

## Historical Practice II: World History and Global Studies (A005441)

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

**Credits** 5.0                      **Study time** 150 h

**Course offerings and teaching methods in academic year 2023-2024**

A (year)	Dutch	Gent	seminar lecture independent work
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**Lecturers in academic year 2023-2024**

De Coene, Pieter	LW03	staff member
Coghe, Samuël	LW03	lecturer-in-charge

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

	<b>crdts</b>	<b>offering</b>
<a href="#">Bachelor of Arts in History</a>	5	A
<a href="#">Linking Course Master of Arts in History</a>	5	A
<a href="#">Preparatory Course Master of Arts in History</a>	5	A

**Teaching languages**

Dutch

**Keywords**

Historical research in a transnational and global perspective; exercises based on historical sources and secondary literature; social, economic and environmental history, history of science and medicine, history of agriculture and nutrition, world and global history.

**Position of the course**

This course analyses socio-economic, ecological and scientific processes in Global History through the lens of changes in agriculture (production processes, gendered/racialized labour relations, ecological impact, scientific developments, trade in and consumption of agricultural commodities) taking place across the globe (and often in colonial contexts) between the 16th and 21st century. The course not only aims to introduce historiographical concepts and debates in global agricultural history, but also and most importantly to teach students research skills in the areas of colonial and global history in general. They will learn to

- (1) define their own research question;
- (2) choose appropriate research methods and strategies to answer that question;
- (3) search and select the literature and sources needed to do so; and
- (4) write a paper based on their own research.

**Contents**

The course runs over two semesters. In the first semester, students will be introduced to key themes and perspectives in the global history of agriculture (including animal husbandry) from the 16th to the 21st century. We will, among other things, analyse the global circulation of agricultural crops/livestock, knowledge and practices; different forms of agricultural production and (free/unfree, gendered) labour; the role of (colonial) states, international organizations and enterprises in agricultural development; the ecological impact of agricultural change; the transformation of agricultural produce into (globally/locally/regionally traded) commodities; and changing consumption patterns, including the health aspects of food. While students will learn

to see these processes from a global and longue durée perspective, particular attention will be paid to Central Africa under Belgian colonial rule as a place and period in which the global ramifications and local forms of many of these processes can be observed. Starting in November and running through the second semester, students will develop their own research paper on a particular course-related theme based on archival research. This will be done step by step, with appropriate supervision and guidance.

### **Initial competences**

Having successfully completed the course "Introduction to Historical Research" and a "Historical Practice I" class, or their equivalent.

### **Final competences**

- 1 To have insight into the methodology of history.
- 2 To have basic knowledge about the diversity of sources and academic literature (in various languages) used for historical research and the specific skills to read and interpret sources/academic literature.
- 3 To initiate problem-oriented historical research.
- 4 To put the results of historical research in the correct national and international historiographical context, and to assess and use these results.
- 5 To design a basic historical research strategy in the form of a roadmap.
- 6 To critically apply quantitative and qualitative research methods and techniques.
- 7 To indicate the most appropriate source types for solving a specific historical question.
- 8 To motivate the use of a heuristic method and bibliographical research on the basis of scientific criteria.
- 9 To interpret, report and evaluate the results of existing/one's own initial research or research design.
- 10 To understand the importance of academic integrity.
- 11 To critically reflect on the role of global processes and power dynamics in history.
- 12 To contextualize and interpret historical research (including one's own) within a social framework.
- 13 To report in writing, with an adequate critical apparatus (and also in another language than Dutch) on ongoing historiographical debates.
  
- 14 To orally communicate (also in another language than Dutch) on the results of historical research with both experts and non-experts.
- 15 To work on a project with colleagues.
- 16 To assess contemporary social problems and views in a critical way from a global historical perspective.
- 17 Reflect on continuity and change from a long-term perspective.
- 18 To display cultural sensitivity and respect for diversity.
- 19 To understand how historical academic research functions and is organised, which includes understanding how archives and heritage institutions work.
- 20 To have an investigative and lifelong learning attitude with a sense of historical criticism and creativity.

### **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**

This course unit cannot be taken via an exam contract

### **Teaching methods**

Lecture, seminar, independent work

### **Extra information on the teaching methods**

Changes in teaching methods can be rolled out if necessary, for instance due to a recrudescence of COVID19. More detailed information will be provided through UFORA.

### **Learning materials and price**

Relevant materials will be available for free in digital format on Ufora.

### **References**

### **Course content-related study coaching**

Support by means of course materials and documents available on Ufora. Regular

individual or group feedback during the different stages of this course.

**Evaluation methods**

continuous assessment

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

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

**Examination methods in case of permanent evaluation**

Participation, assignment

**Possibilities of retake in case of permanent evaluation**

not applicable

**Extra information on the examination methods**

Continuous assessment based on participation during class and feedback moments, interim assignments and a final paper.

**Calculation of the examination mark**

Continuous assessment: 30% of the final mark is allocated to participation and interim assignments; 70% is allocated to the final paper.

**Facilities for Working Students**

1. Class attendance is mandatory and will be included in the calculation of the final score
2. Lectures will not be recorded but sufficient online learning material will be provided
3. Possibility to receive feedback at another moment and/or via videocall.

Extra information:

Working students should contact the lecturer(s) and the monitoring service of the Faculty of Arts and Philosophy. For more information concerning flexible learning: <https://www.ugent.be/student/nl/administratie/flexibel-studeren>