

CLIOHWorld

The European History Network

Report



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Life Long Learning

Tuning

Guidelines and Reference Points
for

World and Global
History



Creating a New Historical Perspective: EU and the Wider World

CLIOHWORLD

REPORT

VI

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Guidelines and Reference Points
for
World and Global History
Enhancing Learning Teaching Assessment



Education and Culture DG

Lifelong Learning Programme

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Contents

Preface to the second edition	1
<i>Ann Katherine Isaacs, Guðmundur Hálfðanarson</i>	
Background and Purpose	3
Part I	
Europe and the World. What kind of dialogue is possible in the Third Millennium?	5
Europe: a Macro-Region built on History?	7
Raising awareness of how European Integration is connected to developments in other parts of the world	8
Defining Europe	10
Europe seen from 'outside'	11
Results of CLIOHRES Thematic Working Group 6 on Europe and the Wider World	11
Regional and Transnational History	10
Part II	
Overview of CLIOHWORLD initiatives for developing EU-World Dialogue	15
Remits of the Working Groups	15
History of European Integration and of the European Union	15
World and Global History	16
Developing EU-Turkey Dialogue	16
Regional and Transnational History: Micro and Macro Regions	17
ICT: Digitization and world history	17
Links to other Networks and Projects and their potential contribution to EU-World Dialogue	17
CLIOHRES	17
Tuning	19
Isha	20
ENGLOBE	20
CoRe2	20
HUMART	21
Conclusions	22

Preface to the second edition

We are happy to present the *Report* of the CLIOHWORLD Working Group 2, on “World and Global 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 a very useful Reader – that the Group has prepared for use in the classroom (*World and Global History: Research and Teaching*, edited by Seija Jalagin, Susanna Tavera and Anrew Dilley) (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 2 is one of the five Groups formed in the framework of the CLIOHWORLD Erasmus Academic Network for History. In some ways, however, it has had the most innovative, task to promote and facilitate the work of learners and teachers in Europe who are ready to put back on the shelf the idea that Europe is separate from the rest of the world. It has worked to assist – with guidelines and learning/teaching materials – those who wish to look at the human past in a global interconnected way. It is obvious that even the History of Europe itself will only become balanced, realistic and critically founded when it succeeds in looking at the European story as part of a larger story, the history of humankind as it has developed, over time, in all parts of our planet.

We hope this publication will prove stimulating and useful.

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World and Global History including Periodisation

I. World history and global history: an overview

During the last 20 years we have seen literally hundreds of books and articles with global history and, less frequently, world history in their titles. Many deal with special subjects, such as trade, migrations, missions, communications, and intercultural encounters on a global scale or from a global perspective. Global history has also become a growth sector in academic research and even in teaching, which is closely linked to globalisation, a catchphrase since late 1980s. Since then a great many studies on “globalisation” were undertaken, which were much inspired by recent world-wide processes and developments in various fields, ranging from communication technology to politics and economics. The term *globalisation* (Fr. *mondialisation*) became common only in the 1980s and was originally used to describe the diminishing importance of national borders as barriers to international exchange (denationalisation) and the growing importance of an international market of commodities, of labour and of capital, facilitated by supranational political and economic institutions, such as, for example, the European Union, NATO, and the United Nations. All this had an effect on the practice of world history. Historians discovered that globalisation could be a fruitful and interesting field of study, particularly to set the developments of globalisation in long term perspectives. To mark this new approach, terms like *global history*, or even “new” *global history*, and *globality studies* were used.

What, then, is global history? What should global history be? How is the new global history related to the old traditions of universal history or world history?

World history as a term is fluid and ambiguous. Up to the middle of the 20th century world history was a very popular field of historiography mainly left to gifted amateurs like Arnold J. Toynbee. Their best-selling world histories could not stand the impact of historical positivism and the high standards of scholarly criticism. The traditional world history was rarely a field of research with institutional structures, and very rarely the subject of teaching programmes or

specialized courses. World history, simply defined, is the study of history from a global perspective. The focus lies on connections between people and communities through trade, migrations, other networks and institutions. This said, there are many different forms of world history. Some world historians try to write a comprehensive history of the world, round a chronological path with components like agriculture, classical civilisations, world religions, expansion, industrialisation/world economy, and globalisation; some focus on a specific period. Other studies are centered on specific phenomena; they analyze global patterns and connections through the perspective of a specific topic, like migration, gender or the environment.

