



Creating a New Historical Perspective: EU and the Wider World

CLIOHWORLD

GUIDE

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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

A CLIOHWORLD Guide

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: a Cliohworld guide. - Pisa : Plus-Pisa University Press, 2011 (ClioHworld guide ; 1)

940.0711 (21.)

1. Europa - Storia – Insegnamento universitario 2. Europa - Integrazione - Insegnamento universitario

CIP a cura del Sistema bibliotecario dell'Università di Pisa

This volume is printed thanks to the support of the Directorate General for Education and Culture of the European Commission, by the Erasmus Academic Network CLIOHWORLD under the Agreement 142816-LLP-1-2008-1-IT-ERASMUS-ENW (2008-3200).

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Education and Culture DG

Lifelong Learning Programme

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Published by Edizioni Plus – Pisa University Press

Lungarno Pacinotti, 43

56126 Pisa

Tel. 050 2212056 – Fax 050 2212945

info.plus@adm.unipi.it

www.edizioniplus.it - Section “Didattica e Ricerca”

Member of



Association of American
University Presses

ISBN: 978-88-8492-806-1

Informatic editing

Răzvan Adrian Marinescu

Editorial assistance

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Cover photo

aki

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Introduction

The present publication is synthetic in form but rich in substance. It contains a new set of “Guidelines and References Points” prepared by CLIOHWORLD, the Erasmus Academic Network for History, in order to give guidance to higher education history departments interested in enhancing their degree programmes, bringing them into syntony with the needs and concerns of students and society in present-day Europe.

This publication presents guidelines, reference points and resources to assist those engaged in creating or enhancing degree programmes or course units in five thematic areas. These are:

- 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 believes these areas are of particular relevance today.

CLIOHWORLD is a Network of 60 official partners from most European Union and EFTA countries as well as Turkey. It also comprises a number of associate partners from other countries and continents, including active and committed partners in South Eastern Europe, in Japan (Osaka University) and in the Russian Federation (Moscow State Regional University). It works closely with ISHA, the International Students of History Association.

The partnership has expanded, developed and ramified over the past two decades. Its first roots were in the History Subject Area Group of the ECTS Pilot Project, which ran from 1989 to 1995 and gave birth to the European History Networks. Since 1999 these have become established as the “CLIOH” nets, thanks to a series of Networks and projects supported morally and financially by the European Commission. Clio is, of course, the muse of history; but Clioh with an ‘h’ – CLIOH as an acronym – stands for “Creating Links and Innovative Overviews for a New History Agenda”, a motto which accurately describes the core of the Networks’ methodology. The CLIOH approach entails using the transnational context in which the Networks operate to build knowledge, gain new insights and propose novel directions for history learning, teaching and research.

There have been a number of phases in the Networks’ activities, each of which has led to important contributions in its own right and prepared for further stages in pan-European and even broader cooperation. These include CLIOHnet,

CLIOHnet2, Clíoh's Workshop 1 and 2; CLIOHRES (our Sixth Framework research Network of Excellence). The CLIOHnets have promoted, coordinated or collaborated closely with other key Networks such as HUMAN PLUS and Tuning Educational Structures in Europe (as well as in Latin America, Russia, Georgia, Kyrgyzstan and Australia).

At present CLIOHWORLD is the standard bearer of the History Networks. The name itself shows that the present Network is based on the idea that it is necessary to shift away from a Eurocentric view of the past, in order to develop the knowledge and the ethical and critical attitudes needed in the study of history today. CLIOHWORLD is concerned with creating bases for new or enhanced higher education learning and teaching in the field of history. It is equally committed to proposing suitable ways to convey a new 'historical culture' to learners and citizens of all ages.

According to CLIOHWORLD findings, there are a number of specific areas where national higher education systems and historians themselves may be lagging in their desire to form the knowledge and competences necessary for understanding and contributing positively to Europe's present and future role as a unique polity, and also as an important part of a much wider and interconnected world.

The first of these is knowledge of European integration and of the history of the European Union itself. Mapping what is offered in this sector across Europe has shown that many universities simply do not have adequate courses in the area. Some, on the contrary, have developed important centres and specialised programmes. In most cases however the European Union within Europe is studied in contexts where the historical dimension is, if not forgotten, at least in the background. In almost all cases the emphasis is on the Union from the point of view of the member state in which it is being studied. In European Studies programmes outside Europe, whether focussing on legal, economic, cultural or historical aspects, insufficient attention is paid to the individual national histories, cultures and political systems. This makes it especially difficult to identify and understand the constraints and opportunities that Europe now faces.

The second area is that of World and/or Global history. Although homage is usually paid to the idea of extending history programmes to embrace the wider world, the reality is that often very little progress is made when it comes to implementing such good intentions. Most programmes and course units in European universities presented as 'world' history are connected to the history of the country in which they are being taught – through their empires, their colonies, their rivals, their areas of emigration. A holistic, or at least a more balanced and realistic, approach requires understanding how the categories now known as 'world' and 'global' history have been constructed, what distinguishes them, and what

constitutes their political and cultural contexts. It requires shifting our point of view in order to understand developments in today's world, to locate their roots in the past, and to equip European citizens with more appropriate tools for interpreting and dealing with current developments, including immigration.

The third area CLIOHWORLD singled out for special attention is that of ICT and its impact in the broadest sense on history learning/teaching and research. The truly remarkable expansion of digitised and electronically available materials – including historiographical studies, original sources, and means for communicating and discussing historical problems – makes it imperative to develop learners' critical competences in these areas. This poses a challenge for all universities, where teachers may be behind their students in ICT acculturation.

An area of particular interest to CLIOHWORLD and its predecessors, is that of overcoming the real knowledge 'barrier' or wall that separates the Ottoman empire from 'Europe', including the many European countries which were once part of it. Similar considerations help explain the lack of reciprocal knowledge and historical perspective regarding this intense East-West relation in most history programmes, whether in the Republic of Turkey or in EU member states. This barrier persists in many contexts, including school programmes for students of all backgrounds in areas where there are large Turkish communities, to the detriment of reciprocal understanding.

A final sector in which the new heuristic potential of today's Europe has not yet been fully exploited in higher education is Regional and Transnational history. Here what is often presented as 'regional' in course descriptions is usually simply 'local' history: students are often offered courses on their 'own' history, but are almost never given the methodological tools for working with borders and regions in general which would allow them to locate their studies in a broader context. Looking at history beyond contemporary borders certainly constitutes a first step towards being able to look realistically at one's neighbours.

In the CLIOHWORLD Network each of these five particularly challenging and important areas has been at the centre of the efforts of a dedicated Work Group comprising around 20 academics from different parts of Europe. In the past years the groups have mapped the situation in their thematic domain, and have searched for examples of good practice, while developing recommendations and resources to assist in improving future teaching.

In order to make their findings available to others, the five Work Groups have formulated them according to the modalities developed in the Tuning Educational Structures in Europe project, or what today is better known as the "Tuning Process". The present publication is organised in five chapters, each of which addresses, according to the scheme of a Tuning template, the specific configura-

tion of one of the five thematic areas, formulating suggestions in terms of Tuning 'competences' and reference points. This means that the specific recommendations formulated in this book should be seen in conjunction with the Tuning Guidelines and Reference points for history programmes in general. These were formulated and published in a CLIOHnet-Tuning booklet in 2005; it is available on the www.cliohworld.net website and can be downloaded as a pdf, free of charge. The general history History Guidelines and Reference points – or Conceptual Framework as it is now called – will soon be published in a new edition, and it too be available on www.cliohworld.net. A very synthetic version of the general History reference points and guidelines, the 'Pocket Guide', is also available, in English, Portuguese, French and Turkish, on the CLIOHWORLD website.

In order to facilitate the use of the present publication the 'Pocket Guide' is included at the end of the book as Annex 1. It is followed by the current list of 'generic competences' elaborated by Tuning (Annex 2). A final section (Annex 3) contains a list of useful links.

Finally we wish to add that CLIOHWORLD has developed several quality tools, including a Self-evaluation Manual which history departments may use in developing their own quality culture. The Network also offers a series of CLIOHWORLD Quality Labels, including labels for degree programmes and/or course units and modules in the five thematic domains discussed in this publication. The criteria for awarding these labels are specified at the end of each chapter. We also offer, on our website, a Manual and instructions for completing a Self-evaluation quality procedure. Those programmes that carry out the Self-evaluation, apply ECTS and issue the Diploma Supplement correctly, and whose offer is in line with the History Tuning guidelines, are eligible to receive the General Quality Label.

We hope that these criteria, and the other suggestions presented in this book will prove to be interesting and helpful for the members of the Network and for history students and teachers more generally.

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History of European Integration and of the European Union

I. An overview of the subject area in European universities

The history of the European Union is not the same as the history of European Integration and vice versa: the two terms cover different aspects of European History. The main focus of the history of the European Union is on the history of a very dense kind of European integration, centred on institutionalised forms of integration and on the member states of the European Union. On the contrary, the history of European Integration also covers aspects of integration that go beyond the European Union. Moreover, to reach a mature understanding of the complex political, social, economic and juridical framework in which the EU has been conceived and built, it is important to broaden our view back in history before 1945 and World War II. One of the most obvious tools of analysis that history offers is 'historical perspective': the diachronic dimension provides important insights into present-day phenomena. The understanding of long term aspects, events and processes, is also vital in building a critically aware European citizenship.

CLIOHWORLD undertook an extensive survey of the current state of European Union and European integration history learning and teaching, through detailed mapping of selected countries (Austria, Germany, Ireland, Italy, Portugal, Spain and the UK), and supplemented this with further sample-based mapping of other countries in Europe (Bulgaria, Cyprus, Finland, Malta, Romania) and beyond Europe (Japan).

Although the mapping covered a broad and diverse range of countries and institutions, a number of common points were evident. In particular, it was striking that there is very little learning/teaching specifically dedicated to the history of the European Union or European integration. Courses devoted to these subjects are overwhelmingly oriented towards political science, legal or linguistic studies. Where there was evidence of a historical approach to the subject it tended to be framed within either national histories (the relations between one state and the rest of Europe) or included in general histories of Europe, wherein the history of European integration and the European Union was treated either as a discrete

part of the whole or implicitly (rather than explicitly) embedded in studies of post-1945 west European political and economic development.

The difficulty of identifying historical approaches to the subject underlined the problems of defining what that history is, however. There are a number of issues that make a neat definition of European Union history and the history of European integration problematic. These are principally chronological and thematic. If we seek to add a historical dimension to existing institutional studies of the European Union and of European integration, for example, questions arise about cultural and historical connections (what might be termed 'European-ness') which in turn open up problems of periodisation (specifically, whether an exclusively post-1945 focus is adequate, but if not how should the chronological parameters be defined?).

The importance of history in programmes of European Studies is in fact not very pronounced, although history is often mentioned in the programme descriptions. Even where European Union history is reasonably well covered, it is usually as one optional module, a fact which raises issues about coherence, or the importance of thinking about what that history is. Although dealing with "Europe" is quite popular in European academic institutions and many universities and departments offer courses on "European history" or the history of European regions, an explicit focus on the history of European integration and of the European Union is not very widespread. "European history" is often seen as history that happened in Europe or parts of it, not in a comparative way that contrasts different structures and addresses the process of European integration.

II. Employability

Studying the history of European Union and European integration at university level is not simply a means of gaining qualifications for certain jobs but is also important as a way of enhancing personal culture and citizenship. History is an important tool for increasing knowledge of the human past and for enhancing the awareness and the identity of human social and political communities, of which the European Union is one. In order to achieve a better understanding of what the European Union is and what it means to be a European citizen it is essential to improve the knowledge and understanding of both the history of the European integration process and the history of the European Union itself. Universities are an important place where students can acquire such essential knowledge and awareness in a mature way.

Typical occupations of the graduates in history of European Union and European integration are similar to those of history graduates and graduates of Euro-

pean studies and be seen in a combination of these thematic areas. Programmes, modules and courses on the history of European integration and the European Union offer a professional qualification for the public sector and governmental agencies, NGOs, European institutions and international organizations, tourism and business, information centres, media and journalism, museums, archives, libraries dealing with the topic of European integration and EU-history. Graduates with a masters degree are, in addition, prepared for occupations in education and research. Third cycle graduates hold a qualification for an academic career and leading roles in research.

