

CLIOHWorld

The European History Network

Report



Education and Culture DG



Life Long Learning

Tuning

Educational Structures in Europe

Regional and Transnational History

Enhancing Learning
Teaching Assessment



Creating a New Historical Perspective: EU and the Wider World

CLIOHORLD

REPORT

IV

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Guidelines and Reference Points
for

Regional and Transnational History

Enhancing Learning Teaching Assessment



Education and Culture DG

Lifelong Learning Programme

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Preface to the second edition

We are pleased to present the *Report* of the CLIOHWORLD Working Group 5, on “Regional and Transnational History”. It contains an overview of the theme or specific Subject Area, including a discussion of the current state of affairs in European Higher Education Institutions, and – using the standard Tuning Template format – the *Guidelines and Reference Points* that the Group has elaborated and tested. The Template format includes a description of the thematic area (Part I), a discussion of the prospects and potential for employment that graduates are likely to find (Part II), and a list of specific key competences (Part III). These sections are followed and completed by the Cycle and course unit level descriptors (Part IV), and a substantial section on learning, teaching and assessment. This comprises the presentation of the special materials – including some very useful Readers and DVD materials – that the Group has prepared for use in the classroom (Part V).

The Report ends with the Quality criteria elaborated and tested by the Group (Part VI), and a list of the Group’s members.

Work Group 5 is one of the largest groups operating in the framework of the CLIOHWORLD Erasmus Academic Network for History. It has produced several on-line Readers, links and lectures which allow anyone who wishes to organise new course units or even degree programmes in Regional and/or Transnational History. In effect, the Group has found that all around Europe (and probably not only in Europe) there are numerous courses and programmes which purport to offer particular opportunities in the areas of Regional and/or Transnational History. When these are observed more closely however, it becomes clear that – rather than treating the field as a whole, on the basis of its history, assumptions, concepts and results obtained – they simply treat empirically the history of the region or the border region where they are being taught, without exploiting the heuristic resources of connection or comparison with other regions or transnational contexts.

We hope that this Report and the many other materials prepared by the Group will prove helpful and lead to a new more holistic ways of thinking about the spatial and functional articulations of our polities and societies.

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Regional and Transnational History

I. Description of the subject area and its main themes

In many parts of Europe, as elsewhere, regional and transnational history constitute an established method of history writing alongside the more traditional approach focusing on the nation and state. The focus of the former is on a critical evaluation of the importance of region, place and locality in the study of history; while transnational history, broadly defined, offers a spectrum of methodological approaches analyzing encounters, transitions, exchanges of people(s), ideas, and technologies across national borders, with a focus not on a particular nation but on the processes that transpired between them and among them as a result. Most commonly, regional history takes the form of a case study of one particular region, very often the 'home' geographical area, and understood in a particular national context, frequently by way of a contrast from studies approached from the national perspective. Studies which seek to compare two or more regions are much less usual, and to date there has been little attempt to look at regional history in the abstract, to work out to what extent there are common concepts and a common methodology pertaining to the study of regional history. In the circumstances, it is hardly surprising that there is at present no agreed terminology or agreed definitions in regard to the different forms of regional history. Regions are frequently studied as micro-regions or sub-national units (the north of England, for instance), but there are many regions of a transnational character (the Maas-Rhine Euregion, for example), and also macro-regions like the Balkans. The preference for one or the other within the different national systems frequently reflects the character of individual states, so that for a small state like Malta, it may make more sense to study a macro-region like the Mediterranean than a micro-region like Gozo, whereas for Italy the arguments for micro-regions are stronger since these were often the building blocks of a process of political unification. Regions may be defined on various grounds – environment or climate; commerce and the economy; language, culture and religion; history and identity; or administration. They may be constructed or imagined internally by the population of a region, but occasionally external perceptions are predominant (for instance, the Celtic fringe). In some instances, too, regional perspectives may be contested, for instance in historic territories like Catalonia and Galicia which have pronounced separatist tendencies; and to some extent, too, the populations of Scotland and, for different reasons, Northern Ireland

might contest a regional approach to these territories. What is most apparent, however, is that there is at present a very wide variety of approaches which go under the name of regional and transnational history and little consensus as to terms and concepts.

II. Employability, citizenship, and personal culture

A university degree in regional and/or transnational history is not vocational in the sense that it constitutes a qualification for a particular post. It does of course constitute an enhancement of personal culture and citizenship, and among the typical occupations of graduates of undifferentiated history programmes, this more specialized degree is seen as especially relevant for certain careers. These include work in tourism, museums, and archives, civil service posts in regional institutions, posts in regional heritage or NGOs, and more generally in international organizations, public history institutions, and in journalism.