Globalisation may have become a catchphrase only in the late 1980s and early 1990s but, as many historians have argued, the phenomenon of interconnectedness on a global scale is much older. Thus, one of the widely discussed questions revolved around when globalisation began and what, as a result, a meaningful starting point for global history is – and as a consequence, for teaching global history. There are various and competing options. Some keywords that have been used to describe globalisation and their justifications are worth taking a closer look.

a) Globalisation as a phenomenon with a long or a very long history:

- Trade links between the Sumerian Culture and the Indus Valley Civilisation (3rd millennium BC);
- Mediterranean Trade System between India and Spain in the Hellenistic World; later extended in the Roman World to Han China (from the 3rd century BC), the Silk Road, emergence of a cosmopolitan culture, i.e. a World City Culture;
- Trade System in the Islamic Golden Age, 8th to 13th century;
- The Euro-Central-Asian World System, i.e. the trade-system under the shelter of the Pax Mongolica in the 13th century, which saw the transmission of goods and of diseases;

b) Early Modern Globalisation

- Age of Explorations and Discoveries since the late 15th century: connecting Eurasia, Africa and the Americas, frequent contacts and substantial material and cultural exchange; Atlantic history

- Columbian Exchange and the Rise of Maritime Empires since the 16th/17th century; migrations of settlers; slave trade; exchange of crops, e.g. corn, cereals and cotton among many others.
- c) Globalisation as a quite recent phenomenon:
 - 19th century (industrialisation, imperialism, universal time zones) and then a slow-down after 1914 (new protectionisms, the Great Depression of the 1930s); new take off after World War II (reconstruction and internationally operating companies);
 - After World War II (integrated systems of production, outsourcing, neo-liberal deregulation, transport and communications, global environmental problems, supranational organizations).

The parameters and prescriptions for the more recent practice of global history, however, are under much discussion. Important fields for historians are also periodisation, development of globalisation, and the way in which the present is globalised. Periodisation ought not be confined to drawing developments in time centering on industrialisation or resemble earlier work on the so-called transition stages of modernisation theory; but it should include research on topics like slavery, migrants and transnational labour markets. In other words, non-western voices and influences should be included. Criticisms of the western bias of world history have been inspired in particular by postcolonial theorists, anthropologists, and practitioners of subaltern studies. Parochial views were a matter of concern and global historians consciously professed that they tried to avoid a narrow-minded, Eurocentric perspective. In his article *Historiographical Traditions and Modern Imperatives for the Restoration of Global History* ("Journal of Global History", 2006, 1, no. 1, pp. 3-39), Patrick O'Brien, a specialist in global economic history at the London School of Economics, described the task for global historians as "craft[ing] new, more inclusive and persuasive general narratives that might hold together without the fishy glue of Eurocentrism". This does not mean that "global history" is necessarily less biased. Especially since American scholars play a rather dominant role in global history and in globalisation research, the accusation has been uttered that global history is too submissive to the "metropolitan North" and turns a blind eye to outside voices as Hughes-Warrington has pointed out in *World and Global History* ("The Historical Journal", 2008, 51, no. 3, pp. 753-761).

In 2002 Anthony G. Hopkins, expert in the history of the non-western world and the history of European imperialism, edited an important collection of essays, *Globalization in World History*, in which the contributors explored phenomena like religions, trading systems, and empires to determine whether they are precursors of modern globalisation. Also, and perhaps even more importantly, the non-western dimensions of globalisation were made clear. In doing so, a number of previous assumptions were challenged, notably the common notion that globalisation originates in the West, or thinking in bipolar categories. This is one example of the important contribution historians can add to the study of globalisation.

On the one hand the aim of understanding global conditions has led to some concern by those who were afraid that the national or regional focus would disappear completely, meaning also a loss of emphasis on the specific qualities of that particular history. Nevertheless, from the 1990s onwards it seemed as if the “global consciousness” had become stronger. Some, like Bruce Mazlish in *The New Global History* (2006) employed the notion of “new global history” to stress the current time frame (globalisation since World War II) as well as the interdisciplinary methodology.

A continuing problem, which rises time and again in both world history and the history of globalisation, is to find ways of dealing with multi-angled perspectives. A comparative approach, studies of cross-cultural and intercultural contacts and global transformations in their historical dimension are necessary. The global implications of local and national developments should also be emphasized. Grand theories about global transformations and intercultural and cross-cultural contacts necessarily generalise: detailed historical knowledge about time and place, case studies and substantive fine tuning is now most needed to test them. This perhaps forms the major challenge for historical research in the indeed very large, stimulating field. Even if the only common ground should be the effort to create a deeper and better understanding of history that is not limited to a national framework, this task remains a much needed and important one.

