

HIST 401: Historiography and Philosophy of History Messiah College

Fall 2008
Tues. & Thurs.
10:30-11:45 a.m.
Frey 156

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office hours: Mon., 10:00-10:50;
Tues., 2:45-3:35;
Wed., 10:00-10:50 in Larsen; & by apt.

“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:

Tosh, John. *The Pursuit of History*. Longman, 2006 (4th ed). ISBN 1405823518.
 Tosh, John, ed. *Historians on History*. Longman, 2000. ISBN 0582357950.
 Wilson, Norman J. *History in Crisis?: Recent Directions in Historiography*. Prentice Hall, 2004 (2d ed). ISBN 0131835521.

READINGS--ON RESERVE:

Breisach, Ernst. *Historiography: Ancient, Medieval & Modern*. Chicago, 1994.
 Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. Bedford, 2001 (3d ed).

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. 431B.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>

Tacitus (ca. A.D. 56-117), *The Annals* (A.D. 109), pp. 1-5

<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/machiavelli-histflo-lorenzo.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]

http://germanhistorydocs.ghi-dc.org/pdf/eng/13_SE_Ranke%20English.pdf

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

McClay, Wilfred M. "The Continuing Irony of American History" (2002)

http://www.firstthings.com/article.php3?id_article=1975

McClay, Wilfred M. "Tradition, History, and Sequoias" (2003)

http://www.firstthings.com/article.php3?id_article=457

McKenzie, Robert Tracy. "Christian Faith and the Study of History: A View from the
Classroom" (1999) <http://www.leaderu.com/aip/docs/mckenzie.html>

REQUIRED READINGS--ESSAYS TO BE HANDED OUT IN CLASS:

Dawson, Christopher. "The Christian View of History" (1951) in McIntire, ed., *God, History, and Historians* (Oxford University Press)

LaGrand, James B. "The Problems of Preaching in History" (unpublished ms.)

Marsden, George. "Christian Advocacy and the Rules of the Academic Game," in Kuklick and Hart, eds., *Religious Advocacy and American History* (Eerdmans, 1997).

Noll, Mark. "Traditional Christianity and the Possibility of Historical Knowledge" (1990)

Marsden, George. "What Difference Might Christian Perspectives Make?" in Wells, ed., *History and the Christian Historian* (Eerdmans, 1998).

Mullen, Shirley. "Between Romance and True History: Historical Narrative and Truth Telling in a Postmodern Age," in Wells, ed., *History and the Christian Historian* (Eerdmans, 1998).

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]

Tues., Sept. 2	Introduction reading: --
Thurs., Sept. 4	The Origins of Historiography & Historical Consciousness reading: Homer, <i>Iliad</i> , pp. 1-5 Psalms 78, 105, 106, 136
Tues., Sept. 9	Greek Historiography (discussion led by group #1) reading: Herodotus, <i>The Histories</i> , pp. 1-6 Thucydides, <i>The History of the Peloponnesian War</i> , pp. 1-8
Thurs., Sept. 11	Roman Historiography (discussion led by group #2) reading: Livy, <i>History of Rome</i> [excerpt] Tacitus, <i>The Annals</i> , pp. 1-5
Tues., Sept. 16	Early Christian & Medieval Historiography (discussion led by group #3) reading: Eusebius, <i>Ecclesiastical History</i> , pp. 1-6 Augustine, <i>City of God</i> [excerpt]
<i>Thurs., Sept. 18</i>	<i>No class meeting; reading day</i>
Tues., Sept. 23	Seminar Day: What Is a Historiographical Essay? topic for historiographical essay DUE via email reading: Rampolla, pp. v-38, 119-134
Thurs., Sept. 25	15th-18th Century Historiography (discussion led by group #4) reading: Niccolo Machiavelli, <i>History of Florence</i> [excerpt] Giambattista Vico, <i>New Science</i> [excerpt] Marquis de Condorcet, <i>On the Future . . .</i> [excerpt]
Tues., Sept. 30	19th-Century Historiography I (discussion led by group #5) reading: Leopold von Ranke, <i>Histories</i> [excerpt] Auguste Comte, <i>Course of Positive Philosophy</i> [excerpt]
Thurs., Oct. 2	19th-Century Historiography II (discussion led by group #6) reading: Karl Marx & Frederick Engels, <i>Communist Manifesto</i> [excerpt] Eduard Bernstein, <i>Evolutionary Socialism</i> [excerpt]
Tues., Oct. 7	Seminar Day: Processing the Evidence and Drafting the Historiographical Essay tentative title of essay and list of monographs to be read DUE via email reading: Rampolla, pp. 39-118
<i>Thurs., Oct. 9</i>	<i>No class meeting; Mid-Fall Recess</i>
Tues., Oct. 14	20th-Century Historiography I reading: --
Thurs., Oct. 16	20th-Century Historiography II reading: --
Tues., Oct. 21	The History Major and the Marketplace: The Role of the Past in Your Future reading: Stearns, "Why Study History?" "Careers for History Majors" "Liberal Learning and the History Major"
Thurs., Oct. 23	Historicism or Social Memory: History and Different Uses of the Past reading: Tosh, <i>Pursuit</i> , chs. 1-2 Tosh, <i>Historians</i> , part one, nos. 2-4 Wilson, chs. 1-3

- 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, "The Continuing Irony of American History"](#)
[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.