III. Key competences

According to the Tuning Educational Structures in Europe project, the objective of single course modules and degree programmes is to develop “competences”, in the broadest sense, in the learner. In substance the central element in organising the learning process is what the person involved will know, understand and be able to do at the end of it. Attitude too, in this case the historical mind-set or approach, is fundamental. Using the Tuning results of the History Subject Area Group as a starting point, a number of key competences can be developed in the area of the History of the European Union and European integration:

1. A critical awareness of the relationship between current events in the EU and processes in the past and awareness of differences in historiographical outlooks in various periods and contexts
2. Ability to place events and structures in historical perspective
3. Ability to define suitable research topics to contribute to historiographical knowledge and debate
4. Ability to identify and utilise appropriate sources of information for a research project
5. Interdisciplinarity as a tool for research oriented teaching of the history of European integration and the European Union
6. Knowledge of the history of European integration and the European Union as part of modern European history in a comparative perspective
7. Knowledge and ability to reflect in a critical way on central terms and concepts such as “Europe”, “European community”, “European Union” and “integration”
8. Knowledge of one’s own national, regional and local history as a part of the European integration process and knowledge of the impact of the integration process on national, regional and local level

9. Ability to place the history of European integration in a context of world and global history
10. Awareness of the social policies (welfare state, employability, higher education, etc) in the framework of the EU integration process
11. Ability to work in a multicultural team with awareness and respect for points of view deriving from different cultural backgrounds
12. Ability to read, write and communicate in at least one foreign language using the terminology appropriate to the subject
13. Ability to communicate key information on the history of European integration and the European Union to non-experts in oral and written form
14. Ability to encourage the public debate on European integration and the idea of European citizenship

Here we describe the key competences more fully:

1. A critical awareness of the relationship between current events in the EU and processes in the past and awareness of differences in historiographical outlooks in various periods and contexts

Learners should be aware that the history of the European Union does not start with European integration in the form of the European communities after 1945 and that processes and structures going further back than 1945 strongly influence the present situation in the EU and the perception of the EU by its inhabitants.

Learners should be aware that current events are often seen through an inherited perspective that is historically based in national and regional frameworks. Knowledge of the history of Europe is necessary to be able to interpret the different perceptions of current events in various European nations and regions.

The knowledge that the learners should acquire in order to be aware of a relationship between current events and processes in the past is not primarily based on simple facts and dates but also on a knowledge of basic structures, the economic and social situation, demography, religion and political systems.

Learners should also be able to identify the role of national or regional myths and interpret the often “invented” significance of certain historical events in the context of the “identities” forged by European nations and their instrumental use and propagation in national/nationalistic historiography.

2. Ability to place events and structures in historical perspective

While a literal interpretation of European Union history – its institutional history/development since 1945 – can be reasonably easily defined and adds to legal and political science approaches, it is important that students also develop an appreciation of European history that pre-dates World War II. Students should be able to demonstrate an understanding of the complex and contested historical origins of the European Union and be able to justify their chosen definition of what constitutes the history of the European Union. This will require them to understand the complementary and divergent natures of specific (e.g local or national) histories within the EU (to examine the EU as [more than] the sum of its parts) as well as external perspectives on the EU. They should, therefore, demonstrate an understanding of the multiplicity of EU histories defined both chronologically and geographically. By examining the internal and external histories of the EU, students will be able to define “history of the European Union” and its place in world history.

3. Ability to define suitable research topics to contribute to historiographical knowledge and debate

The learner should be able to identify a number of significant studies relating to the history of European integration and cooperation during the 20th and the 21st centuries, including for example the concrete acts underpinning it, the ideas surrounding it and the obstacles to it; to connect these works with the historical and political context in which they were produced; and to define the position of the author with respect to the historical, political, methodological and theoretical questions addressed.

The learner should be able, on this basis, to pose new questions for research having the potential to advance knowledge and debate, of a complexity appropriate to the level of study. The learner should be able to elaborate a research plan, organised around a bibliography, documents and other sources (oral, written, material), as appropriate to address the questions posed and to revise (broaden, perfect) it in relation to his or her findings.

4. Ability to identify and utilise appropriate sources of information for a research project

The European Union is sometimes compared to an onion (as a sphere) with concentric layers. That means that it has a horizontal synchronic geographical segmentation and a diachronic vertical periodization. Learners need to acquire

competences that allow them to distinguish, compare and analyse different periods and spaces of European and European Union history.

This will require competences in finding, classifying and using critically sources of information appropriate to the historical time period, geographical space or phenomena analysed.

Students should have at least a basic knowledge of the methodology of related disciplines and an ability to use this interdisciplinary methodological arsenal (e.g. International Relations theories, security studies, comparative political sociology and political science theory).

Learners should be able to combine sources of different kinds (e.g. treaties, European Union law, the *acquis communautaire* [the body of EU law established until now], audiovisual materials, press releases, discourses, political programmes) and forms (written, electronic sources, official sites of EU administration), address them with critical awareness and analyse them in the appropriate historical, national, international or EU community context.

5. Interdisciplinarity as a tool for research oriented teaching of history of European integration and the European Union

The learner should be aware of and able to use tools of other human sciences as well as those of the various branches of historical research. This entails understanding that different kinds of history (e.g. economic, political, intellectual, cultural, social, institutional, legal, diplomatic, gender and religious history; history of international relations) as well as other human sciences (anthropology, literary criticism, history of language, art history, archaeology, law, sociology, philosophy) are indispensable tools in creating a critical awareness of the relationship between current events related to the history of the European Union and the processes of the past, a vital point in student competences.

Moreover, the learner should understand that many of these different branches of history or human sciences may offer a specific and focused viewpoint that allows for an analysis of the history of the EU in a more profound way. This kind of perspective allows the learner to perceive the differences between the various approaches to the history of European integration and the European Union in a broader sense, fostering critical awareness of the way many political discourses are founded on a specific historical view of Europe and its history. In fact, many different approaches may be used, both in studying the European Union, and in studying European History, but not all of them are equally valid in terms of

historical analysis and methodology: some are functions of particular political points of view and based on revisionist or nationalist perspectives.

The history of the European Union is more than the sum of the histories of many different countries, plus the history of the European Union itself. The EU, just like European citizenship and European identity, can be considered multi-layered or stratified. It is a complex system and requires a multi-faceted approach.

6. Knowledge of the history of European integration and the European Union as part of modern European history in a comparative perspective

The history of European integration should not be seen as an isolated phenomenon but as a part of the European history itself. So the history of European integration and the European Union have to be considered in a broader sense within the framework of European history and its central structures as the Cold War, the rivalry between the European nations or later on the economic and military cooperation of European nations. But also the results of de-colonisation after 1945 and the shifting from a political sense of colonisation to an economic one form an important basis for EU integration as at least the main political attention of many European nations was then focused on Europe again. It is also important that students can understand and communicate an important aspect of the European integration history, which is a history of peace projects within a world history. This comparative perspective also enables one to break up national narratives and avoids the problem of the EU itself inventing a kind of national narrative that is exclusive to the rest of the world.

7. Knowledge and ability to reflect in a critical way on central terms and concepts such as “Europe”, “European community”, “European Union” and “integration”

The learner should be aware of, and able to explain his or her understanding of, concepts and terms such as ‘Europe’, ‘EC’, ‘EU’, and ‘integration’. The student should be aware that these are not static concepts, that they are contested, and that their meanings and significance will vary according to the perspective adopted in examining them. In particular, the student will be able to demonstrate an understanding of the non-linear structure and process(es) of European integration; that is, to see this as a process of both integration and disintegration in which any consolidation of an idea of European union or commonalty incorporates a sense of both movement closer together and further apart, of harmony and discord, of advance and regression. The student should therefore be able to examine the history of these concepts in a way that reflects and critically exam-

ines issues of the evolution of world political, economic, cultural, social thought. The student should be able to reflect on the ways and extent to which each concept describes contemporary understanding of European integration history.

8. Knowledge of one's own national, regional and local history as a part of the European integration process and knowledge of the impact of the integration process on national, regional and local level

While paying full attention to the grounds on which European integration and union is expressive of common or shared experience and histories, students should also demonstrate an awareness of the multiplicity of those experiences and histories within the whole. Students should therefore be aware that European integration does not take place in a uniform or centralised manner, but is felt and experienced throughout Europe at all institutional levels and is perceived in the "Lebenswelt" (or everyday life of people). Thus, students should be able to understand that the interpretation of the European integration process depends on the perspective of national, regional, and local histories and should reflect both differences as well as common experience. The history of European integration and the European Union might therefore be seen as being also, and importantly, defined by ideas, values, and institutions with a local or regional inspiration.

A student should be able to explain all of these aspects of the history of European integration and the European Union. She or he should be able to understand and compare all these national, regional and local "narratives" on identity, history of population, education and economic-administrative institutional system and try to understand the cultural and mental, habitual heritage of a region. Students should try to analyze whether there were genuine and continuous connections among regions, states and, last but not least, whether there was any interrelatedness of European currents with the local history and how extensive this was both in former ages as well as in contemporary history including the phases before and after the EU accession of the particular country or more specifically the region with its institutions and population.

9. Ability to place the history of European integration in a context of world and global history

It is important that the student is able to see Europe from outside as well as from within. While often studied as a (potentially) inclusive model and process of historical development, it is important to recognise also the exclusive nature of EU and integration histories and to understand and explain how the history of the European Union is also concerned with a political structure that separates Europe from the

rest, and to be familiar with the meaning and significance of concepts such as ‘fortress Europe’, ‘European hegemony’ and to be able to examine critically the ways in which this can, or has been seen as, a model for cooperation – political, social, cultural, intellectual, institutional – in other world regions.

10. Awareness of the social politics (welfare state, employability, higher education, etc) in the framework of the EU integration process

The student should be aware of the importance of understanding the integration process in terms of what the EU has achieved as well as how it has achieved it. While paying attention to forms, therefore, the student should be able to examine and contextualise European integration in terms of its impact on the lives of European citizens. The student should be able to explain in what ways the development or shifting of modern society is affected by European-wide or EU-level activities and ideas, as against national or regional factors. In considering the EU in terms of social politics, the student should be able to refine their understanding of the nature and significance of ideas and values within the integration process.

Students should be prepared in practice to demonstrate an awareness of those policies and legal frameworks that concern their field of study and the economic-cultural sector in which they wish to work by acquiring a basic knowledge of the European institutional system, policies and programmes that govern and promote their field of activity: education, training, media, or others. It should be borne in mind that the social and cultural policies of the EU include grants and exchange programmes that are useful both during the student’s university career and subsequently during post-HE employment as these policies are dedicated to forging a more united and convergent Europe. Students should be well prepared for applying, using and working with these Europe-wide integration-projects.

11. Ability to work in a multicultural team with awareness and respect for points of view deriving from different cultural backgrounds

Diversity is an important aspect in the shaping of European Union and integration histories. Students therefore should be able to analyse that diversity in variety of senses, such as (although not exclusively): social, economic, political, and historical factors. The student should be able to interpret and explain with sensitivity the parts comprising the whole of the European ‘experience’. Considered fundamental in any History programme, the competence of working in a multicultural team must be especially emphasised when the EU is the specific subject of studies and the field of action. To deal with a union that is built up of 27 different interacting parts is in itself sufficient to justify the need to develop the ability to work in a multicultural team with awareness of and respect for

European diversity in its variety of senses. Mobility systems for students and teachers such as summer courses, Erasmus exchanges, joint Master or PhD programmes, contribute to the development of this competence as people with different cultural backgrounds can develop their learning process together. Thus the university can be seen as a training ground for work in a multicultural team. Students who have learned about Europeanness and the cultural diversity of Europe would act empathetically and be tolerant towards other opinions and views deriving from the different cultural background, mentality, (working, acting or thinking) habits of their colleagues in the multicultural team, seminar or laboratory. Students should be encouraged to develop a mutual understanding of the diverse cultural and historical profiles of each of the European member-states or regions, and the variety of mental, habitual and social backgrounds of European citizens, including minorities and immigrants. As such, the acquisition of competences enabling students, researchers and workers to develop their activities in a climate of respect for cultural diversity and differences of opinions is highly desirable, both in the different cycles of University study, and in programmes of life-long learning. Students should therefore acknowledge different cultural points of view and understand them as a means to provide a richer perspective on European issues, and to integrate them, in a critical way, in the process of acquiring knowledge.