The skills acquired through degrees in regional and/or transnational history include discernment concerning different kinds of heritage; and an awareness and tolerance in regard to different regional cultures. They leave graduates well qualified to act as mediators between contested interpretations of space; as networkers between different regional agendas, and also regional v. (trans)national agendas. Graduates of second-cycle programmes in regional and transnational history are, in addition, qualified for posts in education and research in these areas. Third-cycle graduates possess a qualification for an academic career in universities and research centres.

III. Key competences

As outlined in the Tuning Educational Structures in Europe project, the aim of single course modules and degree programmes is to develop in the learner a series of 'competences' in the broadest sense. In essence, the core element in the organization of the learning process is what the student is expected to know, understand, and be able to do at the end of the module or programme. Attitudes, too, are fundamental: in this case, the historical mindset, or approach. On the

basis of the Tuning recommendations of the History Subject Area Group, the following suggested list of Key Competences in relation to regional and transnational history has been elaborated.

Subject specific competences

1. Knowledge of and ability to use the specific tools necessary to study documents of specific periods, regions, and transnational processes (e.g. historical geography, maps, statistics).
2. Ability to use computer and internet resources and techniques in order to access, create, and elaborate historical and related data.
3. Awareness of conceptual and methodological aspects of human and social sciences that share a comparative approach.
4. Knowledge of the basic methods and main issues of regional and transnational history.
5. An ability to assess critically the concept of 'region' used in the research conducted in and on a given historical area, chronologically and spatially.
6. An ability to identify and access research sources appropriate to regional, transregional, and transnational histories.
7. Critical awareness of spatial/territorial dimensions of historical processes.
8. Knowledge of historical geography and an understanding of the shared histories of territories.
9. Ability to read, understand and design markers of spatiality (e.g. maps).
10. Ability to read, write and communicate in at least one foreign language using the appropriate terminology to the subject.

1. Knowledge of and ability to use the specific tools necessary to study documents of specific periods, regions, and transnational processes (e.g. historical geography, maps, statistics)

These tools should be acquired in order to understand basic regional and transnational developments and phenomena, and specifically here the distinction between national history and regional/transnational history.

2. Ability to use computer and internet resources and techniques in order to access, create, and elaborate historical and related data

What are especially relevant here are maps, statistics and data relating to historical geography, and movement of people, goods, and ideas across regional and national borders.

3. Awareness of conceptual and methodological aspects of human and social sciences that share a comparative approach

While studying regional history or historical topics of a transnational kind, students should be aware of some general conceptual and methodological aspects of human and social sciences that share a comparative approach (e.g. Art History, Cultural Anthropology, and Archaeology).

4. Knowledge of the basic methods and main issues of regional and transnational history

It is likewise important that students are introduced to the basic methods and main issues of specific branches of history related to regional/transnational history (e.g. Demographic History, Economic History, History of Political Institutions)

5. An ability to assess critically the concept of 'region' used in the research conducted in and on a given historical area, chronologically and spatially

What is needed here is an ability to define research topics in regard to the differing historiographical traditions at work in each case, and also an ability to identify thematic junctures and neglected areas suitable to bring the transnational perspective to bear.

6. An ability to identify and access research sources appropriate to regional, transregional, and transnational histories

These might include dialect literature and oral testimony, and local cultural practices. An ability to link methodologically and materially approaches from historiography and cultural anthropology is also needed.

7. Critical awareness of spatial/territorial dimensions of historical processes

The student should be able to identify different spatial and territorial dimensions. He or she should develop the ability to understand methodological approaches of other human and social sciences such as archaeology, geography, linguistics, sociology, economics, politics, and cultural studies.

8. Knowledge of historical geography and an understanding of the shared histories of territories

The student should be aware of the historical processes which underlie the understanding of space. She/he should demonstrate a critical and informed approach to shared and contested versions of territorial histories.

9. Ability to read, understand and design markers of spatiality (e.g. maps)

The student should be able to express a critical understanding of territorial and spatial dimensions and changes over time through reading and understanding images of space, such as maps, graphs, and pictures. She/he should be able to create his or her own informed visualizations of spatial phenomena in different historical times.