II. Employability

Studying and learning history from the world and global perspective develops the student’s intellectual qualities by raising more cosmopolitan attitudes and

enhancing intercultural understanding and competences. Solid knowledge of world and global history should equip a student with a more complex view of the interconnectedness as well as better understanding of local and national interpretations and thus promote not only global citizenship, but also a more realistic definition of citizenship in general.

These intellectual qualities equip a history graduate to give his/her contribution to working in inter- and transnational as well as intercultural contexts, such as diplomatic service, international journalism and communication, global organisations, like the UN, EU, NGOs such as Greenpeace, Red Cross, cooperation development, integration services on national level, and multinational companies.

III. Key competences

According to the Tuning Educational Structures in Europe project, the objective of single course modules and degree programmes is to develop learners' "competences". Instead of describing the *what*, i.e. the substance of the *teaching*, the focus in competences lies on what the student will know, understand and be able to do at the end of any course or degree programme, i.e. as learning outcomes. Using the Tuning results of the History Subject Area Group as a starting point, the following key competences have been formulated to describe the key competences for studies in the area of world history and global history.

1. Possessing general knowledge and orientation with respect to the methodologies, tools and issues of all of the broad diachronic, thematic, and spatial perspectives with which world history is explored, from ancient civilisations to present times
2. Possessing solid knowledge of one's own national and regional history in comparative perspective as a foundation from which to explore world and global history patterns
3. Awareness of and sensitivity to different points of view of world history in historiographical and cultural traditions different to one's own
4. Ability to reflect in a critical way on central terms and concepts such as 'world history', 'global history', and 'globalisation', 'international integration', 'religious and cultural syncretism', etc.

5. Awareness of issues in different fields of historical research (economic, social, political, gender-related, etc.) and openness towards interdisciplinary approaches
6. Awareness of how historical interests, categories and problems change with time and how historiographical debates are linked to world history
7. Develop the ability to plan, carry out, and present in oral and written form a research-based contribution to significant problems in world and global history, preferably also in a second language
8. Ability to work in multicultural teams and contexts identifying divergent points of view on world and global history
9. Ability to communicate the essence of world and global history also to non-academic audiences in oral and written form
10. Ability to comment, annotate or edit texts and documents according to the critical canons of historical disciplines

Here we describe the key competences more fully:

1. Possessing general knowledge and orientation with respect to the methodologies, tools and issues of all of the broad diachronic, thematic, and spatial perspectives with which world history is explored, from ancient civilisations to present times

Students should acquire critical understanding of world history as a subfield of history that in itself has developed during a long period of time, beginning, particularly in Europe, with the idea that world history is essentially related to European history and western domination, and gradually build awareness of world history from a global perspective where the specific development of all parts of the world have a value in themselves, and where global perspective involves the interconnectedness of peoples and cultures.

Learners of world and global history should also be open to interdisciplinary methodologies and learned dialogue with representatives from other fields of study that tackle the issues of globalisation.

2. Possessing solid knowledge of one's own national and regional history in comparative perspective as a foundation from which to explore world and global history patterns

Students of historical and contemporary issues from world and global perspective should develop an ability to recognise the global dimensions of local developments and local variations of global phenomena. In order to succeed in this they will need to learn their own national and regional history in relation to developments in world history and wider historical processes. This will enable them to recognise the patterns and phases of globalisation in local contexts and respectively to avoid the over-nationalisation of historical narratives.

3. Awareness of and sensitivity to different points of view of world history in historiographical and cultural traditions different to one's own

While developing a solid knowledge of his/her own national historiography a learner of world and global history should enhance his/her consciousness of the historiographical traditions of other national and cultural settings. This will enable the learner to assess what kind of influence world history as a perspective and attitude to the 'other' has had, and may still have, and to recognise the role of historical worldviews in the present.

4. Ability to reflect in a critical way on central terms and concepts such as 'world history', 'global history', and 'globalisation', 'international integration', 'religious and cultural syncretism', etc.

The learner should be able to acquire knowledge and discuss the development and definitions of key theoretical concepts in the field of world history and global history by way of learning that ideas of 'world' and 'global' (and other terms) are dependent on time, place and culture, i.e. that they are culturally and temporally specific and dependent on diverse historiographical and scholarly traditions.

5. Awareness of issues in different fields of historical research (economic, social, political, gender-related, etc.) and openness towards interdisciplinary approaches

Key concepts in world history and global history have developed in close interaction and debate with ideas and concepts, originally developed in other disciplines, such as social sciences, economy, political science and International Relations. This means that a student of global/world history should possess an open mind and ability to incorporate elements from such theories.

