



HIST*6000

Historiography

Fall 2025

Section(s): C01

Department of History/

Tri-University Graduate Program in History

Credit: 0.5

University of Guelph Land Acknowledgement

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the **Dish with One Spoon Covenant** to this land and offer respect to our Anishinaabe, Wendat, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

1 Course Details

1.1 Calendar Description

This course introduces students to some of the essential components of the historical process. It also assesses history as a cognitive discipline in contemporary society. While the scope of the course may extend from ancient times to the present, emphasis on the historiography of particular periods may vary according to instructor expertise and student research needs.

Restrictions: Instructor consent required.

1.2 Course Description

In Fall 2025, this course will engage some of the essential components of the historical process. It will also assess history as a cognitive discipline in contemporary society, and specifically History's role in addressing the present crises. This Fall we will carry out two fields of activity: first, a historical and trans-cultural examination of the role of History in different historical and spatial contexts; and second, an analysis of the evolution of modern and contemporary historical research, debate and controversy. The second part of our course should allow students to build their own approaches to their MA projects (MRP, thesis or coursework), by connecting the historiographical debates of our time to their own projects.

1.3 Timetable

HIST*6000 Fall 25 is an in-person class. [REDACTED]
[REDACTED] Classes beginning with an orientation and introductory discussion. Classes will not, normally, be recorded.

1.4 Final Exam

HIST*6000 Fall 2025 does not have a final exam.

2 Instructional Support

2.1 Instructional Support Team

[REDACTED]

3 Learning Resources

3.1 Required Resources

Kramer, Lloyd and Sarah Maza, editors. A Companion to Western Historical Thought. Malden, Mass.: Blackwell Publishers, 2002. (Textbook)

Widely available in used form or as interlibrary loan; E-Book version available from Wiley for \$US 69.95.

<https://www.wiley-com.subzero.lib.uoguelph.ca/en-us/A+Companion+to+Western+Historical+Thought-p-9781405149617>

How the Past was Used: Historical cultures, c. 750-2000 Peter Lambert and Bjorn Weiler Print publication date: 2017 Print ISBN-13: 9780197266120 (Readings)

Available as E-Book in University of Guelph Library

3.2 Additional Resources

Readings located in Course Reserve or in Journal database (Readings)

Where required, UG Library/ Instructor or Seminar Leader will provide pdfs of class readings for seminar activities.

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. be conversant in the trans-historical understanding of historiography as well as its contemporary academic and social roles.
2. Organize and deliver seminar leadership including development of reading list based on current

- scholarship, and a seminar question set which identifies important themes, arguments, controversies, etc.
3. research and write Masters-level research paper, involving library and archival skills (if required) and a high level of professional documentation and academic prose.
 4. assess current and projected opportunities for the Historian and for the Historical disciplines in today's society; understand the pressure and the opportunity for a more active role in contemporary society.
 5. demonstrate seminar skills including but not limited to constructive criticism, attentive listening, ability to develop and sustain arguments or positions.

5 Teaching and Learning Activities

5.1 Seminar

Week 0: 5 September

Topics: introductions and orientation; familiarization with course format.

Week 1: 12 September

Topics: Historiography in the Twenty-First Century: contemporary perspectives

References: <https://www.historyworkshop.org.uk/catching-the-activist-archivist-fever/>
<https://www.chronicle.com/article/beyond-the-end-of-history>

Stefan Berger, ed. *The Engaged Historian : Perspectives on the Intersections of Politics, Activism and the Historical Profession*. New York: Berghahn Books, 2019. Chapters 1 “Engagement” (Jörn Rüsen), Ch. 10 “Professional Historical Writing and Human Rights Engagement in the Twenty-First Century” (Nina Schneider) and Ch. 13 “Historians and/in the New Media” (Effi Gazzi)

Week 2: 19 September

Topics: Pre-modern Historiographical practices.

Companion to Western Historical Thought ed. Maza and Kramer. Introduction and Chapters 1 - 3 pp. 1-73. Historiography in the Classical Mediterranean World.

Knoppers, Gary N. "Greek Historiography and the Chronicler's History: A Reexamination." *Journal of Biblical literature* 122, no. 4 (2003): 627-650.

Selections from Bible; Herodotus; Thucydides.