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

Students should be able to use foreign languages accurately when searching for data on European Union history and European integration history. She/he must be able to read sources, to comment on historiographical texts, original documents etc., in written and oral form. The ability to communicate in one or more foreign languages is linked to and an important aspect of fulfilling competence 11 above. In a multicultural Europe with so many cultural and historiographic traditions, the mastery of a single language may contribute to a narrow view of the problems the student intends to analyse. This ability to communicate in at least one foreign language is fundamental to an ability to share with 'foreign parts', local, regional and national histories as well as experiences of how the European integration process has and had different impacts on an individual's way of life and thereby better explain one's own experiences as well as those of others. Such linguistic ability will also allow students to access and work effectively with different historiographic traditions. The ability to use terminology appropriate to the subject is considered essential to guarantee the effectiveness of communication (linked to competence 7 above).

13. Ability to communicate key information about the history of European integration and the European Union to non-experts in oral and written form

The most widespread views on the history of European integration and on the History of the EU do not always integrate the best and most up-to-date information, reflecting academia's frequent inability to produce information in a clear and easily accessible manner. This can lead to an inadequate and outdated dissemination of historical information. Through the acquisition of this competence, which must be demanded at all levels, including lifelong learning, the student may become an effective agent of dissemination, reaching a wider and more diversified public, including those naturally less receptive to academic texts.

Given that the history of European integration and the European Union should be understood in terms of their impact on *Lebenswelt*, it is important that students are able to engage with audiences beyond the academy in their study of those histories and processes. The student should be able to examine, discuss, and explain his or her work in terms that recognise the quotidian as well as high governmental aspects of that work. The student should be aware of the ways in which the history of European integration and the European Union have shaped the experiences and outlook of all citizens and be able to explain the varied levels of wider, popular, engagement and disengagement (or non-engagement) with the integration process. This links also to competences 1 and 8 in particular and shows the importance of historical research and thinking as an important tool in understanding the world in past present and future.

Students should be able to contribute with their knowledge and understanding of the history of European integration and the European Union both in oral form (to a variety of audiences) and in written form (for example in forms dedicated to public opinion such as scientific and newspaper articles). This competence demands a basic ability in communication-techniques and good knowledge of European issues, problems, and ideas, as well as an ability to make critical use of European sources of information.

14. Ability to encourage public debate on European integration and the idea of European citizenship

Students should be able to communicate the essential information of the history of European integration and the European Union to non-experts in order to develop and enrich a wider understanding of European citizenship. This may take the form of participation in public debate or voluntary activities, or other

forms of work or activity that examine critically and responsibly varied and controversial opinions and which seek to promote active citizenship. The student should aim to encourage participation, rational debate, and active citizenship, while also being aware of the issues associated with dealing with subject matter and information that is frequently controversial: the student should therefore understand how to contextualise and interpret ideas and data drawn from a variety of sources and perspectives.

IV. Cycle and course unit level descriptors

According to the constitutive structure of university education it is necessary to differentiate learning outcomes according to first, second and third cycle programmes and course units. The following suggestions for the EU-history and the history of European integration are defined with reference to the “Dublin” descriptors that resulted from the Joint quality initiative in the framework of quality assurance and accreditation of bachelor, master and PhD programmes in Europe.

1. First cycle

Knowledge and understanding

The graduate has a critical knowledge and understanding of the History of the European Union and the integration process, based on a specialised and up-to-date bibliography, and on a broad selection of key primary sources.

Applying knowledge and understanding

The graduate is able to use a historical approach to enrich the critical understanding of the recent history of the European Union and the process of European integration, devising and sustaining arguments that reflect a broad awareness of the relevant historiographical issues.

Making judgements

The graduate is able to identify, retrieve and evaluate critically information on the history of European integration and the European Union from a variety of sources in order to address relevant topics in the field or thematic area.

Communication

The graduate is able to communicate in appropriate form, written and orally, in his/her own and if possible another language, basic knowledge about the European Union, its history and its organisation, to students, peers and the general public.

Learning skills

The graduate knows where information about new developments in the history of European Union and European integration process can be found and how to utilise it, in order to be updated.

2. Second cycle

Knowledge and understanding

The graduate has a critical knowledge and understanding of the current developments in the History of the European Union and the history of European integration, including interdisciplinary debates, sufficient to be able to formulate and address an original research problem.

Applying knowledge and understanding

The graduate is able to apply the critical perspectives and methodologies acquired to address problems regarding more than one spatial or thematic area.

Making judgements

The graduate is able to propose well-founded interpretations of relevant social, ethical or other issues facing the European Union/European integration process basing them on the use of the critical bibliography and employing both known and new sources and the ability to model complex interactions.

Communication

The graduate is able to illustrate and explain in his/her own and if possible another language to an audience (specialist or non specialist) his/her findings about the history of European integration and the European Union and the sources and methodologies on which they are based, both in academic and non-academic form.

Learning skills

The graduate is able to undertake self-directed study in the history of European integration and the European Union, using information, theories and methods and networks relative to various disciplinary frameworks.

3. Third cycle

Knowledge and understanding

The holder of the doctorate has a critical overview of the field, including an understanding of the historical and methodological contexts which mould the various national, thematic and disciplinary viewpoints; and the ability to assess critically those perspectives in an innovative manner.

Applying knowledge and understanding

The holder of the doctorate has demonstrated the ability to conceive and execute an innovative research project designed to address a relevant problem in the history of the European Union and/or of the European integration process which makes a substantial contribution to existing debates or raises new questions, such as to merit national or international publication.

Making judgements

The holder of the doctorate is able to analyse and evaluate complex aspects of the European Union/European integration process and to propose syntheses that may lead to further academic research and facilitate knowledge transfer.

Communication

The holder of the doctorate is able to communicate, in his/her own and at least one other language, both specialised and general knowledge about the history of the European Union and the integration process in an interactive way (establishing a dialogue) with specialists from other disciplines (law, economics, international relations, sociology etc.) and general audiences, and has the ability to initiate and conduct public debate.

Learning skills

The holder of the doctorate has the ability to initiate, conduct and participate in debates regarding new developments in the broad field of the social sciences and humanities enhance knowledge and understanding in the field as related to the history of European Union and European integration and to promote projects and activities suitable to increase knowledge and understanding.

V. Learning, teaching and assessment

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

The learning and teaching approaches to the history of European integration and the European Union 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 as lectures, tutorials, workshops, seminars, group work or excursions. But in order to broaden the view of the history of European integration and the European Union and in order to overcome national points of view it is useful to implement learning and teaching activities that enlarge the perspectives of students and teachers such as placements in public, educational or scientific institutions, student exchange, joint programmes, modules and courses or collaboration over national frontiers by online-courses and discussion forums.

Of course, the variety of competences that should be achieved in programmes and courses on the history of European integration and the European Union (see chapter II) as well as their differentiation in the three Bologna cycles (see chapter III) demand different forms of learning, teaching and assessment that can be exemplified using a selection of the key competences listed in chapter III and relating them to the different cycles.

First cycle

Competence 1	A critical awareness of the relationship between current events in the EU and processes in the past and awareness of differences in historiographical outlooks in various periods and contexts.
Teaching Method	This competence requires students to acquire a wide and critical overview of the subject and approaches to it. It is important to stimulate understanding of how the differences in historiographical outlooks are perceived and conceived in different times and areas of the world, due to political, economic, cultural and social contexts. This might be achieved through the use of lectures, workgroups, seminars and group work, the latter including both supervised and supported student-centred learning (such as project work).
Learning Activities	Attendance at lectures and/or seminars; directed reading on the histories of the European Union and of European integration based on assigned bibliographies; group work, including presentations; on-line learning activities where appropriate. Study of some of the major historical processes and events in history from ancient times to present with particular emphasis on the different approach with which various historiographies analyse the same process or historiographical problem. Comparison of the different approaches, explaining how an historiographical outlook is formed and why there are different perspectives, placing them in relation with different methodological or cultural approaches.
Way of Assessment	Written and/or oral examination; assessment of participation in group discussions and where used also of presentations and group project work

Competence 9	Ability to place the history of European integration in a context of world and global history.
Teaching Method	Lectures, workshops, group work aiming to stimulate understanding of how differences are perceived and conceived in different historiographical outlooks in different times and areas of the world, due to political, economic, cultural and social contexts..

Learning Activities	Study of major historical processes and events in world history from ancient times to present with particular emphasis on one non-European macro-region; study of main elements of colonialism, decolonisation and state formation in Europe and of other continents in comparative perspective; more specific study of 20th-century world history; acquisition of basic knowledge about European integration (more developed under competence 6); preparation of presentations and reports showing how European integration appears to those in other continents in specific periods.
Way of Assessment	Formative assessment on the basis of written or oral presentations with input from peers; final assessment by written or oral examination by teacher.

Second cycle

Competence 11	Ability to work in a multicultural team with awareness and respect for points of view deriving from different cultural backgrounds.
Teaching Method	lectures, workshops with the participation of students and lecturers in ERASMUS mobility; blog for discussing themes related to the course syllabus; access to e-learning tools; guided research by students.
Learning Activities	Critical analysis of information sources coming from different origins and in the different languages within European space (at least one community language beyond mother tongue and English); creation of a website on a theme of history of European integration and of the European Union with access to materials suitable to giving a comparative perspective (e.g. comparative chronology, collection of press news); participation in a blog for discussion with students from other universities integrating the website.
Way of Assessment	Participation in discussions in class and in the blog; presentation of an oral paper in one of the workshops; research for collecting written, audio and visual materials concerning the topic selected for the elaboration of the website; production of written materials for insertion in the website.

Competence 13	Ability to communicate key information on the history of European integration and the European Union to non-experts in oral and written form
Teaching Method	Lectures, workshops and group work to stimulate debate and capacity of argumentation especially adapted to the public in question relating EU-History and European Integration using specific problems and realities known and lived by the community to be addressed. To promote the understanding of the key role of the media in shaping public opinion, frequently acting as misleading and contradictory information. Short length papers, focusing on keys ideas expressed in a correct but current and friendly language.
Learning Activities	Creating a database on relevant sites focusing on general information but also on specific data related to different publics/regions/problems that can be presented to the general public. Develop the ability to examine critically complex sources; participation in seminars and conferences; contact with non professionals in the area of EU's social policies (e.g. through placements)
Way of Assessment	Formative assessment on the basis of written or oral presentations, participation in discussions, placements reports; evaluation by teacher's/supervisor and fellow students.

Third cycle

Competence 10	Awareness of the social policies (welfare state, employability, higher education, etc) in the framework of the EU integration process.
Teaching Method	lectures, research seminars, workshops, excursions, placements, individual supervision, joint seminars or modules, student exchange
Learning Activities	conceiving and executing an innovative research project designed to address a relevant problem of of the EU's social policies; critical examination of sources; participation in seminars and scientific conferences; building up a portfolio; collecting information in contact with professionals in the area of EU's social polities (eg by placements)
Way of Assessment	doctoral thesis; written papers, oral presentations, participation in discussions; presentations at conferences; portfolio; evaluation by supervisor and fellow students

Competence 14	Ability to encourage the public debate on European integration and the idea of European citizenship.
Teaching methods	Lectures, workshop, oral presentation, carry out public discussion, writing media articles, student exchange programme, collaboration with the mass media
Learning activities	finding arguments for evaluation of European integration; knowledge of regional, cultural, and social differences in Europe as the important background for broader cooperation among the European countries; building up feeling of European identity; presentation of civic culture; knowledge of mediation and leading of public discussion; reasoning of European integration; dissemination of knowledge about the evolution of the idea of European identity
Way of assessment	PhD theses, written papers, writing media articles, oral presentation, mediation of public discussion

2. EXAMPLES OF GOOD AND INTERESTING PRACTICE

Examples of good and interesting practice can be found in all of the countries that were mapped in detail. These examples can be found on several levels: 1. On the level of programmes it is seen as good practice if courses on European Union history and the history of European integration are a – preferably compulsory – part of programmes of European studies or European history. 2. Courses are seen as representing good and interesting practice if they cover European Union history and history of European integration in a way that goes beyond an institutional history of the European Union and its organisations. Some selected cases out of a variety of interesting programmes, modules and courses will illustrate these examples of good and interesting practice.

