

## 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 2023-2024

A (semester 2)

Dutch

Gent

lecture

### Lecturers in academic year 2023-2024

Van Vyve, Maïté

LW03

staff member

Vanhaute, Eric

LW03

lecturer-in-charge

Caestecker, Frank

EB21

co-lecturer

### Offered in the following programmes in 2023-2024

	crdts	offering
<a href="#">Bachelor of Arts in Oriental Languages and Cultures(main subject Arabic and Islamic Studies)</a>	3	A
<a href="#">Bachelor of Arts in Oriental Languages and Cultures(main subject China (China Track))</a>	3	A
<a href="#">Bachelor of Arts in Oriental Languages and Cultures(main subject China (UGent Track))</a>	3	A
<a href="#">Bachelor of Arts in Oriental Languages and Cultures(main subject India)</a>	3	A
<a href="#">Bachelor of Arts in Oriental Languages and Cultures(main subject Japan)</a>	3	A
<a href="#">Bachelor of Arts in African Languages and Cultures</a>	3	A
<a href="#">Bachelor of Arts in Archaeology</a>	3	A
<a href="#">Bachelor of Arts in Art History, Musicology and Theatre Studies</a>	3	A
<a href="#">Bachelor of Arts in East European Languages and Cultures</a>	3	A
<a href="#">Bachelor of Arts in History</a>	3	A
<a href="#">Bachelor of Arts in Moral Sciences</a>	3	A
<a href="#">Bachelor of Arts in Philosophy</a>	3	A
<a href="#">Bachelor of Science in Political Science</a>	3	A
<a href="#">Bachelor of Science in Sociology</a>	3	A
<a href="#">Linking Course Master of Arts in Gender and Diversity</a>	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)

### Learning materials and price

Eric Vanhaute, *Wereldgeschiedenis. Een inleiding*, Academia Press, 2012 (tweede editie). Cost 25€.

- English version: Eric Vanhaute, *World History. An Introduction*, Routledge.

Complementary: presentations and course recordings (via Ufora)

### 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