6. Awareness of how historical interests, categories and problems change with time and how historiographical debates are linked to world history

A learner needs to be aware that historiographical debates and research are always linked to the contemporary globalisation processes, and yet keep a critical distance towards the overeager propagandists as well as the oversimplifying critics of globalisation, and instead developing ways to put the present phase of globalisation into historical perspective.

This requires knowledge and appreciation of changing conceptions of history and foci of historical study in world History (for example the impact of Marxism, the rise of social history, or the linguistic turn). It also requires an awareness of the ways in which the study of the past is shaped by the concerns of the present. Certain lines of research may express individual historians' political concerns (more or less consciously) stemming from pressing concerns of the present. Alternatively, the broader social and political context may direct lines of study in ways ranging from direct political intervention in academia to influencing research through the allocation of research funding by public and private bodies.

7. Develop the ability to plan, carry out, and present in oral and written form a research-based contribution to significant problems in world and global history, preferably also in a second language

The student should be acquainted with a number of significant studies related to world and global history so that she/he can understand and demonstrate how research and thinking of world and global history has developed at least in the western world, but preferably also within some other historiographical traditions. This knowledge enables her/him to plan and carry out a research paper on a world/global history topic with relevant conceptual and methodological choices.

Since world and global history by definition deals with historical processes from a global perspective they must involve several cultural and lingual regions. The student should therefore have good command of at least a second language in order to manage reading original sources as well as secondary literature in other than her/his own native language and to be able to present such research in Oral or written form in a second language.

8. Ability to work in multicultural teams and contexts identifying divergent points of view on world and global history

Diversity is an essential aspect when studying world and global history and any student of this thematic area must be able to, first, reflect critically on traditional ideas of world history in her/his own region/culture, and second, be open and equally critical, yet sensitive, to the ideas and significance of world history in other cultures and historiographical traditions. This is particularly vital for European students since so much of the earlier historiography in the West nourished the idea of European nations as leaders of global development.

Only by contextualising different historical points of view on world and global history can multicultural teams begin to identify the impact of national historiographical underpinnings and practices and enhance a grounded interpretation of world and global history that treats the diversity of cultures and peoples of the world in a way that is free from biases of historiographical traditions.

9. Ability to communicate world and global history to non-academic audiences in oral and written form

The student should be able to present her/his research contribution in oral and written form for two different kinds of audiences, not only academic but also more general, in order to increase public knowledge and awareness of globalisation from an historical perspective.

10. Ability to comment, annotate or edit texts and documents according to the critical canons of historical disciplines

A student of world and global history should develop a critical eye for recognising the global implications in historical texts and other kinds of sources (e.g. images, maps) and be capable of analysing these in connection to the ideas about world and global history prevalent in the time of production of these sources. Ability to comment, annotate or edit texts and documents also means that a learner recognises and understands the potential biases in historical sources, research literature, as well as documents of her/his own time.

IV. Cycle level indicators

General Aims

Any course or programme should enable to develop a historical perspective on reality. This should include acquiring

1. A critical view of the human past in world history perspective as it moulds our understanding of the present and even of the future.
2. Viewpoints as reflected in different historical backgrounds, be they national, regional, or cultural.
3. Creating a critical view of the differences in periods.
4. Using the historians' craft, that is, working with primary sources and texts generated by professional historical research.

First Cycle History Programme (Bachelor)

The general objectives remain as above. At the end of a first cycle History programme the student should:

1. Possess general knowledge with respect to issues in world and global history including up-to-date literature, key sources, methodologies and tools.
2. Appreciate changing patterns of interconnectedness and changing interests across the globe over time.
3. Be able to analyse the causes driving these changing patterns.
4. Exhibit an ability to define, complete and present in oral and written form a medium length piece of research pertaining to issues in world and/or global history.

Second Cycle Degree (Master's)

The student completing a second cycle degree in History will have built further on the levels reached at the first cycle so as to:

1. Have demonstrated specific, detailed and up-to-date knowledge of at least one significant division of world history, including different methodological approaches and historiographical orientations relating to it.

2. Have applied in research comparative methods, exhibiting command of different spatial, thematic, and theoretical approaches of historiographical craft and research as relevant to world and global history problems.
3. Have shown the ability to plan, carry out, present in oral and written form a research-based contribution to historiographical knowledge, bearing on a significant problem of world and global history.

V. Learning, teaching and assessment

1. COMPETENCE-BASED APPROACHES TO LEARNING, TEACHING AND ASSESSMENT

The learning and teaching approaches to world and global history do not differ fundamentally from those that we see in history teaching in general. This is the case with the kinds of courses used most commonly, such as lectures, tutorials, workshops, seminars, group work or excursions. But in order to broaden the view suitably for world and global history and in order to overcome national points of view it is useful to implement learning and teaching activities that deliberately enlarge the perspectives of students and teachers beyond national boundaries. Examples include placements in public, educational or scientific institutions, student exchanges, joint programmes with foreign universities, modules and courses or collaboration across national frontiers by online-courses and discussion forums.