10. Ability to read, write and communicate in at least one foreign language using the appropriate terminology to the subject

The student should be able to use foreign languages accurately when searching for data on regional and transnational history. She/he must be able to read primary sources and original documents, and to comment on historiographical texts in written and oral form. Such linguistic ability will also allow students to access and work effectively with different historiographical traditions. It is fundamental to explaining how regional and transnational histories interact with the national, European and global dimension in integration processes and multicultural contexts; and it also facilitates collaborative research and an awareness and respect for different viewpoints deriving from different cultural backgrounds. By contrast, monoglots may fail to appreciate the wider dimensions of the problems being analyzed.

IV. Level indicators

Regional/Transnational History level indicators

General Aims of any History course unit or programme:

Any course or programme should enable the student (to the extent possible in the time available) to develop a historical perspective on reality. This should include acquiring or experiencing:

1. A critical view of the human past, and the realization that the past affects our present and future and our perception of them.
2. An understanding of and respect for viewpoints moulded by different historical backgrounds.
3. A general idea of the diachronic framework and spatial dimensions of major historical periods and events.
4. Direct contact with the historian's craft, that is, even in a circumscribed context, contact with original sources and texts produced by professional historiographical research.

First cycle programme

1. Possess general knowledge and orientation with respect to the methodologies, tools and issues of all the broad chronological and spatial divisions into which history is normally divided, from ancient to recent times.
2. Have specific knowledge and orientation with respect to the methodologies, tools and issues of all the broad chronological divisions into which history is normally divided, from ancient to recent times.
3. Have specific knowledge of at least one of the above periods or of a diachronic theme and of its spatial and territorial dimensions.
4. Have shown his/her ability to complete and present in oral and written form – according to the statute of the discipline – a medium length piece of research which demonstrates the ability to retrieve bibliographical informa-

tion and primary sources and to use them to address a problem of a regional and/or transnational nature.

Second cycle programme

1. Have specific, ample, detailed and up-to-date knowledge of at least one of the great chronological and spatial dimensions of history, including different methodological approaches and historiographical orientations relating to it.
2. Have shown the ability to plan, carry out, present in oral and written form – according to the statute of the discipline – a research-based contribution to historiographical knowledge, bearing on a significant problem in regional and/or transnational history.

V. Learning, teaching and assessment

1. EXAMPLES OF COMPETENCE-BASED APPROACHES

Competence: 1	Knowledge of and ability to use the specific tools necessary to study documents of specific periods, regions, and transnational processes (e.g. historical geography, maps, statistics).
Teaching Method	Generally, exercise courses using original documents, also the study of maps and statistics and other tools, courses in text and spatial analysis, including comparisons between national, regional, and transnational approaches to history.
Learning Activities	Reading, observing, analyzing documents, maps and statistics, studying how they have been produced and preserved; evaluating and contextualizing the information they provide.
Way of Assessment	Assessment is based on accuracy of transcription and quality of information.

Competence: 2	Ability to use computer and internet resources and techniques in order to access, create, and elaborate historical and related data.
Teaching Method	Teaching specific computer programmes to extract and interpret historical data, including the differences and differing qualities of information on the internet.
Learning Activities	Practice in using computers and computer programmes for assigned exercises.
Way of Assessment	Evaluation of assigned exercises in regard to the usefulness of the data retrieved, or of the data processing methods and their viability.

Competence: 3	Awareness of conceptual and methodological aspects of human and social sciences that share a comparative approach.
Teaching Method	An introduction in the form of lectures, seminars, and virtual visits to libraries to the most important theoretical literature dealing with human and social sciences.
Learning Activities	A stress on the importance of monographs and refereed articles.
Way of Assessment	Concerning assignments and model assessments, we suggest research projects (done singly or as a work group) and participation in discussions.

Competence: 4	Knowledge of the basic methods and main issues of regional and transnational history.
Teaching Method	An introduction in the form of lectures, seminars, and virtual visits to libraries to the most important theoretical literature dealing with regional and transnational history.
Learning Activities	A stress on the importance of monographs and refereed articles.
Way of Assessment	Concerning assignments and model assessments, we suggest research projects (done singly or as a work group) and participation in discussions.

Competence: 5	An ability to assess critically the concept of 'region' used in the research conducted in and on a given historical area, chronologically and spatially.
Teaching Method	Use of all kinds of regional information material, e.g. archives, oral interviews, field trips, regional works of art and music, regional newspapers, magazines and other media, regional customs and traditions.
Learning Activities	Didactic strategy for selecting for study regions and transnational comparisons, where practicable field trips and excursions.
Way of Assessment	Assessment of ideological objectivity with regard to the use of differing information and sources.