At the beginning of the Masters programme “Sociology – European societies“ (Freie Universität Berlin [DE]) there is a module that deals with “the process of political integration in Europe and the development of European societies after 1945”. The link between European integration and the development of societies broadens the horizon of the history of European integration. Critical views on the process of integration are also presented in a lecture series forming part of the Master of European Studies (MES) offered by the Europa-Universität Viadrina, Frankfurt on Oder (DE). What is interesting in this example is also the inter- or multi-disciplinary approach, also used in other courses such as “Interdisciplinary Analysis of EU” (in the “Integrated Studies of Europe” Programme, Universität Bremen [DE]). Here topics such as cultural pluralism and “European identity”

or the transformation of the welfare state and “social Europe” are dealt with. The latter topic is the main focus of the Masters in European Union Studies offered at Paris-Lodron Universität, Salzburg (AT). Here, courses on social and economic history in the *longue durée* (18th – 21st centuries) and courses that put EU integration in a pan-European and global framework can be seen as examples of good practice. That is also the case in a course on “Transnational History” at St Andrews (UK) that deals with the interconnections between European societies and non-European regions from the 18th century. Also the “M.A. Europe: Integration and Globalisation” at University of Marburg (DE) is oriented in that way. That the history of integration after 1945 is very much affected by historical events that happened before 1945 is dealt with in a course on “European History Since 1945” (University College, University of London [UK]). There particular attention is paid to the impact of experiences and memories of war, occupation, resistance and the holocaust in the period after 1945. Also the programme in European Studies (M.E.S.) at the University of Vienna, Austria, offers compulsory courses on “Plans for Europe in a historical context before 1945” and “Basics of European integration politics on a historical foundation”. A comparative and transnational approach to the idea of Europe in a long *durée* perspective is pursued in the second cycle programme in “European Historical Studies” at the University of Évora (Portugal) as well as in a number of courses in the history programme at University of Hildesheim/Jean Monnet Chair (e. g. “Cold War, European Disintegration and the Western European Integration”).

Emphasis on the above-mentioned aspect of “European-ness” can be seen in several courses, such as “Culture and Identities in a Contested Continent” (Open University, UK). Here, Europe is defined as a contested and a dynamic space, rather than as a fixed geographical entity. Ideas and concepts of Europe are also part of the programmes on the European Union and European integration at the University of Coimbra (Portugal) that are mainly taught from a historical perspective. The Faculty of Humanities (Letters) of the University of Coimbra emerges as an example of interesting practice due to the strong presence of the subject across a range of scopes and levels: from a single course unit on the history of European integration and the European Union compulsory for history students to first and second cycle programmes on European Studies where History is one of the five major fields of research.

It can be considered good practice to offer joint studies that stress a broad transnational perspective. The University of Coimbra is – as one example among many – a member of a network of Universities that, with the support of the European Commission, organises a Master in European Studies: “The Process of Building Europe”.

As a result of mapping the situation and taking a deeper look at examples of good and interesting practice, several factors emerged that – by integrating historical approaches – are useful for improving learning and teaching of the history of European integration and the European Union:

- a. Placing recent decades in a *longue durée* perspective, including history before 1945.
- b. Dealing with aspects of European-ness (perceptions and representations, memory and history), hence with cultural and social history as well as with institutional history.
- c. Analysing ‘integration’ as a complex process that comprises both integration and disintegration.
- d. Adding a view of European history from outside Europe and analysing the links between European societies and non-European regions.
- e. Adopting an inter- and multidisciplinary approach.
- f. Offering joint programmes on the basis of cooperation between universities.

3. LIFELONG LEARNING STRATEGIES

With numerous and intense implications in everyone’s daily life it is hard to find a subject with more impact in contemporary societies than the history of the EU and European Integration. History of European integration and of the European Union is therefore not a question only related to history students or future history professionals, but one arousing interest and curiosity in general. Without going any further, within a scope of 27 countries, people are no longer just French, German or Greek. We are all, simultaneously, members of a larger – and continuously enlarging – entity: the European Union. In the process of shaping these new identities it is essential to provide citizens at all ages and in numerous contexts with opportunities to increase the knowledge and understanding of a complex process as well as encourage openness towards this changing world.

Promoting broad and transversal teaching and learning strategies on history of European integration and of the European Union will increase thoughtful, well-informed and active citizens, socially committed in sustaining integration and social cohesion. Amongst many other skills it will:

1. increase the critical understanding of Europe’s past, present and future and its role in the wider world;

2. enable individuals at all stages of their lives to pursue opportunities across Europe, promoting mobility;
3. help to go beyond the narrowness of the national point of view, breaking the common “one-way perception”;
4. improve awareness, respect and appreciation of diversity and multiculturalism;
5. increase awareness of, and respect for points of view deriving from other national or cultural backgrounds;
6. promote a deeper understanding of political or religious conflicts, migration movements, minorities, etc;
7. enable citizens to find the way through a huge amount of information, frequently contradictory/knowledge of and ability to use complex information from a variety of sources;
8. to be aware and critical about the way information is used depending on the context.

In this strategy universities have a major role not only regarding their usual addressees, students of first, second and third cycles, but also in reaching out to a much broader audience: this means planning open access for anyone who might be interested. The first step is to identify the potential publics interested in studying the history of European integration and of the European Union. The second step is to understand their demands and needs, matching the different requests of different learners according to their ages, background, levels of skill and responsibility. In this sense the major challenge is to design courses tailored to target groups.

Regarding the first step one might easily identify large groups to address specific courses and/or materials based on their ages and/or on their particular profiles:

1. Children
2. Young adults
3. Mature students
4. 3rd age students
5. Secondary school
6. First cycle, second cycle and third cycle (of non history programmes)
7. History teachers in secondary education

8. Migrants communities
9. Minorities communities
10. Civil servants (from the cultural sector; foreign and frontiers affairs)
11. Journalists
12. Lawyers, economists or diplomats
13. General public

Beyond the formal learning settings such as the usual seminars, lectures, independent and guided study, Lifelong Learning courses should emphasise teamwork, fieldwork and practical approaches in general. In the particular case of History of European integration and of the European Union oral history can and should play a major role because one way or the other we are all actors of these historical process.

To reach a broader public classes should as much as possible occur within a flexible calendar such as evening seminars, free courses, summer courses, intensive or part-time courses within or outside traditional spheres of education as schools and universities. So the idea of an “Academic Inn” – academic discussions in an informal atmosphere – or the use of games could be useful for learning activities dealing with the history of European integration and the European Union. At the same time Lifelong Learning strategies regarding history of European integration and of the European Union have to be aware of the potential of ICT and its key role although naturally taking into account the different ways in which individuals interact with digital technologies at different stages of the life course. Beyond boosting distance learning/e-learning, the use of World Wide Web resources is of extreme help in what regards this particular subject especially for the process of teaching and learning in a non-formal setting. In fact, one can access online a huge amount of quality and targeted materials, many of them provided by the European Commission and translated into all members’ languages. Amongst many others (some of the most important ones listed below) The Jacques Delors European Information Centre: eurocid portal (<http://www.eurocid>) is a good example while offering completely different materials to entirely different sorts of publics.

4. TEACHING AND LEARNING MATERIALS

There is a great deal of material dealing with the history of European integration and the European Union both available on the internet and in print. Some of the material has been produced by the European Union and its associations.

But also a lot of academic institutions are dealing with the topic and publish books, journals and didactic material. There are also some portals or gateways that collect information on EU and EU integration history in the context of European history (such as “European Navigator” or “Themenportal Europäische Geschichte”). These are perhaps the first addresses to find teaching and learning material on European integration. For teaching purposes books and booklets can be ordered – sometimes free of charge or for a small fee – at the European Union or at other institutions dealing with education (e.g. in Germany “Bundeszentrale für Politische Bildung”, www.bpb.de).

There is a collection containing selected examples of useful annotated links on the CLIOHWORLD website (www.cliohworld.net). On this website you can also find a reader on the history of European integration and the European Union and teaching material created by CLIOHWORLD. The reader consists of texts that deal with the integration process in general and with examples that enable the learner to overcome the national views dominated by the “own” historiographical tradition. The learning material deals with EU-history in general and with an aspect of European-ness on the example of the diplomatic sanctions of the member states of European Union against Austria because of the right-wing Federal party participating in Austrian government.

5. SELECTED LINKS

European Navigator

<http://www.ena.lu/>

Digital library, designed and developed by the Centre Virtuel de la Connaissance sur l’Europe (CVCE), now contains over 16 000 documents on the European integration process. The key post-war historical events and the European organisations are presented chronologically and thematically, and are illustrated by a wide range of archive documents, as well as interviews conducted by the CVCE with people who have been actively involved in European integration. The CVCE is a Luxembourg-based public undertaking supported by the Ministry of Higher Education and Research.

EUROPA – The EU at a glance – The History of the European Union

http://europa.eu/abc/history/index_en.htm

A short history of the European Union from 1945 to the present on the EU-homepage including films, biographies, information to central dates of the European integration and political and cultural background information.

Themenportal Europäische Geschichte [online-resources on European history]
<http://www.europa.clio-online.de/>

“Themenportal Europäische Geschichte” provides online-resources on European history such as texts, statistical data, images and maps and cover the European history from 18th century to the present.

The history of European Union. The European citizenship
<http://www.historiasiglo20.org/europe/index.htm>

The website by the Spanish ministry for science and education gives an overview of the history of European integration.

The European Integration History Index
<http://vlib.iue.it/hist-eur-integration/Index.html>

The European Integration History Index provides internet resources on the history of Europe after WWII in all languages. European integration is here understood as the process of political, economic and cultural integration and cooperation between various European countries in the 20th century - mainly in the period after 1945. The development of the European Community after 1950 receives particular attention.

Archive of European Integration (AEI)
<http://aei.pitt.edu/information.html>

The Archive of European Integration (AEI) is an electronic repository and archive for research materials on the topic of European integration and unification. The AEI collects two types of materials: certain types of independently-produced research materials and official European Community/European Union documents

European Union Documentation (University of St. Andrews)
<http://www.st-andrews.ac.uk/library/resources/collections/officialpublications/europeanunion/>

A significant amount of European Union documentation is now freely available on the internet. This page aims to provide links to the most commonly used material in this area.

The European Union Liaison Committee of Historians

<http://www.eu-historians.eu/>

The European Union Liaison Committee of Historians came into being in 1982 as a result of an important international symposium that the Commission had organized in Luxembourg to launch historical research on European integration. The committee is composed of historians of the European Union member countries who work on contemporary history. The page gives information on researchers, publication series, journals, new publications, conferences and archives.

ARENA – Centre for European Studies at the University of Oslo Working Papers Series

<http://www.arena.uio.no>

ARENA is a multidisciplinary centre of basic research at the University of Oslo studying the evolving European political order.

European Research Papers Archive

<http://eiop.or.at/erpa/>

Online repository dedicated to the collection of full text materials on European integration. ERPA is a common access point for the following online series in the field of European integration research.⁰

European Integration online Papers

<http://eiop.or.at/erpa/eiop.htm>

The European Integration online Papers (EIoP) are the first peer reviewed online research paper series in the field of European integration. The EIoP is published by the executive committee of the European Communities Studies Association Austria (ECSA-Austria) since April 1997.

Jean Monnet Working Papers Series

<http://www.jeanmonnetprogram.org/>

The Working Paper Series is designed to bring to a wider readership a selection of papers presented previously at Harvard Law School and now at the NYU un-

der the auspices of the Jean Monnet Chair. This papers archive includes papers from 1995 onwards.

Working Papers of the Robert Schuman Centre for Advanced Studies (EUI-RSCAS)

<http://www.eui.eu/RSCAS/Publications/>

The Robert Schuman Centre for Advanced Studies (RSCAS) is an interdisciplinary research centre launched in September 1993. Its aim is to promote research on the major issues confronting European society, principally the construction of Europe. It has set out to meet that objective by developing a strategy of co-operation, both internally and externally.

Mannheim Centre for European Social Research (MZES) Working Papers

http://www.mzes.uni-mannheim.de/publications/wp/wp_E.html

The “Mannheimer Zentrum für Europäische Sozialforschung“ – an institute of the University of Mannheim – was founded in 1989. The MZES focuses on comparative European research and research on European integration and aims to combine the two.

