

Introduction to World History (A000455)

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

Credits 3.0

Study time 90 h

Course offerings and teaching methods in academic year 2025-2026

A (semester 2)

Dutch

Gent

lecture

Lecturers in academic year 2025-2026

Slotman, Dineke Riët

LW03

staff member

Van Vyve, Maïté

LW03

staff member

Ryckbosch, Wouter

lecturer-in-charge

Offered in the following programmes in 2025-2026

crdts

offering

[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 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\(main subject India\)](#)

3

A

[Bachelor of Arts in Oriental Languages and Cultures\(main subject Japan\)](#)

3

A

[Bachelor of Arts in African Languages and Cultures](#)

3

A

[Bachelor of Arts in Archaeology](#)

3

A

[Bachelor of Arts in History](#)

3

A

[Bachelor of Arts in Moral Sciences](#)

3

A

[Bachelor of Arts in Philosophy](#)

3

A

[Bachelor of Science in Communication Science](#)

3

A

[Bachelor of Science in Political Science](#)

3

A

[Bachelor of Science in Sociology](#)

3

A

[Master of Science in Teaching in Languages\(main subject African Languages and Cultures\)](#)

3

A

[Master of Science in Teaching in Arts and Humanities \(main subject Art History, Musicology and Theatre Studies\)](#)

3

A

[Master of Science in Teaching in Languages\(main subject East European Languages and Cultures\)](#)

3

A

[Master of Science in Teaching in Languages\(main subject Oriental Languages and Cultures\)](#)

3

A

[Linking Course Master of Arts in Gender and Diversity](#)

3

A

Teaching languages

Dutch

Keywords

History, global processes, civilizations, networks, systems

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 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

- 1 To have proficient knowledge of historical conceptual frameworks (also in another language than Dutch), and of the most important historical facts, and historical explanations.
- 2 To have a reference frame for various historical periods: the ancient Near East, classical antiquity, the Middle Ages, the early modern period, and modern and contemporary history.
- 3 To have the ability to critically reflect upon the role of global perspectives, the dynamics of processes, and patterns in historical situations.
- 4 To have the ability to contextualize historical research and one's own historical practice, and interpret these within a societal reference frame.
- 5 To have the ability to critically assess social issues and contemporary views and contextualize these historically.
- 6 To have the ability to interpret contemporary developments from a historical-comparative perspective.
- 7 To demonstrate cultural sensitivity, respect for diversity, and the ability to reflect on continuity and change from a long-term perspective.

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

Teaching methods

Lecture

Extra information on the teaching methods

Lectures with presentations, recordings (available via Ufora)

Study material

None

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.
- Ufora
- Teaching assistant, see Ufora

Assessment moments

end-of-term assessment

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

Written assessment with open-ended questions

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

Written assessment with open-ended questions

Examination methods in case of permanent assessment**Possibilities of retake in case of permanent assessment**

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

Addendum

AIGS