Competence: 6	An ability to identify and access research sources appropriate to regional, transregional, and transnational histories.
Teaching Method	Use of all kinds of regional information material, e.g. archives, oral interviews, field trips, regional works of art and music, regional newspapers, magazines and other media, regional customs and traditions.
Learning Activities	Didactic strategy for selecting for study regions and transnational comparisons, where practicable field trips and excursions.
Way of Assessment	Assessment of ideological objectivity with regard to the use of differing information and sources.

Competence: 7	Critical awareness of spatial/territorial dimensions of historical processes.
Teaching Method	Confronting students with different methodological approaches to spatiality derived from different disciplines. This can be facilitated through student presentations (which practice oral and presentational skills), discussion groups in seminars (enhancing communication and debating skills).
Learning Activities	Written papers and arranging presentations (fostering information gathering skills in various media, including library and electronic resources and presentation skills); become an active listener.
Way of Assessment	Written and oral examinations, participation in discussion groups.

Competence: 8	Knowledge of historical geography and an understanding of the shared histories of territories.
Teaching Method	Presenting students with different historiographies on a particular space, facilitated through student presentations (as above), and group discussions.
Learning Activities	Critical reading of assigned bibliography and independent research on relevant material (both primary and secondary), become an active listener.
Way of Assessment	Written and oral assignments, participation in class.

Competence: 9	Ability to read, understand and design markers of spatiality (e.g. maps).
Teaching Method	Confronting students with different media used in past and present to represent space, facilitated through student and group presentations; gather and analyze data to be presented in a practical exercise.
Learning Activities	Learning activities as above, under competence 9; gathering, reading, and analyzing data; applying these data in a practical project, communicating this information clearly and concisely.
Way of Assessment	Project with presentation.

Competence: 10	Ability to read, write and communicate in at least one foreign language using the appropriate terminology to the subject.
Teaching Method	Exercise courses using primary sources and secondary literature in the language.
Learning Activities	Written papers and oral presentations.
Way of Assessment	Written and oral assignments, participation in class through the medium of the language in question.

2. TOOLS

The Working Group has produced certain tools for a prospective MA in Regional and Transnational History. These include a short statement of the present state of research on the subject, published in *Europe and the Wider World: towards a*

New Historical Perspective (Pisa, 2010), pp. 40-45; and the above Description of the MA in Regional/Transnational History. Four separate readers of relevant chapters in books in the Clío's Workshop and CLIOHRES series have also been compiled, of which the first will be published in hard copy and the other three only on line. Finally, the Group has also produced material and suggestions for an e-learning module on aspects of regional and transnational history.

3. LIFELONG LEARNING

The group considered that schoolchildren and senior citizens might study changes over the last fifty years in a specific region, with a focus on migrants into a region versus those already there; on memories of regions; and on collecting oral histories, with field trips. This might be organized as follows: three generations of people; inviting people to share memory (including conflicting memory, either of a generational nature, or otherwise) of a particular space, preferably a contested space, and ask them to write about this – its hybrid identity; ask them to address public commemorations relating to it (e.g. how they remembered the Aberfan disaster in Wales, 1966); its memorialization in a commemorative garden; different strategies of commemoration – conflicting commemorations. Also they might consider what grandparents might tell their grandchildren about an event, and likewise what they might tell university teachers about the same event.

This project would also focus on strategies in regard to oral history and public history. Another possibility might be to compile an on-line reader of material illustrating this kind of project.

4. A BLENDED-LEARNING MODULE

This is a collaborative module, produced by the Work Group, for use in learning and teaching. The material is freely available. It consists of:

a) A website with pdf and downloadable materials providing access to:

1. An introduction in the form of a powerpoint presentation and a video presentation.
2. Presentations of both theoretical and methodological issues and individual case studies.

b) Reading list of works on a regional/transnational agenda, on the WG website.

c. Additional source material on the Work Group's website.

VI. Quality criteria

Criteria for a quality label in Regional and Transnational History

It is obvious that Regional and Transnational History can be taught and learned in very different ways and with emphasis on different aspects. So it is not useful to define very strict criteria that refer to the content of programmes and courses. But in order to enhance the importance of history in courses or programmes on Regional and Transnational History it is reasonable to present guidelines that come out of the mapping and the identification of good practice.

The “CLIOHWORLD.net Regional and Transnational History Quality Label” is designed for three different levels, from single course units to dedicated programmes.