The ESRC One Europe or Several? Programme Working Papers

<http://eiop.or.at/cgi-bin/erpa-search.pl?site=OneEurope&cmd=search>

This paper series aims to make research results, accounts of work in progress and background information available to those concerned with contemporary European issues. It draws from 24 research projects and one programme fellowship under a 5-year national research programme, funded by the Economic and Social Research Council of the UK.

The Queens papers on Europeanisation

<http://www.qub.ac.uk/schools/SchoolofPoliticsInternationalStudiesandPhilosophy/Research/PaperSeries/EuropeanisationPapers/>

Originally published by the Institute of European Studies, are now published by the School of Politics and International Studies. The Queen's Papers on Europeanisation contribute to the theoretical development and empirical exploration

of ‘Europeanisation’ in a way that straddles disciplines and facilitates a dialogue between contending perspectives.

VI. Quality criteria for European Integration and European Union History

It is obvious that EU-history and history of European integration 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 the EU and the European integration it is reasonable to present guidelines that come out of the mapping and the identification of good practice.

The “CLIOHWORLD European Union and Integration History Quality Label” is designed for three different levels, from single course units to designated programmes.

Recommendations for improving learning and teaching of European Union and European integration history:

- a. Placing recent decades in a *longue durée* perspective, including history before 1945;
- b. Dealing with aspects of European-ness (perceptions and representations, memory and history), hence with cultural and social history as well as with institutional history;
- c. Analysing ‘integration’ as a complex process that comprises both integration and disintegration;
- d. Developing a plurality of European viewpoints so as to be able to observe the European Union history and integration process from a variety of national or thematic perspectives;
- e. Adding a view of European history from outside Europe and analyzing the links between European societies and non-European regions;
- f. Adopting an inter- and multidisciplinary approach;
- g. Offering joint programmes on the basis of cooperation between universities (both national and/or international);
- h. Having partnerships or synergy relationship, which extend beyond the university such as placements in European organizations or other potential employers;

Course unit label:

The course unit label can be awarded to a single course unit or module which demonstrates compliance with at least four out of six points (*a to f*);

Programme label:

The programme label can be awarded to a degree programme in which 20% of the credits are relative to the history of European integration and/or of the European Union and which fulfils at least four of the criteria *a to f*. In addition it must be possible for the student to complete his/her dissertation/thesis in an area of the history of European integration and the European Union;

Dedicated Programme label:

The dedicated programme label can be awarded to a degree programme which is defined as a degree in the History of the European Union and/or European Integration, which includes a minimum of 50% of the credits in this thematic area and which fulfils at least six of the eight criteria *a to h*.

Members of CLIOHWORLD Work Group 1

The CLIOHWORLD Work Group 1 includes Ewald Hiebl (University of Salzburg, Austria) and Luisa Trindade (University of Coimbra, Portugal) (co-chairs), David Brown (Strathclyde University, Glasgow, UK), Attila G. Hunyadi, Mihai Alexandrescu (both of University of Babeş-Bolyai, Cluj, Romania), Ann Katherine Isaacs (University of Pisa, Italy), Manfredi Merluzzi (Rome3 University, Italy), Amélia Andrade (Nova University of Lisbon, Portugal), Ausma Cimdiņa (University of Latvia, Riga), Blanka ŘíCHOVÁ (Charles University, Prague, Czech Republic).

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.

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e-Learning and Digitisation in History Learning and Teaching

I. The thematic area

Digital culture underpins the teaching and researching of history in twenty first century Europe. It has transformed the mechanisms through which we teach and the teaching and research resources available to faculty and students. The field of digitization and e-learning is fast-moving and universities need to constantly adapt to developments in the field. This short introduction to the thematic area will offer a survey of recent developments; it will suggest good practice, and offer new materials to be used by scholars, teachers and students. Access to new technology is not, however, even across Europe. This essay acknowledges differential access to digital resources and technology. It draws on a mapping exercise conducted to survey the current state of e-learning across Europe. This survey of teaching practice at the local level is referred to later in this essay in order to locate the digital experience within a cross European context. This essay builds on and updates the research conducted for CLIOHnet 2 while exploring new developments in digitization and e-learning resources. Three core areas of interest have been identified: researching history, publishing history and teaching history. Each area will be addressed in detail in section five of this report where we make our recommendations and describe the materials which we have created.

Within the digital world students and faculty need to adapt their competencies if they are to benefit fully from the opportunities it presents. Part three of our essay suggests the ways in which existing competencies need to be tailored to meet the needs of history teaching and research in the digital age. It also suggests a number of new competencies which history students must develop if they are to benefit from changing teaching delivery and the opening up of online resources. Part four suggests some indicative level descriptors for this thematic area. New competencies themselves broaden the employability of students within the modern workplace and we will explore the employability of history students from this thematic area in the next part of this essay.

II. Employability

Good knowledge of modern ICT technology is essential for history graduates to be equipped for the modern labour market. However the ability to handle data and information efficiently is not enough. The production of new knowledge based on data and information is an essential skill common to all higher education graduates, not just historians. Historians also bring specific skills in the critical analysis of a diverse range of primary and secondary material. It is the combination of these skills of critical analysis with ICT skills which makes history students much more competitive in labour markets. Additionally history graduates should be able to offer well developed skills in the presentation of knowledge and research results through a variety of forms. The development of digital presentation skills offers increased employability for history students. The ability to contribute to and interact with Wikis is another important skill which enhances employability. Expertise in social media is increasingly desired by employers, particularly in the world of media and communication because they are the new channels for spreading information and also for communicating with other people. Working in the more traditional 'memory' institutions (archives, museums) within which history graduates have historically found employment also demands well developed ICT skills and increasingly expertise in social media too.

III. Key competences

Digital culture demands new competences from history students if they are to fully benefit from new technologies and resources. Using the tuning results of the History Subject Area Group as our foundation we suggest the following competencies as particularly important in the thematic area of E-learning and Digitisation. Competences are developed according to Cycle stage.

1. Basic computer skills including word processing and presentation programmes.
2. Ability to navigate and use search engines effectively in the internet.
3. Ability to use and participate in learning management systems.
4. Ability to apply standard critical historical research skills to a digital environment.
5. Awareness of digital inequality within a global history context and of its impact on access to technology.

6. Understanding of digital censorship within the world context and its impact on resource availability.
7. Awareness of the distinct context of production of online resources.
8. Understanding of the historical development of digital technology

First Cycle:

1. Basic computer skills including word processing and presentation programmes

Not all students are by their nature familiar with computers. History departments should offer students the possibility to develop their computer skills and arrange a compulsory computer 'driving license' (or 'passport'). Presentation programmes should be used when students make their presentations in seminars, in order to familiarize them with the presentation environment that will be required in their future work.

2. Ability to navigate and use search engines effectively in the internet

Data-mining skills are essential skills within our information society. Students should learn effective use of search engines and user interfaces in different types of databases.

3. Ability to use and participate in learning management systems

Students need the ability to understand how learning management systems work, the facilities they offer and the problems that can be associated with their use. They should have practical experience of using learning management systems in the historical environment.

4. Ability to apply standard critical historical research skills to a digital environment

History students must be able to identify, access and analyse digital resources. They should be able to use databases to access historical scholarship on a specific theme and apply critical skills to ascertain the relative importance of this work. They should be able to use online archival collections and search engines to access primary historical sources and be able to test the veracity of these sources. These skills must be developed in the first cycle in order for students to benefit from the research opportunities offered by the digital world. In many universi-

ties these skills are developed in collaboration between library and history departments.

Second Cycle:

1. Awareness of digital inequality within a global history context and of its impact on access to technology

Students should not assume equality of access to digital technologies and resources. As the debate on open access demonstrates, the digital publication of primary sources does not guarantee that these sources are easily accessed by students or researchers. Sometimes digital publication can close down access rather than open it up. Students should develop awareness of these potential inequalities and should know that much information can only be reached through expensive library collections, which universities with limited resources cannot access.

2. Understanding of digital censorship within the world context and its impact on resource availability

The student should be aware of the dominance of the Anglo-American language on the internet. The so called world-wide-web is not open and free for all users. The web will not, for example, give all the information about certain totalitarian countries. The student of history must realize the impact and effect of these limitations.

3. Awareness of the distinct context of production of online resources

Online resources can be selective, manipulated or false. They can be used as political, ethnic or religious propaganda. The digitally literate student can distinguish between a trustworthy or a biased resource because they have clear working criteria with which to assess the veracity of digital resources.

4. Understanding of the historical development of digital technology

An understanding of the history of the internet is crucial to student awareness of the possibilities and limitations of digital history. Specifically, student knowledge of the development and history of information networks ensures better understanding of the nature of the information available and, crucially, what information is not available and why. An understanding of how digital data is produced, by whom, and for what purpose across time is essential if students are to develop a through going understanding of their sources. In fact contemporary historians have an important role to play in historicizing the digital world.

IV. Indicative level descriptors

ICT skills are essential at all levels of the modern teaching and learning experience. ICT skills underpin the student's ability to perform as a successful history student. In the first cycle the emphasis should be upon 'doing and using'. The competencies outlined here form a basic technical and analytical tool kit for first cycle students. Practical skills are emphasized and students are encouraged to apply standard skills of historical research to the digital environment.

In the Second Cycle the emphasis should be upon critical assessment of the digital world. Doing and using is no longer enough and students must engage with the historical development of digital technology and the context of production of digital sources, including censorship and access issues.

In the Third Cycle the emphasis is upon self directed engagement with the digital world. A critical but focused relationship with relevant digital sources and archives is emphasised. Online publishing opportunities should be exploited and social media used to facilitate academic networking.

V. Learning, teaching and assessment

Over the course of the CLIOHWORLD project, Work Group 3 has produced a range of material designed to facilitate, enhance and support teaching and learning through digital technology. The group has been concerned with teaching, research and publishing as all contribute to the learning experience. They will be dealt with in turn here and key recommendations are offered in each area.

1. RESEARCHING HISTORY

Digital resources have transformed the experience of conducting academic research. Comparing the Gutenbergian book format and new digital formats increases our awareness of the opportunities offered and limitations imposed by both media and the experience of using them. As digital resources have increased, so too have digital research aids, and understanding their role and place in global historical research is vital. Such new tools as Zotero are designed to facilitate the building of international virtual research groups and to enhance the individual researcher's experience of online research.

The new situation also affects the methodology of historical research. Until now, historical research has tended to be produced by one single researcher producing their research alone. The global networks, at least in theory, allow flexible national or international groups to write and research together on the same data. They also facilitate peer review of findings before work is published and allow preliminary findings to be circulated for further modification. Further, even the lone scholar can benefit from the new opportunities offered by digitally based research. There are new questions that can be asked of the digital source materials and new answers which may fundamentally reframe our research agendas. Digital technologies offer ways of searching across vast bodies of continually expanding data which previously would have taken a team of researchers years to access and analyse. Historical research is quicker and potentially more detailed than ever before.

However, the methodological dangers of these approaches must also be considered. It cannot be assumed that such tools improve scholarly enquiry. Indeed some believe such tools represent a threat to the traditional historical skills associated with archival research. For example researchers may lose a rounded sense of the research material in context in a world where key word searches dominate. The materiality of sources is lost in an online environment. A hierarchy of research material may emerge which privileges the easily accessible sources and neglects important sources which are not in digital form. Certainly the proliferation of online resources is changing the nature and role of archives and libraries, and it is useful to consider the consequences of these developments. One interesting element in the future will be new archive systems, where sources published on the web can be identified with permanent URN addresses and linked directly from the research text to the original document on the net.

2. PUBLISHING HISTORY

Digitization is having an increasing impact on the publication of secondary materials. In many fields of academia, for example, the natural sciences, digital journals have already superseded paper-only publications. In the humanities, this transition is still in progress and we are living in the intermediate phase where the paper version and electronic versions still coexist, but where the major method for seeking and reading the journals is through electronic databases provided by university libraries. The new possibilities are still not fully utilised and change is slow.