First cycle

Competence 3	Awareness of and sensitivity to different points of view of world history in historiographical and cultural traditions different to one's own
Teaching Method	This competence requires teaching the students to compare different historiographical traditions in order to create awareness of their differences and sensitivity towards these traditions. This might be achieved through the use of lectures, seminars and group work, where critical discussions based on classical texts are encouraged.
Learning Activities	Attendance at lectures and/or seminars; group or individual work with classical texts, including presentations.
Way of Assessment	Written and/or oral examination; assessment of participation in group discussions and where used also of presentations.

Competence 5	Awareness of issues in different fields of historical research (economic, social, political, gender-related, etc.) and openness towards interdisciplinary approaches
Teaching Method	Lectures, workshops, group work aiming to stimulate understanding of how different fields of historical research approach world and global history and how they employ theoretical concepts and frameworks developed in other fields of study in order to tackle the complexity of global history.
Learning Activities	Study of the key concepts related to world and global history in relation to their development through theoretical debates in other fields of study, such as social sciences, economy, political science and gender studies. This is done by attending lectures, by directed reading of literature on theorising world and global history, and by selected readings of studies where the key concepts have been applied in different fields of historical research.
Way of Assessment	Written and/or oral examination; assessment of participation in group discussions and where used also of presentations.

Second cycle

Competence 10	Ability to comment, annotate or edit texts and documents according to the critical canons of historical disciplines
Teaching Method	Seminars and thesis projects.
Learning Activities	Individual study with original / first hand sources that relate to the student's own project / thesis on a relevant but still carefully limited topic on world / global history. Special effort should be taken to empower student's ability to examine critically complex sources; also those of his/her own time.
Way of Assessment	Formative assessment on the basis of written presentations (essays and/or thesis), participation in seminar discussions; evaluation by teacher/supervisor.

2. MAPPING THE SITUATION IN EUROPE

Although world and global history are nowadays a target of substantial scholarly interest, there seem to be obstacles to including them in History curricula at universities. In many universities 'world history' – following the US example – 'lumps' everything together that is not that country's national history and is often only taught by a mere handful of colleagues. Acknowledging this our working group has decided to map the situation, and look for examples of good practice and useful tools that would help us develop guidelines on how world history and global history can be taught and learned.

In autumn 2009 our working group designed and disseminated a questionnaire by email (ca. 350) to find out if European universities offer courses/modules on world and global history in history curricula or in other disciplines (i.e. anthropology, area studies, art history, economics, geography), at which level these courses are found, if there are courses that focus on one or more regions outside Europe, and whether teaching world and global history is institutionalised, e.g. has chairs, degrees (1st cycle/BA, 2nd cycle/MA), departments, institutes, and libraries specialising in world and global history. We also asked the respondents to list relevant courses and course literature/readings. In addition to teaching and learning world and global history, we asked for information about any journals, institutes and associations dedicated to world history and/or global history on national level. We received more than 60 responses from 19 European countries, which means that there are several countries with no responses, and thus a response percentage around 20-25%. Therefore we cannot say anything particularly conclusive from this particular statistical base, but we can give some indications about European universities' practice with respect to world and global history.

World history and global history are understood in very different ways according to different languages and national cultures. Based on the responses received, it seems that most departments offer at least one obligatory course on world history at 1st cycle (BA) level. Some offer elective courses additionally. The responses tell us that the topic is difficult to cover in curricula. Some respondents are very hesitant and critical about adopting global history courses. Some thought that world and global history are too large to teach, which might also explain why departments offer courses on specific regions and cultures (e.g. Asia, China, Japan, India, Latin America, or other 'non-

European' areas), and identify these as world history teaching. They seldom specify whether these histories are addressed as self-contained histories of the area concerned, or in relation to other parts of the world. Some respondents pointed out that global history courses, or courses on globalisation, are not found in history curricula in the humanities but rather in history departments at political science faculties or as part of Environmental Studies. Such courses, however, tend to minimize the historical viewpoint.

3. EXAMPLES OF GOOD PRACTICE AND RESOURCES

To our inquiry about the level of institutionalization of the discipline, replies were practically unanimous: there are very few world history or global history chairs in history departments.