Week 3: 26 September

Topics: Pre-modern Historiographical practice: early Islam; South Asia; China.

How the Past Was Used, ed. Lambert and Weiler :
Chapters 1, 5, 7 and 11.

Sizgorich, Thomas. "Do Prophets Come with a
Sword?" Conquest, Empire, and Historical Narrative in
the Early Islamic World. *The American Historical
Review*, Volume 112, Issue 4, October 2007, Pages
993-1015, [https://doi-
iorg.subzero.lib.uoguelph.ca/
10.1086/ahr.112.4.993](https://doi.org.subzero.lib.uoguelph.ca/10.1086/ahr.112.4.993)

Selection of Abbasid history-writing

Week 4: 3 October

Topics:

Pre-modern Historiographical practices: Monastic;
Islandic; Nationalistic?

How the Past Was Used, Ch. 3, 4.

Companion Ch. 4.

Select Sagas and Chronicle excerpts.

Week 5: 10 October

Topics:

Early modern Historiographical practices:
Renaissance; Reformation; Early Modern

Companion Ch. 5;

How the Past Was Used Ch. 6

Select Renaissance and Early modern
History including Machiavelli

Week 6: 17 October

Topics:

Enlightenment incl. non-Western

Enlightenment

Companion Ch. 6

Conrad, Sebastian. "Enlightenment in Global History: A
Historiographical Critique" in *The American Historical
Review* 117, no. 4 (2012) 999-1027. [https://doi-
org.subzero.lib.uoguelph.ca/10 .1093/ahr/
117.4.999](https://doi-org.subzero.lib.uoguelph.ca/10.1093/ahr/117.4.999)

Descartes, Rene. "Part I" in *Discourse on the
Method of Rightly Conducting the Reason, And
Seeking Truth in the Sciences* (1637) trans. John
Veitch
(2008). [https://www.gutenberg.org/
files/59/59-h/59-h.htm](https://www.gutenberg.org/files/59/59-h/59-h.htm).

Gallagher, Noelle. "The Beginnings of Enlightenment Historiography in Britain." in *A Companion to Enlightenment Historiography* : Bourgault, Sophie, and Robert Sparling eds. Leiden: Brill, 2013: 343-372.
<https://search-ebscohost-com.subzero.lib.uoguelph.ca/login.aspx?direct=true&db=e000xna&AN=6030live&scope=site> .

Statman, Alexander. "The First Global Turn: Chinese Contributions to Enlightenment World History" in *Journal of World History* 30, no. 3 (2019) 363-392.
https://link.gale.com/apps/doc/A601907144/AONE?u=guel77241&sid=bc_AONE&xid=bd668ffe

Voltaire . "History" in *The Encyclopedia of Diderot & d'Alembert Collaborative Translation Project* trans. Jeremy Caradonna. Ann Arbor: Michigan Publishing, University of Michigan Library, 2006. <https://quod.lib.umich.edu/cgi/t/text/text-idx?c=did;cc=did;rgn=main;view=text;idno=did2222.0000.088> . Originally published as "Histoire" *Encyclopedie ou Dictionnaire raisonne des sciences, des arts et des metiers* 8. (Paris, 1765) 220-225.

Week 7: 24 October

Topics:

Marx and Marxian approaches 1845-2022

Companion Ch. 8, 10.

Marx, Karl. "Part I: Feuerbach. Opposition of the Materialist and Idealist Outlook." In *The German Ideology* by Karl Marx and Friedrich Engels, 1845. <https://www.marxists.org/archive/marx/works/1845/german-ideology/ch01a.htm>.

Skinner, Quentin. "Meaning and Understanding in the History of Ideas: Part III-VI." In *Visions of Politics Volume 1*, 67-89, 2002. https://ocul-gue.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9953200471105154&context=L&vid=01OCUL_GUE:GUELPH&la=OCULDiscoveryNetwork&adaptor=Local%20Search%20Engine&tab=OCULquery=any,contains,Visions%20of%20Politics&mode=basic.

Week 8: 31 October

Topics:

Twentieth-century Historiography: Social History; Collective history; History of the common people.

Companion 11, 13, 19.