Criteria for the CLIOHWORLD.net Regional and Transnational History Quality Label

The following ‘points of good practice’ have been identified as useful for improving learning and teaching of Regional and Transnational history.

The learner is able to demonstrate:

- a. knowledge of a foreign language, with an ability to read secondary literature in that language;
- b. knowledge of historical geography;
- c. knowledge of the main periods of history, a *longue durée* perspective, and aspects of cultural, social and institutional history which have to do with regions;
- d. knowledge of interdisciplinary approaches and methodologies; and dealing with aspects of regional identity (perceptions and representations, memory and history);
- e. ability to interpret correctly comparisons on a quantitative versus a qualitative basis (e.g. business culture versus industrial indices);
- f. ability to apply theoretical knowledge on a practical basis (e.g. by placement);
- g. knowledge of the histories of regions in different historical settings.

The provider:

- h. offers joint programmes on the basis of cooperation between universities (both national and/or international)
- i. has partnerships or synergy relationships which extend beyond the university such as placements in museums or tourist boards of a regional character or other potential employers

Course unit label:

The course unit label can be awarded to a course unit or module that leads to the learner's being able to demonstrate four out of the first 6 'points of good practice' (*a* to *g*)

Programme label:

The Programme label can be awarded to a degree programme in which 20% of the credits are relative to Regional/Transnational History and fulfil 4 of the criteria *a* to *g*. In addition it must be possible for the student to prepare his/her dissertation/thesis in an area of Regional/Transnational History.

Dedicated Programme label:

The Dedicated programme label can be awarded to a degree programme defined as leading to a degree in Regional/Transnational History that should fulfil a minimum of 50% of courses in this thematic area and that fulfil 6 of the 8 criteria *a* to *i*.

Members of CLIOHWORLD Work Group 5

The CLIOHWORLD Work Group 5 includes Iakovos Michailidis (University of Thessaloniki, Greece) and Steven G. Ellis, (National University of Ireland), Galway) (co-chairs), Laure Teulière (University of Toulouse Le Mirail, France), Egidio Ivetić (University of Padua, Italy), Nikos Zaikos (University of Florina, Greece), Raingard Eßer (University of the West England, Bristol, United Kingdom), Charles Dalli (University of Malta), Harieta Mareci Sabol (University of Suceava, Romania), Loreta Skurvidaite (University of Vilnius, Lithuania), Michael Wala (Ruhr University, Bochum, Germany), Detmar Klein (University College, Cork, Ireland), Eero Medijainen (University of Tartu, Estonia), James Amelang (Autonomous University of Madrid, Spain), Patrik Kunec (Matej Bel University, Banská Bystrica, Slovakia), Alexandru-Florin Platon (Alexandru Ioan Cuza University, Iasi, Romania), Tsvetana Tcholova (New Bulgarian University, Sofia, Bulgaria), Marie Nelson (Linköping University, Sweden); Guenther Lottes (University of Potsdam, Germany).

Publications of the CLIOHWORLD Erasmus Academic Network

BOOKS

1. *Developing EU-Turkey Dialogue. A CLIOHWORLDReader*, Guðmundur Hálfðanarson, Hatice Sofu eds., Pisa 2010; second revised and expanded edition, Pisa 2011.
2. *Multiculturalism in Historical Perspective* (CLIOHWORLD-ISHA Reader I), Francesco Malfatti ed., Pisa 2009.
3. *Being a Historian. Opportunities and Responsibilities, Past and Present* (CLIOHWORLD-ISHA Reader II), Sven Mörsdorf ed., Pisa 2010.
4. *East and West. Bridging the Differences* (CLIOHWORLD-ISHA Reader III), Vedran Bileta, Anita Buhin eds., Pisa 2011.
5. *Perspectives on European Integration and European Union History. A CLIOHWORLDReader*, Ann Katherine Isaacs ed., Pisa 2011; second revised and expanded edition, *Perspectives on European Integration and European Union History. A CLIOHWORLDReader*, Ann Katherine Isaacs, Ewald Heibl, Luisa Trindade eds., Pisa 2011
6. *Myths, Heroes, Gender and Identities* (CLIOHWORLD-ISHA Reader IV), Aureliana Popa, Bogdan Rentea eds., Pisa 2011.
7. *World and Global History. Research and Teaching. A CLIOHWORLD Reader*, Seija Jalagin, Susanna Tavera, Andrew Dilleys eds., Pisa 2011, revised edition Pisa 2011.
8. *Regional and Regional and Transnational History in Europe. A CLIOHWORLD Reader*, Steven G. Ellis, Iakovos Michailidis, eds., Pisa 2011
9. *Guidelines and References Points for Learning and Teaching in the Areas of History of European Integration and of the European Union, World and Global History, e-Learning and Digitisation in History, Developing EU-Turkey Dialogue, Regional and Transnational History* (CLIOHWORLD Guide 1), Pisa 2011, second revised edition, Pisa 2011.