Having said this, we were still able to find useful examples of world history and global history teaching. Ghent University (BE) offers an obligatory course on Global Developments in Historical Perspective at first cycle (BA) level; and at second cycle (MA) level, an obligatory research seminar in Global History and Global Studies, and an Introduction in World-Systems Analysis. The University of Potsdam (GE) has a Marie-Curie-Initial Training Network on Enlightenment and Global History. In the University of Leiden (NL), the Master degree in History has a specialization called Migration and Global Interdependence (with sub track Economic History); on BA level attention is given to history of European expansion, minorities and migration history. The University of Lille3 (FR) offers a course on the genesis and development of market globalisation, from the 15th to 18th centuries.

A History of Interconnectedness

In our inquiry about the definitions of world history and global history, the responses reflect the difficulties in integrating these topics in curricula consisting mainly of national histories, European and non-European histories or specific approaches to history. As an example of good practice, we cite below some definitions to encourage and inspire historians to address the challenging issue of how to teach world history and global history. The following definitions emphasize interconnectedness as the key factor in how historians understand global history and globalisation: "a special perspective on history which underlines the relations and entanglements", "the history of interconnectedness of large parts in the world, with the explicit aim of avoiding hegemonic repre-

sentations of certain parts of the world”, “when the world becomes a theatre, object or subject of history in a way which is meaningfully interconnected”.

A Reader: *World and Global History: Research and Teaching*

In order to encourage more substantial and efficient teaching and learning of world and global history our working group prepared a Reader *World and Global History: Research and Teaching*, which is published in print and as an open-access online version on the CLIOHWORLD website (www.cliohworld.net). The reader consists of original contributions and sources for teaching. The articles reflect, among other things, the development of world history and global history as a research field, key terminology, and specific aspects of globalisation and interconnectedness from historical perspectives as well as how world history has been seen in traditional historiographical communities, such as China, Japan, Central Asia, Africa, etc. This ‘toolbox’ for teaching includes a collection of classical texts from Antiquity to the 19th century, from Japan to Europe; and historical maps depicting the world as it was known and seen in different times and in different cultural contexts. These historical documents are furnished with introductory texts that facilitate their efficient use in teaching and learning world and global history.

Bibliography on world and global history

The working group has also compiled a bibliography of texts on world history and global history which accompanies the reader and serves as a reference to course literature. The idea of course is that such a list is never complete but rather a carefully collected starting point which any teacher/learner of world and global history may continue accumulating for her/his own needs.

In addition to the world and global history reader and bibliography, our working group has listed, as a starting point, journals, reviews, universities and research institutions, as well as online teaching and didactic materials, which can be found below.

Journals and reviews

- “Asia Journal of Global Studies”, 2007 ff.
- “Comparativ. Zeitschrift für Globalgeschichte und vergleichende Gesellschaftsforschung”, 1991ff. (in German / English)
- “Global Networks. A Journal of Transnational Affairs”, 2001 ff.

- “Globality Studies Journal. Global History, Society, Civilization”, 2006 ff.
<https://globality.cc.stonybrook.edu/>
- “Globalizations”, 2004 ff.
- “Itinerario International Journal on the History of European Expansion and Global Interaction”, 2000ff.
- “Journal of Global History”, 2006ff.
- “Journal of World History”, 1990ff.
- “World History Bulletin”, 1983ff.
- “World History Connected: The EJournal of Teaching and Learning”, 2004ff. <http://worldhistoryconnected.press.illinois.edu/>
- “Zeitschrift für Weltgeschichte”, 2000ff. (in German)
- “Die Welt als Geschichte. Zeitschrift für Universalgeschichte”, Stuttgart 1935ff.
- “Journal of Japanese History”, 400 (1995) – special issue
- “Storia della Storiografia”, 1999, 2000, 2001
- “Clio. Rivista trimestrale di studi storici”, 26 (1997) – special issue

World and Global History: Selected list of universities and research institutions

- World History Center, Department of History, University of Pittsburgh
<http://www.worldhistory.pitt.edu/>
- Center for World History, University of Santa Cruz, California
<http://www2.ucsc.edu/cwh/index.html>
- Global History Online, Osaka University
<http://www.globalhistoryonline.com/EG/workshops>
- NGH: New Global History Online
<http://www.newglobalhistory.com/index.html>

includes lists of publications and link lists

- Migration History, in International Institute of Social History (IISH)
<http://www.iisg.nl/migration/>
- South-South Exchange Programme for Research on the History of Development (SEPHIS), in International Institute of Social History / Internationaal Instituut voor Sociale Geschiedenis (IISH)
<http://www.iisg.nl/migration/>

