

*Latourette, “The Christian Understanding of History”*

**Thurs., Nov. 27**

**No class meeting; Thanksgiving Recess**

Tues., Dec. 2  
**The Christian Historian & Christian Perspectives on the Past (cont.)**

**autobiography of a historian DUE in class**

*reading: McClay, “Clio’s Makeshift Laboratory”*


*McClay, “Tradition, History, and Sequoias”*

*LaGrand, “The Problems of Preaching in History”*

Thurs., Dec. 4  
**The Christian Historian & Christian Perspectives on the Past (cont.)**

*reading: Marsden, “Christian Advocacy”*

*Noll, “Traditional Christianity”*

Tues., Dec. 9  
**The Christian Historian & Christian Perspectives on the Past (cont.)**

*reading: Marsden, “What Difference”*

*Mullen, “Between Romance and True History”*

*McKenzie, “The Christian Understanding of History”*

Thurs., Dec. 11  
**Wrap-up to Course; Review for Exam; Course Evaluations**

**philosophy of history essay DUE in class**

*reading: --*

Wed., Dec. 17  
**EXAM**

10:30 a.m. - 12:30 p.m.