Select *Annales* History; select 1960s English social

history incl. E.P. Thompson *Making of the English Working Class*,

Week 9: 7 November

Topics:

Twentieth-century Historiography: Cultural and Linguistic Turns

Companion Chs 14, 16

Clifford Geertz *Interpretation of Cultures* , chs 1, 12, and 15.

Cook, James W. "The Kids Are All Right On the Turning' of Cultural History." *The American Historical Review* 117, no. 3 (2012): 746-771.

Select examples of contemporary "cultural history" approaches.

Week 10: 14 November

Topics:

Modern Historiography: New Participants : Gender; women's History; Black History, Post-Colonial History + Research Presentations Part I

Companion Chs 17, 18, 21

Joan Wallach Scott. 2018. *Gender and the Politics of History* . Gender and Culture . New York: Columbia University Press. <https://search-ebscohost-com.subzero.lib.uoguelph.ca/login.aspx?direct=true&db=e000xna&AN=167167liv&scope=site>.

Joan Wallach Scott. "Gender: Still a Useful Category of Analysis?" *Diogenes (English ed.)* 57, no. 1 (2010): 7-14.

Lorenzo Veracini, *Settler Colonialism. A Theoretical Overview*. London: Palgrave Macmillan, 2010.

Select historiography in Black History and contemporary revisionism eg. *1619 Project* <https://www.nytimes.com/column/1619-project?searchResultPosition=1>

Week 11: 21 November

Topics:

Historiography today: Historians and contemporary Canada + Research Presentations Part 2

Bliss, Michael. "Privatizing the Mind: The Sundering of Canadian history, the Sundering of Canada." *Journal of Canadian Studies* 26, no. 4 (1991): 5-17.

Clark, Anna . 'Teaching the nation's story: comparing public debates on and classroom perspectives on history education in Australia and Canada." *Journal of Curriculum Studies* 41, no. 6 (2009): 745-762

MacDonald, David B. "Canada's history wars: indigenous genocide and public memory in the United States, Australia, and Canada." *Journal of Genocide Research* 17, no. 4 (2015): 411-431.

Perry, Adele . "#IdleNoMore, Histories, and Historians ." *Active History*. February 26, 2013.
<http://activehistory.ca/2013/02/idlenomore-historians-as-allies>

6. Assessments

a. Assessment Details

Weekly presentation of readings and seminar leadership (15%)

Date: Week 2-11, In-person in classroom and Virtual Synchronous class in Microsoft Teams

Each class member will select one week/theme for seminar leadership. Weeks 2-11 (Fridays). Sign-up on Groups tab in Courselink begins Monday 9 September 8:00 a.m.

Seminar leadership involves:

- i. organizing the readings and providing discussion questions in advance (**by the Monday** before the Friday class). Such preparation may involve consultation with instructor.
- ii. Convening the class, introducing the agenda .
- iii. Moderating discussion, inviting widest possible participation while controlling for quality, insight, time-awareness and depth of discussion.

Historiographical essay: pre-Modern historiography (20%)

Date: Thursday 9 October 11:00 PM, Upload to Courselink

A 2000-word precis of a chosen historiographical culture or theme pertaining to **Premodern and/or non-Western traditions**, as discussed in seminars in the four weeks of semester. Precis will involve analysis of the assigned readings in a given theme or week, plus an **additional 3-4 sources** drawn from the thematic area.

Research Paper Proposal (5%)

Due: Thursday 6 November 11:00 PM, Upload to Courselink

The Research Proposal will consist of a **written plan and an annotated bibliography for the course's major assignment**. The Research Proposal may focus on the historiography of the historical topic or theme that you plan to work on as part of the Tri-University MA (major paper; thesis). Alternatively, the proposal could involve a deeper analysis of one or more themes covered in the course. Proposal should be 500 words as well as a preliminary bibliography of five or more sources with annotation (2-3 sentences indicating the significance of each source for your purposes).

Grade is Pass/Fail; Pass provides full (5) marks.

Research Presentation (10%)

_____ . The Research Presentation is a **short (6-8 minute) oral examination of your research area**, during which your fellow classmates offer feedback. Presentation is oral and can be supported by PowerPoint or other slides. Through peer assessment, you will be able to strengthen the final draft of the Research Paper which is due Monday 9 December.