Teaching and didactic materials

- Bridging World history
<http://www.learner.org/courses/worldhistory/>
- History Cooperative
<http://www.historycooperative.org/>
- Hyper History Online
http://www.hyperhistory.com/online_n2/History_n2/a.html
- World History Matters
<http://worldhistorymatters.org/>
- World History Sources
<http://chnm.gmu.edu/worldhistorysources/index.html>
- Internet Global History Sourcebook
<http://www.fordham.edu/halsall/global/globalsbook.html#General>
- World History Bibliography Online by CLIOHWORLD Erasmus Network
- <http://www.cliohworld.net>

4. LIFELONG LEARNING AND WORLD/GLOBAL HISTORY

Importance for lifelong learning

In a world characterized by ever increasing levels of globalization, the insights of world and global history are becoming ever more relevant. Thus World and Global History has become of fundamental relevance for non-history students and others not destined to become professional historians.

WG2 strategies in LLL on World and Global History can be both formal and informal but the group wants to establish them as a form of cooperation in the already opened processes of promoting citizens' skills on World and Global History knowledge, this is to say in the conviction that there exist diversities and specific views of historical world realities or global interconnections depending on different sociopolitical cultures and periods or even on different geographical areas. In order to fulfil this cooperation process WG2 has considered sectoral needs and possibilities along citizens' lives and has transformed them in reference to three main purposes or objectives based on disseminating the content of the reader "World and Global History: Research and Teaching", the bibliography of WH/GH, and other teaching and learning materials we refer to:

- The need to question stereotypes in relation with different historical cultures
- To respond to the growing interest in the long-term causes and agents of globalisation
- To promote new, critical and inclusive views of world and global history

The content of the mentioned reader and mainly its Toolbox – Texts or “Perspectives and World Views and World History on Texts and Maps” translations to different languages can be incorporated into the CLIOHWORLD website and used as a foundation for dialogues organized by civil societies and organizations and also for courses organized by different universities as a specific course offer to mature students.

Lifelong learning strategies

- open university courses (using WG2 materials such as maps and classical texts with introductory texts that group members translate to their own languages and publish online; may be used also by teachers in secondary education)
- special days, courses and/or seminars for history teachers
- volunteer work: lectures of WH/GH for different target groups (e.g. journalists, political decision makers, prison inmates, etc.)
- consultancy work for various research users (policy makers, those in charge of cultural institutions and the like).

VI. Quality Criteria for World and Global History

The quality label for world and global history can be given to a history programme that fulfils a specified number of the following criteria on its course level, programme level or dedicated programme level:

- a) creates awareness and knowledge of global phenomena by providing references to time, space and locality in a comprehensive kind of survey;
- b) seeks understanding of world and global history by building on and questioning pre-existing ideas, and exploring different aspects related to single topics like migration, gender, environment, etc.;
- c) analyses globalisation as a complex historical process;
- d) creates sensitivity to different points of view on world history in historiographical and cultural traditions different to one's own;

e) promotes awareness of how historical interests, categories and problems change over time and in different national historiographical contexts, and how historiographical debates are linked to world and global history. This might include adopting an inter- and multidisciplinary approach.

Course unit Label

A course unit or module which complies with at least 3 of the 5 (a to e) criteria may received the label.

Programme Label

A degree programme in which 20% of the credits available for degree classification are relative to world and global history, fulfilling (together) three of the criteria (a to e) is eligible for the Programme Quality Label. In addition, to obtain the Label, the programme must ensure that the student acquires and demonstrates possession of the skills needed for planning a thesis in an area of world and global history.

Dedicated Programme Label

The Dedicated Programme Label may be awarded to a degree programme explicitly defined as leading to a degree in World and Global History, which includes a minimum of 50% of courses on this thematic area and which fulfils all the criteria from a to e, as well as requiring the thesis to be written on the thematic area. In addition, for the Dedicated Programme Label, criterion e is expanded so that it includes other activities, extending beyond the university, such as placements in global organisations, NGOs or other such potential employers; or more extensive research activities.

Members of CLIOHWORLD Work Group 2

The CLIOHWORLD Work Group 2 includes Seija Jalagin (University of Oulu, Finland) and Gerhard Dohrn-van Rossum (Technical University of Chemnitz, Germany) (co-chairs), Jakub Basista (University of Kraków, Poland), Siegfried Beer (University of Graz, Austria), María Jesús Cava Mesa (University of Deusto, Bilbao, Spain), Stefan Halikowski Smith (University of Swansea, United Kingdom), Fabian Hilfrich (University of Edinburgh, United Kingdom), Stephen Jacobson (University Pompeu Fabra, Barcelona, Spain), Henrik Jensen, Michael Harbsmeier (University of Roskilde, Denmark), Janny De Jong (University of Groningen, Netherlands), Matjaž Klemenčič (University of Maribor, Slovenia), Antonis Liakos, Maria Efthymiou (University of Athens, Greece), Halina Parafianowicz (University of Białystok, Poland), Frederik Pedersen, Andrew Dilley (University of Aberdeen, United Kingdom), Anna Maria Pult (University of Pisa, Italy), Erling Sandmo (University of Oslo, Norway), Sebastian Stride, Susanna Tavera (University of Barcelona, Spain), Klaus van Eickels (University of Bamberg, Germany), Toru Takenaka (University of Osaka, Japan).