At the moment the majority of the prominent highly ranked scientific journals in the field of history are not open access and are accessible to researchers in

universities only via commercial and expensive bundles purchased by libraries. The present publication system involves scholarly research being published, after a peer-review process, by historical associations or commercial publishing companies. The open access movement has criticised this model (or at least the commercial part of it) as immoral and old-fashioned. They argue that there is no need for scientific communities to give their work for free to rich publishing houses since the whole process of publishing and distributing knowledge could be done now by the academy (as, indeed, it was in the time before commercial publication houses were established, when individuals used correspondence networks to distribute the findings of academic and scientific inquiry). Some are asking whether we really need publishing companies any more. This question has of course been more acute in the field of natural sciences where one journal can cost tens of thousands of euros. In this old scenario, the government must first pay for academics to conduct their scientific research, it also indirectly pays academics to edit journals, referee articles and write book reviews. It then pays commercial companies to publish the results. Some European countries, such as the Netherlands, are developing open access alternatives to traditional publishing relations. Some universities require that their staff publish their research in parallel: in the university open access publishing archive and as a published scientific paper. Requirements such as these raise important and difficult issues concerning the ownership of academic work.

Regardless of these questions, journals are published online as a matter of course, impact factors are based on online citations, and projects to digitise books are underway in a number of guises, led commercially by Google in the United States. It is important to note though that while online journals are extremely popular amongst scholars, there is perhaps still some resistance to reading books online or using the new electronic book readers.

So far the potentialities of digital media have not been fully exploited since electronic publications have been imitating the format of the old pulp-paper format. Publications are usually only copies of the old style paper publications. The book publishing industry has used the internet to publish additional materials which support a paper publication or identical copies to the paper version. It is more than likely that when electronic reader technology improves, with the introduction of slim, portable, easy-to-use displays and tablet computers, the format of research publications and their distribution will change radically.

The development of digital publishing brings both solutions and new problems. For example, the digitization of the printing process has transferred much of the work of formatting and editing to the academic. While this can be a time and labour saver for the publisher, it depends on the academic having or acquiring the technical skills needed to complete these tasks or on the academic receiving funding to buy technical support.

We recommend that faculties and departments do not automatically assume that the traditional publication platform for historical research is better than the new one. It is the quality of the research and of the peer-review process which ensures the production of high quality publications, not the platform where the results of the research are published. Open access publishing also offers the possibility that history scholars might take academic quality control and publishing into their own hands. The global distribution of researchers' work is already possible and it also allows true research collaboration over global communication networks.

3. TEACHING HISTORY

The digital age has opened up numerous possibilities for changing the way students are taught, though arguably these are still used, in the main, to complement and enhance existing methods, rather than to replace them altogether. Digital resources and e-learning tools have the potential to enhance teaching. Digital resources relieve pressure on more traditional sources and make available to students previously inaccessible documents and materials. Where digital resources are concerned, however, it is vital that teachers of history also equip students to deal with the challenges they pose. The, at times, lax checks and balances which govern online publishing mean that the unwary may use unreliable or poor quality materials in the place of more scholarly resources.

Universities have not abandoned the traditional lecture and seminar/tutorial as the basic building blocks of university learning. Nonetheless, certain digital resources are utterly central to teacher-student interaction. At the most fundamental level, email, which appears to be the most persisting of the 'new' tools adopted by academics has become the method of communication between lecturer and student between classes and this has begun to replace the office hour where students could seek individual help and support for their academic work.

Universities are also increasingly aware of the opportunities for expanding their reach and recruitment using e-learning tools, with lectures being posted on vid-

co-sharing websites like YouTube and online courses being developed to enable distance learning. Even social networking sites like Facebook and virtual worlds like Second Life are proving to be of use to educational institutions, facilitating communication and, in the latter case, enabling the recreation of artefacts, battlegrounds and even cities of the past.

From our survey of forty European history departments we found that the use of ICT at universities is common: electronic databases are used by 93% of the respondents and Learning Management Systems are used in 74% of departments. However, these figures do not indicate how such tools are used. It is likely that Learning Management Systems, like Moodle, are most often used to deliver .pdf, .doc, and .ppt documents to students, or as an online submission dropbox, rather than as a platform for collaborative work. This is interesting, given the popularity of other social media where interactions take place in virtual 'clouds'. See for example Google docs, Facebook, and video sharing sites which facilitate interaction and enable student to select, direct and control the resources which they themselves believe to be central to their learning needs. In this way digital technologies should be at the heart of approaches to student centered learning.

While the pace of technological development is fast, trying to keep up with every new invention is not necessarily the most useful tactic. Instead, observing from a critical distance until the merits of a particular approach are established may well be a better strategy. More broadly, it should be stressed that from a pedagogical point of view it is not the technology per se that is the main concern. It is the planning, the content of the course and the tutoring of the students that remains of the utmost important in defining the quality of a module. Technology is important since it offers ways to communicate on-line, but still it should be subordinated to the content. Substance is always more important than style.

A recent study in "MERLOT: The Journal of Online Learning and Teaching" concluded that there were 'no significant differences' in achievement between students who were taught face-to-face and those who were taught online and that "the methods of instruction [were] more important than the delivery platform". However, a meta-study published in the next issue of the journal claimed to have proven that "in 70% of the cases, students taking courses by distance education outperformed their student counterparts in the traditionally instructed courses". (Shachar and Neumann, *Twenty Years of Research on the Academic Per-*

formance Differences, in “MERLOT Journal of Online Learning and Teaching”, 2010, vol. 6, no. 2, (<http://jolt.merlot.org/currentissue.html>)).

After distance learning, e-learning tools are most effective when used in conjunction with other methods to support and create classroom communities. E-learning tools are an effective and a cost effective solution when creating international collaboration between history departments from different countries or continents. New social media are an important and growing part of student life and they should be used more as teaching tools. Teachers should get more training for ICT equipment and programmes, but in order to make this happen they should also have time to participate in ICT education. Our survey highlighted that the main obstacle in the use of ICT was lack of time.

In a situation where all of us are continuously confronted with masses of new information, history students should be well equipped to seek, analyze and evaluate internet sources as well as digital collections. We recommend that faculties and departments take serious action in order to educate students in the use of electronic materials. The competences outlined in part II of this essay provide clear guidance concerning training needs.

4. LIFELONG LEARNING

ICT plays a key role in Lifelong Learning Strategies. It facilitates both formal and informal education and it provides opportunities for the updating of professional knowledge skills in a non-formal setting. It encourages student-centred and interactive learning and the continuing acquisition of skills and knowledge.

In order to fully harness the potential of ICT within the LLL context we must, however, consider the diverse nature of online communities. We need to think carefully about the different ways in which individuals interact with digital technologies at different stages of the life course and create materials and employ methods which correspond to these in a rapidly changing digital world. We must also consider inequalities in access to digital technology of course

VI. Quality Criteria for Digitisation and ICT in History Programmes

The conditions for being eligible to receive the ICT thematic Quality Label are:

1. Access to basic computing resources.
2. Access to a well operating and well supported learning management system.
3. The provision of basic technical training in ICT use for faculty and students. This might take a variety of forms, e.g. face to face tutorials, bespoke courses and ICT helpdesk.
4. Access to scholarly online publications and databases necessary for pursuing the discipline or sub-discipline.
5. Training in the critical use of digital sources and archives and in the online publication of historical findings.
6. An accessible, easily navigable and regularly updated departmental or faculty website.

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Developing EU-Turkey Dialogue

I. The thematic area

The question if Turkey is a European country or not has been vigorously debated for years, in part because it is closely related to discussions relating to Turkey's possible entry into the European Union. There is no agreement on how to respond to the question, because people's definitions of 'Europe' vary greatly, reflecting their general visions of the world and political opinions. Some argue, for example, for the exclusion of Turkey from the European Union on the basis of geographical factors, claiming that Turkey is largely an Asian country (although its former capital and largest city is in Europe) and thus it should not be invited into the European fold. Others want to draw the lines between Europe and the neighbouring regions on religious grounds, emphasizing the importance of the Christian faith and traditions for the development of European identities, cultures, and political institutions. According to this perspective, a country where Islam is the dominant religious creed cannot be regarded as European – it must be considered as something else, or the 'other'.

From a historical or cultural point of view, it is impossible to draw such fixed and definite boundaries between 'Asia' and 'Europe', or between a 'Christian' and a 'Muslim' world. Through two millennia Anatolia and large parts of its neighbouring areas to the north or west, most of which are undisputedly European, belonged to the same empires, which were for the most part of that period governed from the city we now call Istanbul. The precursor to modern Turkey, the Ottoman Empire was, for this reason, at least partly a European empire, controlling at its height large parts of central and south-eastern Europe. This common history has set undeletable mark on a number of European nations, which are now either inside the EU or on their way to entering the Union.

The Ottoman Empire was also an active player in European politics until its very end, building alliances with and against other European empires and states. Its dissolution during the 19th and early 20th centuries set its mark on European political affairs, and was tightly related to the break-up of European empires, such as the Habsburg Empire. It was, therefore, no coincidence that the found-

ers of the Turkish republic sought inspiration and paradigms to Europe, copying most of the patterns which are seen as crucial for the construction of modern European nation-states. Thus the genesis of modern Turkey has much in common with the emergence of modern Europe.

Finally, the large Turkish minorities in many European countries today have set their mark on European culture and politics which cannot – and should not – be ignored. This is another reminder of the fact that Europe has always been a multicultural space, with no impenetrable boundaries separating ethnic, religious or national groups.

The critical study of the past should therefore alert us to the complexities and ambiguities in defining what we call ‘Europe’. The reality is, however, that the writing and teaching of history has not primarily been used to build bridges between Turkey and (the rest of) Europe. ‘History’ is, of course, not an innocent recording of facts or a simple interpretation of things ‘as they were’ in the past. It necessarily reflects the mental outlook of those who write and study historical developments and, conversely, our set ideas about how we view the present. History has indeed been a powerful tool in shaping national identities, emphasizing and fostering conceptions about the differences between ‘us’ and ‘others’, however unhistorical these ideas and prejudices may be.

One of the most effective ways of developing a constructive EU-Turkey dialogue is to increase people’s awareness of the common history of European Union countries and modern Turkey and to recognize the various connections and contacts between ‘Europe’ and the Ottoman Empire/Turkey in the past. The goal should not necessarily be to advocate for Turkey’s membership in the European Union, but to enhance the mutual understanding between the citizens of Turkey and the EU, and thus to facilitate informed debates on how to arrange the relations between them.

II. Employability

History degrees, besides providing access to the few academic positions available in tertiary education, government agencies, museums, etc., typically lead to careers in secondary education. Naturally, graduates of history departments are also recruited in order to fill other posts where training in historical research methods

is of benefit, for example in journalism or law. Yet a young person trained in history, with a critical approach to past and present, us and them, is also qualified to take on a number of tasks that require skills in dealing with personnel issues and cultural differences, both in the public and in the private sectors.

Clearly, an overall focus on relations – connections, differences, similarities, commonalities – among intra-EU cultures and between them and extra-EU societies will enhance employability where sensitivity and understanding of multicultural relations is required. As there are no specific study programmes on EU-Turkey dialogue, however, *prima facie* it might seem difficult to assert that increased awareness of historical relations between what we now call ‘Turkey’ and ‘Europe’ could increase people’s employability beyond the general senses mentioned above. Yet programmes and modules that are designed to enhance mutual understanding between citizens of the countries of the EU and Turkey will make students more competent to deal with various concrete situations in modern social life in the EU. In general, making students more aware of how national narratives and cultures sustain and create divisions between ‘us’ and the ‘other’, which has both the specific aim of improving relations between the EU and Turkey and the more general objective of combating stereotyping and discrimination, encourages understanding, tolerance, and respect in society. Enhancing EU-Turkey dialogue is not directed towards one professional training in particular, but rather towards strengthening civic education in the EU and Turkey, which will lead to more open-minded citizenry, one that is less prone to xenophobic attitudes to people with different historical and cultural backgrounds.

This specific skill is essential in various professional contexts. Within the EU, citizens and permanent residents of Turkish descent, not to mention other groups with a common Islamic background, make up large and growing portions of the populations in many cities and regions. School districts, businesses, and local media and governments in these areas all need the specific expertise that these modules provide in order to avoid conflict and to foster tolerance towards people and cultures which are different from their own. On a larger scale, more frequent and closer economic and political relations inside the European Union, or between its individual member states, border regions, and corporations, on the one hand, and with neighbouring countries and peoples of North Africa and the Middle East, on the other, entails that multi-national corporations, European institutions and ministries, and other employers will be increasingly seeking the training that courses fitting under the ‘EU-Turkey dialogue’ rubric offer.

