

Course Specifications

Valid in the academic year 2013-2014

Introduction to World History (A000455)

Course size *(nominal values; actual values may depend on programme)*

Credits 3.0 **Study time** 90.0 h **Contact hrs** 30.0 h

Course offerings and teaching methods in academic year 2013-2014

A (semester 2) lecture 30.0 h

Lecturers in academic year 2013-2014

Vanhaute, Eric LW03 lecturer-in-charge

Offered in the following programmes in 2013-2014

	crdts	offering
Bachelor of Arts in History	3	A
Bachelor of Arts in Philosophy	3	A
Bachelor of Arts in Archaeology	3	A
Bachelor of Arts in Moral Sciences	3	A
Bachelor of Arts in African Languages and Cultures	3	A
Bachelor of Arts in Oriental Languages and Cultures (main subject Arabic and Islamic Studies)	3	A
Bachelor of Arts in Oriental Languages and Cultures (main subject India)	3	A
Bachelor of Arts in Oriental Languages and Cultures (main subject Japan)	3	A
Bachelor of Arts in Oriental Languages and Cultures (main subject Mesopotamia)	3	A
Bachelor of Arts in Oriental Languages and Cultures (main subject China (China Track))	3	A
Bachelor of Arts in Oriental Languages and Cultures (main subject China (UGent Track))	3	A
Bachelor of Arts in Oriental Languages and Cultures	3	A

Teaching languages

Dutch

Keywords

History, global processes, civilizations, networks, systems

Level

introductory

Position of the course

This basic course makes students acquainted with the global perspective within social and human sciences. This is a four step process:

- To provide students an understanding of the way the perspective of world history has been put into practice in the past
- To provide knowledge of the diverse ways in which world history can be structured
- To teach students about the most important debates in world history
- To teach students to reflect critically on the place of global society within historical and social science explanatory models.

Contents

The structure of the classes illustrates the aim of this course: an "introduction to" and

(Approved)

not a "summary of" world history. The chapters are constructed around the major questions in world history:

- A human world: how humankind developed from a threatened to the most successful species.
- A natural world: how nature helped shape human history.
- An agrarian world: how agricultural societies gave human history a new twist.
- A political world: how humankind got organized into increasingly more complex administrative systems.
- A divine world: how humankind developed new religious and cultural life orientation patterns.
- A divided world: how the paths of the "West" and the rest of the world separated over the last centuries.
- A global world: how the world became more global at the same time.
- A polarized world: how the world became and is marked by diverging patterns of wealth, poverty and inequality.

Initial competences

Outcomes secondary school

Final competences

- To understand the changing perceptions of and the diverging perspectives on world history.
- To be able to reflect critically on the role of the global perspective in their academic education in general and within their particular training.
- To have an insight into the why, how and what of world history.
- To show an understanding of the global dimension within the contemporary humane sciences.
- To understand the way in which different scales of time and space according to size, are linked to each other.
- To understand that problems of the humane sciences are often answered differently and ambiguously in a global context.
- To be aware of the fact that the used perspective (time, place, theme) is qualifying for the answers that are given.
- To be able to evaluate and question the perspective (Eurocentric vs global) in which answers are given.
- To be able to estimate the role of sliding scales of time, space and themes in a global perspective.
- To be able to estimate the way in which processes of interaction and diffusion have shaped and still shape the global society.
- To be able to relate historical processes on a global scale to movements on a smaller (national, regional) scale.
- To evaluate argumentations and reasonings within world history analyses.
- To be able to cope with a diversity of argumentations by analysing context and frames of reference of a world history analysis.
- To evaluate processes of change vs diversity.
- To contextualise universal presumptions and general statements.

Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Conditions for exam contract

Access to this course unit via an exam contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Teaching methods

Lecture

Extra information on the teaching methods

Lectures with presentations (available via Minerva)

Learning materials and price

Eric Vanhaute, *Wereldgeschiedenis. Een inleiding*, Academia Press, 2012 (second

edition). English edition: Eric Vanhaute, *World History. An Introduction*, Routledge, 2013.

Complementary: presentations (via Minerva)

Recommended: David Christian, *This Fleeting World. A short history of humanity* (Berkshire, 2008). *The Prentice Hall Atlas of World History* (2nd edition, Pearson-Prentice Hall, 2009). Cost: 30 EUR

References

J.H. Bentley, *Shapes of World History in Twentieth-Century Scholarship*, Washington, American Historical Association, 1995.

R. Dunn (ed.), *The New World History: A Teacher's Companion*, New York, Bedford-St. Martins, 2000.

M. Hughes-Warrington (ed.), *Palgrave Advances in World Histories*, Basingstoke - New York, Palgrave Macmillan, 2005.

P. Manning, *Navigating World History: Historians Create a Global Past*, New York: Palgrave Macmillan/St. Martin's Press, 2003.

P.N. Stearns, *Western Civilization in World History*, New York-London, Routledge, 2003.

Course content-related study coaching

- Specific questions can be asked during the lecturer's office hours.
- Minerva (with forum)
- Teaching assistant (A. Jocqué): Alexander.Jocque@UGent.be

Evaluation methods

end-of-term evaluation

Examination methods in case of periodic evaluation during the first examination period

Written examination with open questions

Examination methods in case of periodic evaluation during the second examination period

Written examination with open questions

Examination methods in case of permanent evaluation

Possibilities of retake in case of permanent evaluation

not applicable

Extra information on the examination methods

Assessment moment

Periodical (100%).

Assessment form

Evaluation based on lecture sessions and syllabus. Written exam with four/five open questions (questions on insight)

Calculation of the examination mark

100% periodical evaluation

Facilities for Working Students

Facilities:

- 1 Possible exemption from educational activities requiring student attendance
- 2 Possible rescheduling of the examination to a different time in the same academic year
- 3 Feedback can be given by email or during an appointment during office hours

Extra information:

For more information concerning flexible learning: contact the monitoring service of the faculty of Arts and philosophy