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.

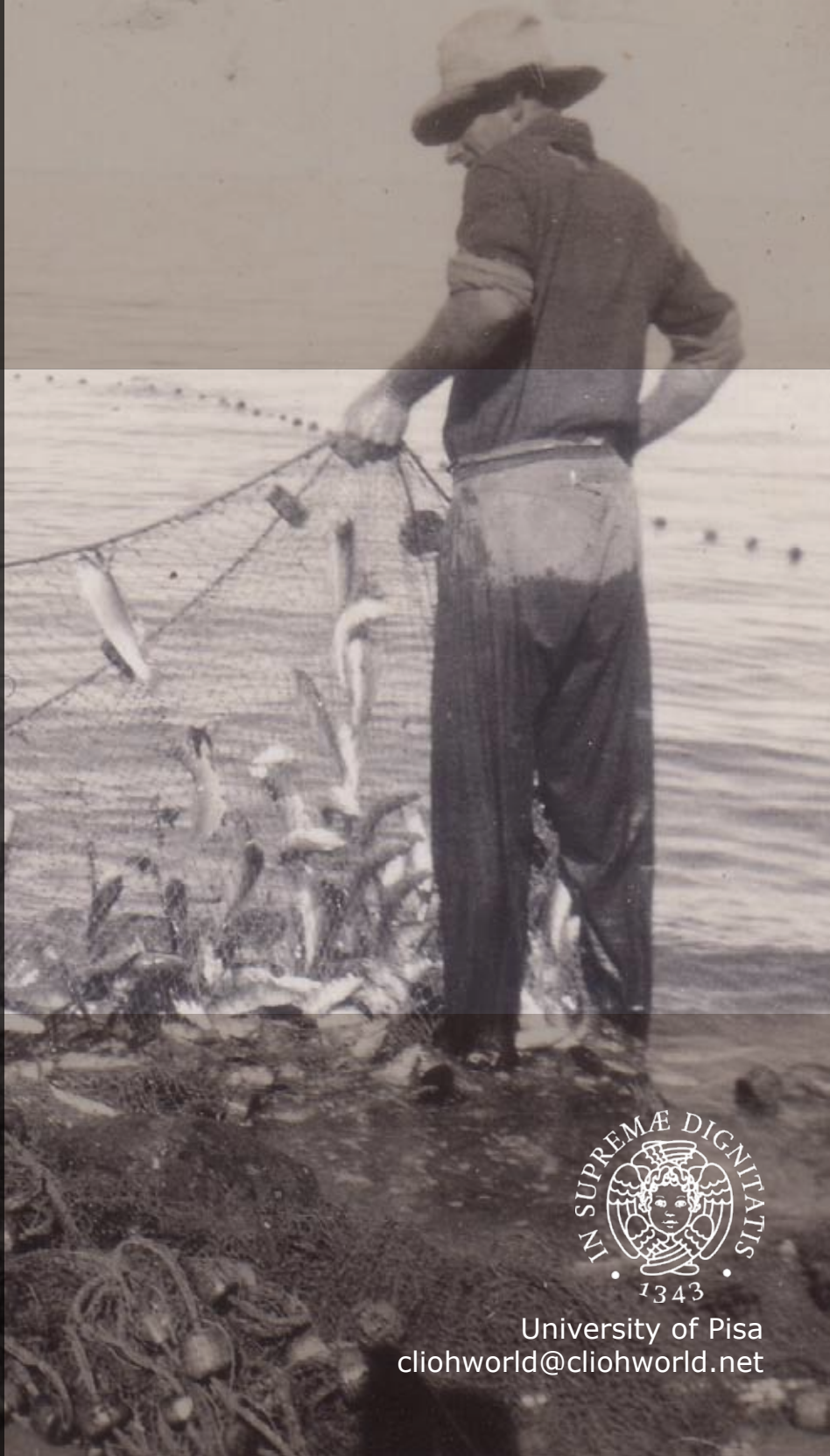
All the above are available in book form and for free download from www.clioeworld.net

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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