III. Key competences

On the basis of the methodology of the Tuning Educational Structures in Europe, and the History Subject Area Group of the project in particular, seven key competences have been defined which are of crucial importance for developing EU-Turkey dialogue. The main objective is to develop the students' critical awareness and understanding of the past, and of how people's interpretations of the past shape contemporary societies and cultural perceptions. The competences range from very general to more specific, but they are all crucial for promoting constructive interaction between citizens of the various countries of the European Union and Turkey.

1. Ability to be critical and self-critical
2. Ability to interact constructively with others regardless of background and culture, even when dealing with difficult issues
3. Ability to act with social responsibility and civic awareness
4. Understanding and awareness that beliefs and ideologies affect the construction of historical narratives
5. Awareness of specific perspectives and interpretations stemming from different national and cultural backgrounds
6. Awareness of the complex interdependencies among various parts of Europe
7. Knowledge of European history, including Ottoman/Turkish, in a comparative perspective

1. Ability to be critical and self-critical

The ability to be critical of established narratives, of the sources used in historical research, of accepted "truths" presented in historical narratives, and of one's own attitudes and cultural dispositions is essential for all students of history. These competences should, therefore, be fostered in all historical programmes. They are, however, of particular value for programmes which seek to enhance EU-Turkey dialogue, because attitudes forming EU-Turkey relations are often determined by imagined barriers and deeply-felt prejudices towards others, and lack of self-criticism in studying one's own past.

2. Ability to interact constructively with others regardless of background and culture, even when dealing with difficult issues

All meaningful dialogue is built on the mutual respect of those involved for the values, points of view, and religious ideas held or expressed by the other parties in the conversation. This is of particular importance where people who come from communities believed to be very different interact, or where strong patterns of “otherization” have shaped and impeded constructive dialogues. The learner should be aware of the difficult and contested issues in EU-Turkey relations, but they should be placed in appropriate historical contexts. The learner should also understand the diversity and interconnectedness of European cultures and cultural communities.

3. Ability to act with social responsibility and civic awareness

To enhance EU-Turkey dialogue, the students need to not only to perceive critically the cultural and social diversity in Europe, but also have the will to accommodate these differences. Seen more broadly, students should acquire the competence to live in a multicultural society, which is increasingly the reality they will face when they finish their education. This is directly related to EU-Turkey dialogue, both on a macro-level – for example when Turkey’s entry into the European Union is debated both in Turkey and in the EU – and on a micro-level as large groups of immigrants of Turkish descent live in the various countries of the European Union.

4. Understanding and awareness that beliefs and ideologies affect the construction of historical narratives

The learner needs not only “know” her or his history, but also to be aware of how historical narratives have been constructed and construed to serve particular political or ideological ends. History is commonly framed in national terms and serves to legitimate contemporary nation-states, and this is often done through constructing a view of a perceived “other”, who is portrayed as different from and hostile to “us”. These constructions vary from case to case, but a critical awareness of how national narratives are formed and how the past is used to justify exclusion and enmity in the present helps the student to both act responsibly in the modern world and in interpreting the past in a nuanced manner.

5. Awareness of specific perspectives and interpretations stemming from different national and cultural backgrounds

In training students it is important to expose them to various points of view and diverse historical narratives, both in order to broaden their perspective and to

encourage them to consider their own history from a different point of view. Moreover, students should be aware of diverse traditions of interpreting the same historical processes, and different methods of defining what is important and what is not. Thus students in countries of the European Union should be encouraged to read research of Turkish historians, and vice versa, in order to break down the barriers between the scientific communities.

6. Awareness of the complex interdependencies among various parts of Europe

Historical programmes and modules are commonly defined by contemporary spatial terms, reflecting our own visions of the world rather than the realities of the historical periods under review. History departments offer, for example, courses or programmes on national histories or European history, demarcating the area under study – the respective nations or Europe – on the basis of how these geo-political regions are defined today. In this manner we project our division of the world on the past when cultural and political boundaries were drawn in a very different manner from the present. Most of the European contemporary nation-states emerged in the 19th or 20th centuries, either through the merger of smaller units into larger states, or through the division of old empires – some of which had existed for centuries. In the same manner, Ottoman and Turkish history is commonly excluded from courses or modules on European history, because modern Turkey is perceived as non-European in both geographic and cultural terms. The fact is, however, that the Ottoman Empire was heavily involved in European history, and large areas of what we call Europe today are marked by the legacy of the Ottoman Empire. The student should be aware of these interconnections, both in order to understand her/his own past, but also to question the rigid divisions of the contemporary world.

7. Knowledge of European history, including Ottoman/Turkish, in a comparative perspective

A basic knowledge of historical processes, significant events, historical constellations, political and cultural movements, etc., is necessary precondition for a critical awareness of the past. Here it is encouraged to break down the artificial barriers between the Ottoman Empire/Turkey and “Europe” – that is, to look at the history of the Ottoman Empire and Turkey as a part of European history rather than clearly separated from it.

IV. Level indicators

First cycle

Knowledge and understanding

The graduate has a critical knowledge and understanding of the general diachronic divisions in Turco-European history as well as the main points of Turco-European interaction based on a up-to date bibliography and a selection of primary sources.

Applying knowledge and understanding

The graduate is able to critically assess the construction of national historiographies in relationship to political culture and scholarly changes.

Making judgements

The graduate is able to identify, retrieve and evaluate critically information on Turco-European history and interaction from a variety of sources in order to address relevant topics in the field or thematic area.

Communication

The graduate is able to communicate in appropriate form, written and orally, in his/her own and if possible another language, basic knowledge about the Turco-European history and interaction to students, peers and the general public.

Learning skills

The graduate knows where information about new developments in Turco-European history and interaction can be found and how to utilise it, in order to be updated.

Second cycle

Knowledge and understanding

The graduate has a critical knowledge and understanding of the current developments in Turco-European history and interaction, including interdisciplinary debates, sufficient to be able to formulate and address an original research problem.

Applying Knowledge and understanding

The graduate is able to apply the critical perspectives and methodologies acquired to address problems regarding more than one spatial or thematic area.

Making judgements

The graduate is able to propose well-founded interpretations of relevant social, ethical or other issues in Turco-European history and interaction basing them on the use of a critical bibliography and employing a variety of sources.

Communication

The graduate is able to illustrate and explain in his/her own and if possible another language to an audience (specialist or non specialist) his/her findings about Turco-European history and interaction and the sources and methodologies on which they are based, both in academic and non-academic form.

Learning skills

The graduate is able to undertake self-directed studies in Turco-European history and interaction using information, theories and methods and networks relative to various disciplinary frameworks.

Third cycle

Knowledge and understanding

The holder of the doctorate has a critical overview of the field, including an understanding of the historical and methodological contexts which mould the various national, thematic and disciplinary viewpoints; and the ability to assess critically those perspectives in an innovative manner.

Applying Knowledge and understanding

The holder of the doctorate has demonstrated the ability to conceive and execute an innovative research project designed to address a relevant problem in Turco-European history and interaction which makes a substantial contribution to existing debates or raises new questions, such as to merit national or international publication.

Making judgements

The holder of the doctorate is able to analyse and evaluate complex aspects of Turco-European history and interaction and to propose syntheses that may lead to further academic research and facilitate knowledge transfer.

Communication

The holder of the doctorate is able to communicate, in his/her own and at least one other language, both specialised and general knowledge about Turco-Eu-

ropean history and interaction in an interactive way (establishing a dialogue) with specialists from other disciplines (law, economics, international relations, sociology etc.) and general audiences, and has the ability to initiate and conduct public debate.

Learning skills

The holder of the doctorate has the ability to initiate, conduct and participate in debates regarding new developments in the broad field of the social sciences and humanities, enhancing knowledge and understanding in the field as related to Turco-European history and interaction; and to promote projects and activities suitable to increase knowledge and understanding.

V. Learning, teaching and assessment

1. APPROACHES TO LEARNING, TEACHING AND ASSESSMENT

As developing EU-Turkey dialogue does not form a basis for special or dedicated programmes, the learning, teaching, and assessment methods for this activity are similar or the same as for general history programmes. The few crucial competences which were outlined above (section III) are developed further in this section as a demonstration of how they can be taught and learned on each of the three cycles of university study, and how they can be assessed when the student has completed the course unit or the programme in question. Although the seven competences are divided here between the study cycles, this does not imply that they are only important for that particular cycle.

First cycle

Competence: 3	Ability to act with social responsibility and civic awareness
Teaching Method	Lectures, seminars, discussion groups, supervised projects.
Learning Activities	Attending lectures and/or seminars; directed reading. Individual and group projects; written and oral presentations.
Way of Assessment	Written and/or oral examination; essays; assessment of participation in group discussions and where used also of presentations and group project work

Competence: 6	Awareness of the complex interdependencies among various parts of Europe
Teaching Method	Lectures; seminars and workshops; discussion groups.
Learning Activities	Attending lectures or course modules, reading assigned bibliography comprised of texts from more than one historiographical tradition; participation in discussions in work groups; utilizing e-learning material; writing papers and debate in groups; use specific cases to exemplify general trends and processes.
Way of Assessment	Written and/or oral examinations; assessment of presentation and participation in discussion groups; written essays on selected topics or research questions.

Competence: 7	Knowledge of European history, including Ottoman/Turkish history, in a comparative perspective
Teaching Method	Lectures, workshops, group work; emphasis on integrating Ottoman/Turkish perspectives into the course bibliography, lectures and special assignments.
Learning Activities	Attending lectures, reading assigned bibliography, participating in discussion groups, writing papers and/or making presentations in class, reading and contextualising texts relative to the period which represent various historiographical traditions (including Turkish academic works).
Way of Assessment	Written and/or oral examinations; assessment of presentations in discussion groups or exercises; assessment of written essays or exercises.

Second cycle

Competence: 2	Ability to interact constructively with others regardless of background and culture, even when dealing with difficult issues
Teaching Method	Lectures, dealing with controversial issues in Ottoman/Turkish/European history; discussion groups encouraging constructive debates and exchange of views on specific historical events or processes; oral presentation in calls; essays; intensive programmes bringing together instructors and students from Turkey and two or more EU-countries.

Learning Activities	Discussion in groups focusing on controversial issues in Ottoman/Turkish/ European history; oral reports on sensitive issues in EU-Turkey relations; essays, using literature (both primary and secondary literature) expressing different points of view on controversial issues in EU-Turkish relationship; organized student exchange between EU and Turkish universities; organized discussion and debates between students and instructors with diverse cultural background in intensive programmes.
Way of Assessment	Assessment of written essays, oral presentations, and participation in class; regular feedback on participation in class; student self-assessment and assessment of other students.

Competence: 5	Awareness of specific perspectives and interpretations stemming from different national and cultural backgrounds
Teaching Method	Lectures demonstrating different interpretations of historical events and processes; discussion groups: oral presentations; essays focusing on disputed events and historical processes; intensive programmes bringing together instructors and students from Turkey and two or more EU-countries.
Learning Activities	Attending lectures or course; reading assigned bibliography assigned on the history of specific cases, periods or processes, written from various points of view; studying historical documents and the different interpretation of them; participate in discussions and debates both in seminars and intensive programmes.
Way of Assessment	Written exams, assessment of oral presentations and essays; assessment of participation in group work.

Third cycle

Competence: 1	Ability to be critical and self-critical.
Teaching Method	Research seminars; supervised reading; tutorials; international doctoral seminars.
Learning Activities	Supervised reading of documents and secondary literature; participation in research seminars and international doctoral seminars.

Way of Assessment	Doctoral thesis; written papers, oral presentations, participation in discussions; presentations at conferences; portfolio; evaluation by supervisor and fellow students
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Competence: 4	Understanding and awareness that beliefs and ideologies affect the construction of historical narratives.
Teaching Method	Research seminars, workshops, individual supervision, defined bibliographies of primary documents and secondary literature, doctoral seminars, international intensive programmes.
Learning Activities	Participation in research seminars and intensive programmes, participation in academic conferences, supervised reading of documents and secondary literature, writing of academic papers for national and international journals, oral presentation.
Way of Assessment	Doctoral thesis; written papers, oral presentations, evaluation of seminar discussions; evaluation of presentations at conferences; evaluation by supervisor and fellow students.