Research Paper (40%)

Due: Mon, 8 December at 11:00 PM, Upload to Courselink
The Historiography Research Paper will **investigate a historiographical field/context for your Major Research Paper or Thesis**, or another Historiographical field related to your MA Research trajectory.

The paper will analyze the historical literature that makes up the preliminary bibliography of your MRP or Thesis and may include in its scope the relevant identified primary sources.

The paper should be 6000 words, or 20 pages, **exclusive of bibliography**. It will demonstrate **professional documentation (Chicago/Turabian “Traditional Humanities”)** and high level of academic prose.

Seminar Participation (10%)

Date: Weeks 1-11
Participation involves active presence in class, including contributions to questions and discussion. Participation assessment based on quality of participation as well as its frequency.

7. Course Statements

a. Guidance on use of Generative Artificial Intelligence

HIST*6000 F25 notes the **proliferation of AI tools in research and writing**. Students in HIST*6000 can defend their work by seeking out hard copy articles and books - which have not been digitized - and also and more importantly by developing their own distinctive thesis statements and larger arguments, which are less amenable to input by AI bots.

The following chart is provided by the **American Historical Association’s Ad Hoc Committee on Artificial Intelligence in History Education**, August 2025. It describes ways of employing AI while operating under academic guidelines:

Task	Could this be acceptable use?	Under what conditions?
Ask generative AI to identify or summarize key points in an article before you read it	Yes	Acceptable without explicit citation

Use an AI chatbot as a writing partner to help generate and develop ideas	Yes	Acceptable, may require explicit citation depending on circumstances
Ask generative AI to produce a starter bibliography	Yes	Acceptable without explicit citation only if each reference is checked and additional databases and sources are mined
Ask generative AI to produce a historical image for a paper or presentation	Yes	Image should be clearly marked as AI generated and with explicit discussion as to how the image was created. Images should not be shared beyond the classroom
Ask generative AI to fix the structure or formatting of your footnotes	Yes	Acceptable without explicit citation
Ask generative AI to write an essay or chapter. Submit that essay or chapter as your own work	No	Never acceptable
Write an essay/chapter: Ask AI to sharpen the language but not modify, add to, or replace the main points	Yes	Acceptable use without explicit citation only if changes suggested by AI are limited to grammar and syntax
Write an essay/chapter: Ask AI to add additional points	Yes	Acceptable with explicit citation only if fact-checked and adapted in your own words
Ask AI to summarize a book or article in your field. Use this as a starting point for critical engagement	Yes	Acceptable without explicit citation
Ask AI to summarize a book or article in your field. Reproduce that summary in your literature review without reading the book or article	No	Never acceptable, as there has been no engagement with the book or source itself
Use an AI generated summary of scholarship to critique another scholar's approach	No	Never acceptable, as AI frequently makes basic errors and there has been no engagement with the scholarship

Include a reference generated by AI in a footnote without checking the original	No	Never acceptable
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8. University Statements

a. Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

b. When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Graduate Calendar for information on regulations and procedures for Academic Consideration (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/grounds-academicconsideration/>).

c. Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/registration/>) dropping courses are available in the Graduate Calendar (<https://calendar.uoguelph.ca/graduate-calendar/generalregulations/registration/>).

d. Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments : you may be asked to resubmit work at any time.

e. Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Use of the SAS Exam Centre requires students to make a booking at least 10 business days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead

of time. For students at the Guelph campus, information can be found on the SAS website. (<https://www.uoguelph.ca/sas/>)

f. Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-misconduct/>) is outlined in the Graduate Calendar.

g. Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

h. Resources

The Academic Calendars (<http://www.uoguelph.ca/registrar/calendars/?index>) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs. When You Cannot Meet a Course Requirement When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with

your name, id#, and e-mail contact. See the Graduate Calendar for information on regulations and procedures for Academic Consideration (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/grounds-academicconsideration/>).

8.9 Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment) .

8.10 Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements. See the Academic calendar for information on regulations and procedures for Academic Accommodation of Religious Obligations (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-accommodation-religious-obligations/>)

8.11 Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness (<https://wellness.uoguelph.ca/>). If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator (<https://wellness.uoguelph.ca/navigators/>) who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources. (<https://wellness.uoguelph.ca/shine-this-year/>) The Student Wellness team are here to help and welcome the opportunity to connect with you