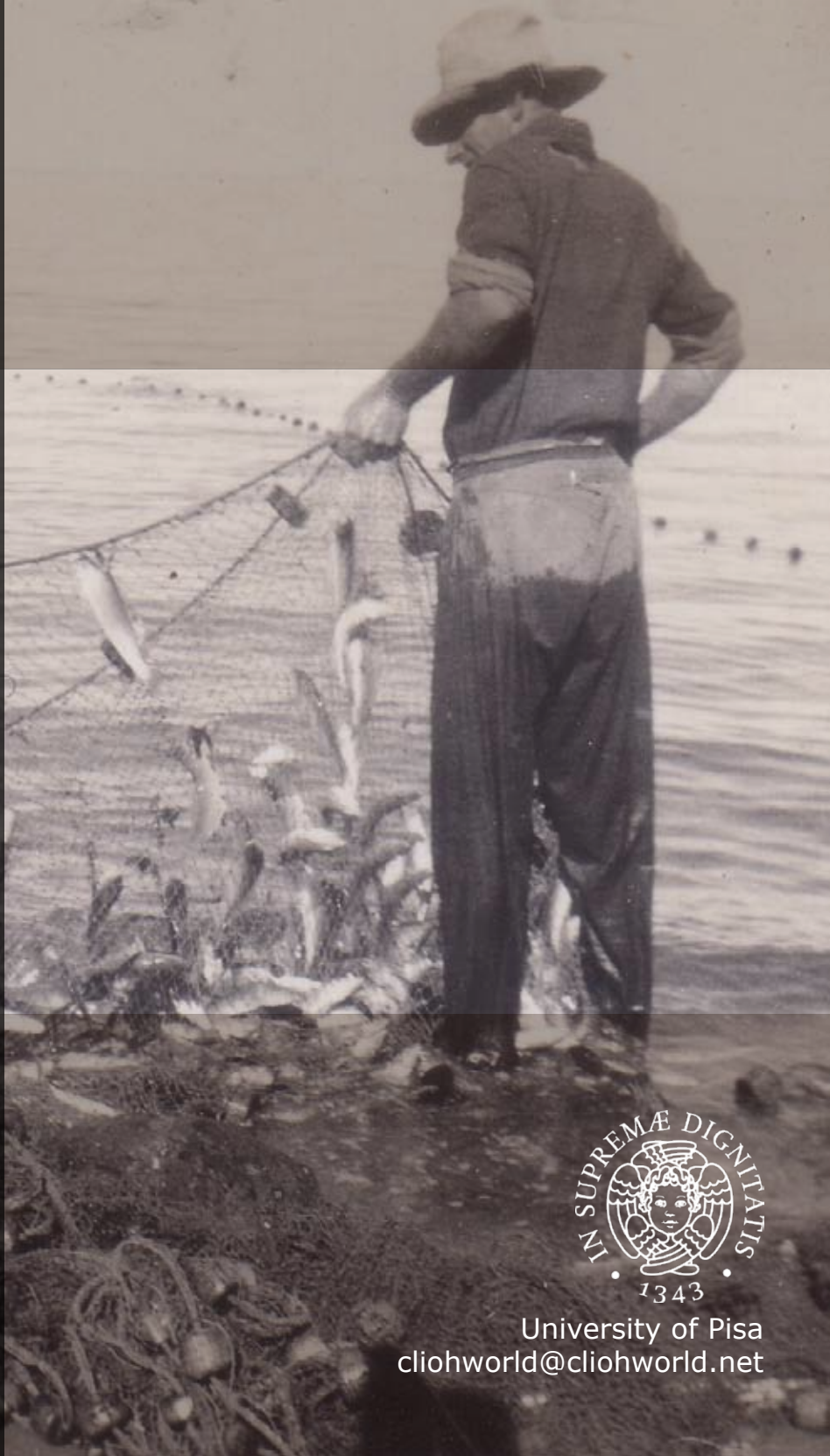
All the above are available in book form and for free download from www.clioeworld.net

Other Readers, reports, and learning/teaching tools are available in electronic form only and can be downloaded freely from the CLIOHWORLD website.

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