2. EXAMPLES OF GOOD PRACTICE IN PROMOTING EU-TURKEY DIALOGUE IN UNIVERSITY HISTORY PROGRAMMES

A wide range of strategies can be used to promote EU-Turkey dialogue in history programmes. The focus and reading lists of existing course units can be modified to highlight the interaction between the Ottoman Empire/Turkey and Europe in the past, special initiatives of bringing together students and teachers from Turkey and the European Union can be organized and special centres of Turkish or EU studies can be formed in universities to promote the development of EU-Turkey dialogue. Since the beginning of CLIOHWORLD, the Workgroup on EU-Turkey dialogue has undertaken, in cooperation with some of its member universities, various initiatives which can be used as paradigms in this respect. Here three such initiatives are described as examples of good practice.

a) A single course unit: Uppsala University

At the Uppsala University all first year students in History take a general chronological module in World History, which is divided into four courses, spanning the history from Antiquity to the present (30 ECTS in total). For the academic

year of 2010–11, the teachers were asked to pay special attention to Ottoman history in lectures a) dealing with geographical areas affected by the Ottoman Empire; and b) dealing with processes where enhanced knowledge of Ottoman or Turkish History would add to the students' perception of the process. The course literature used was screened from this point of view, which led to that John M Hobson's *The Eastern Origins of the Western Civilization* (Cambridge University Press 2004) was added to the reading list in the course. One general lecture on specific Ottoman History was also added to the third course, on "Early Modern History", called "The Ottoman Empire 1500–1800".

Each course has three or four three-hour seminars where prepared questions are discussed by the students and the results are presented orally in class to the other students in the course. For these seminars some of the questions were re-phrased or rewritten in order to emphasize the attention given to the Ottoman Empire in lectures. For instance, the following questions and tasks were given to the students in a three hour seminar: "Discuss the economic, political and social aspects of the Ottoman Empire", and "How would you characterize the relationship between the Empire and different European states?"

According to the teachers, these small but crucial changes in the course curriculum supported two of the defined learning outcomes in particular: 1) the ability to discuss how different categories of people were affected by historical processes; and 2) the ability to describe how different researcher's starting points affect their explanations and choice of sources.

In the regular course evaluation most of the students had very positive attitude to the ambition to problematize the historical narratives by a highlighting the similarities and differences between Ottoman History and the history of the rest of Europe, in addition to pointing out the strong links between at least parts of the area which is now in the European Union and the Ottoman Empire. The general competence that these changes enhanced was considered to be the "Ability to think of one's own values, practices and perspectives critically."

b) Intensive programme: Çukurova University, Adana

In January 2011, a ten-day Intensive Program (IP) was held at Çukurova University in cooperation with members of CLIOHWORLD. The main theme of the IP was "Empires and States" with a special focus on the relations between the Ottoman Empire and other European Empires and states in the past. Ten professors and 35 students, coming from twelve universities in nine European countries

– including Turkey – took part in the programme. Most of the participants were master’s students in history, but some were also studying international relations.

Among the issues discussed in the IP were “Relations between the Byzantine Empire and the Seljuks”, “Italian city states and the Ottomans”, “Italy and the Ottomans in the XV-XVI-XVII centuries”, “Burgundian-Habsburg State formation”, “Polish-Turkish relations in the 17th and 18th centuries”, “The Russian Balkan policy in the 19th century”, “The French-Ottoman treaty of 1535 and its consequences for the Mediterranean trade routes”, “Nation building in Greece and Turkey”, and “Germany and the destruction of the Armenians”.

The intensive programme was organized in lectures during the morning sessions and workshops held by groups of students, supervised by the lecturer, in the afternoons. After each lecture there was also a discussion session in which the participating students contributed with their questions and comments. In the afternoon workshops special attention was paid to form groups of students from different national backgrounds so that they could all bring different viewpoints and experiences to the discussion. At the end of the workshop, each group presented their reports.

Intensive programmes of this sort, which are conducted on a specific theme, in particular geographic and cultural surroundings, provide the students – and the teachers as well – with a perfect opportunity to share their experiences and insights, and to debate the past in a multicultural and multinational environment. They should encourage active student participation, candid debates, and participation from as many countries as possible. In this way they can serve as crucial steps in developing both informed and critical EU-Turkey dialogues.

c) A Centre for Turkish Studies: University of Ghent

At University of Ghent a new Centre for Turkish Studies has recently been created. This initiative is based on several premises:

- the special relation between Belgium, Flanders, on the one hand, and the Republic of Turkey and the important Turkish community in Belgium on the other;
- the engagement of Flemish Higher Education in an initiative called “Diversity as added value”
- the conviction that structural and sustainable cooperation between Ghent University and Turkey is an important aspect of the University’s educational policy

The Centre for Turkish Studies has several academic and social priorities, for example to highlight the role that the Ottoman Empire/Turkey has played in European history, to study its political and economical role in 21st-century Europe, and to explore the cultural and social consequences of the fact that several millions of people of Turkish descent reside in Western Europe – and more specifically, to encourage the integration of an important part of the population of Ghent of Turkish origin into the academic society.

The goals of the Centre for Turkish Studies are threefold:

- it promotes high standing research on Turkish languages and literature, on Turkish culture in a historical and comparative perspective and on Turkish societies in a historical, political, sociological and comparative perspective;
- it promotes teaching in several aspects: exchange of expertise, cooperation in the field of curricula; development of teaching materials, initiatives concerning lifelong learning, student mobility between the institutions for higher education in Ghent;
- it delivers services to society as a platform for promotion of contacts between Turkish and Flemish communities; it promotes the participation of Turkish students in higher education and increases the knowledge of Turkish history, languages and culture in the Flemish community and especially in the third generation of Turkish people in Flanders.

The Centre for Turkish Studies cooperates with the faculty of Humanities, the faculty of Political and Social Sciences, the University College Ghent, the University College Arteveldehogeschool, the city of Ghent, Turkish Embassy in Belgium, the Belgian Embassy in Turkey, several Ministries in Flanders and Turkey and Turkish companies and unions in Ghent and Belgium.

The CLIOHWORLD Workgroup on EU-Turkey dialogue cooperated with the Centre by producing in 2010 a Reader entitled *Developing EU-Turkey Dialogue* which is used in courses run by the Centre. The reader is a collection of chapters from the publication of CLIOHWORLD's sister network, CLIOHRES.net, which was research Network of Excellence funded by the European Commission under its Sixth Framework Programme (www.cliohres.net).

3. LIFELONG LEARNING STRATEGIES FOR ENHANCING EU-TURKEY DIALOGUE

Academic historians have both opportunities and obligations in developing Life Long Learning material and courses, introducing the results and insights of their research to the general public. It is impossible, however, to provide a single formula for such Life Long Learning initiatives, aimed at enhancing EU-Turkey dialogue, as they will necessarily vary according to the particular context. The subject of such courses, the content of the teaching material, the depth of the analysis, etc., will vary, reflecting the place of the teaching, the age of the students, their social and educational background. To take one example, the concerns, interest, and preconceptions of potential students are very different in Cyprus from those in Sweden, as the historical relations between these societies and the Ottoman Empire/Turkey have been very different through the centuries. The aim of all such LLL initiative should be the same, however, or to make the students aware of the complex and deep interactions between the Ottoman Empire/Turkey and 'Europe' – however defined – in the past, and how the history of modern Turkey and the EU has been interlinked for centuries. This is of particular importance for students living in regions which belonged to the Ottoman Empire in the past, because this history is often glossed over in their national (and nationalist) narratives which inform the great majority of people of their past.

The target groups for such LLL initiatives span the whole spectrum of people, ranging from the young to the mature, from the highly educated to those who have only elementary education. Groups such as school teachers – both in elementary and secondary schools – and journalists should be targeted, because they serve a crucial role in shaping people's visions of history. Prospective tourists, travelling from Turkey to EU countries and vice versa, are also an ideal target group, because 'cultural tourism' is growing in popularity as travelling becomes easier. Finally, one could mention Turkish immigrants in Europe or people of Turkish descent living in the EU, who often learn very little about the history of their country of origin.

VI. Quality criteria

Criteria for the EU-Turkish Dialogue Quality Label

One of the most effective methods of developing the EU-Turkey dialogue is through increasing the students' awareness of the interconnectedness of "Europe" and "Turkey" through the centuries. In essence, this means to question the ways in which historians and the teaching of history has constructed the "other" as different from – and unrelated to – "us", and thus either it is ignored or deemed as unessential for the study of EU or Turkish history.

Course units/modules of history programmes which enhance EU-Turkish dialogue may be awarded a quality label, if they comply with the following criteria:

General Criterion:

The course unit/module or programme:

- a. emphasizes how beliefs and ideologies affect the construction of historical narratives and highlights how perspectives and interpretations stemming from different national and cultural backgrounds influence the study of history.

Specific Criteria:

The course unit/module or programme:

- b. provides knowledge of European history, including Ottoman/Turkish history, in a comparative perspective.
- c. deals with the interaction (cultural, social, economic, political) between the Ottoman Empire and other European empires in specific chronological periods.
- d. develops awareness of the on-going nature of historical debate and research in European and Ottoman/Turkish history.
- e. highlights how perspectives and interpretations stemming from different national and cultural backgrounds influence EU-Turkish relations.

Course unit label

The course unit label can be awarded to a course that addresses the general criterion (a) and two out of the four specific criteria (b to e).

Programme Label

The programme label can be awarded to a degree programme that addresses all five criteria.

Members of CLIOHWORLD Work Group 4

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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 Ivetic (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

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Annex 1

The CLIOHnet-Tuning History “Pocket Guide”

From: CLIOHnet2 - Tuning. A Pocket Guide to designing quality History Programmes in the Bologna framework

http://www.clioh.net/download/pocketguide_en.pdf

HISTORY CYCLE LEVEL DESCRIPTORS

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. Understanding of and respect for viewpoints moulded by different historical backgrounds.
3. A general idea of the diachronic framework of major historical periods and events.
4. Direct contact with the historians’ craft, that is, even in a circumscribed context, contact with original sources and texts produced by professional historiographical research.

First cycle History Programme (“Bachelor”):

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

1. Possess general knowledge and orientation with respect to the methodologies, tools and issues of all the broad chronological divisions in which history is normally divided, from ancient to recent times.
2. Have specific knowledge of at least one of the above periods or of a diachronic theme.
3. Be aware of how historical interests, categories and problems change with time and how historiographical debate is linked to the political and cultural concerns of each epoch.
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 information and primary sources and use them to address a historiographical problem.

Second Cycle History Programme (“Master”):

A student completing a second cycle degree in History should have acquired to a reasonable degree the subject specific qualities, skills and competences listed below. He/she will have built further on the levels reached at the first cycle so as to:

1. Have specific, ample, detailed and up-to-date knowledge of at least one great chronological division of history, including different methodological approaches and historiographical orientations relating to it.
2. Be familiar with comparative methods – spatial, chronological and thematic – of approaching historiographical research.
3. 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.

HISTORY GRADUATES’ PROFESSIONS

First cycle degrees in History are useful for employment in nearly any service or communications related field: civil service, local, regional administration, personnel management, journalism, international organisations, tourism, administration and valorisation of the cultural patrimony in its various manifestations including archives, museums, libraries.

Second cycle degrees in History according to the specifics of the national organisation of studies may give access to employment in secondary or even higher education. They also give a good basis for positions of greater responsibility in all the sectors mentioned for the first cycle.

Third cycle degrees in History are associated with an academic or a research role, although, in practice, many holding such degrees teach in schools or accept other kinds of employment.

TEACHING, LEARNING AND ASSESSMENT

Forming each competence requires a different strategy. CLIOHnet2-Tuning recommends using many different formats (seminars, lectures, group work, problem-based learning, oral and written reports, independent and guided research) to form the necessary competences. Assessment criteria must be made explicit and aim at ascertaining that the student possesses the desired competences.

“COMPETENCES” are what students know, understand and are able to do. Forming them is the objective of the learning/teaching process.

GENERIC COMPETENCES FOR HISTORY STUDENTS

To prepare for employment and citizenship, students must possess competences not always considered in the academic world. These include ‘**instrumental competences**’ such as ‘capacity for analysis and synthesis’, ‘information management skills’ and ‘problem solving; ‘**interpersonal competences**’ such as ‘teamwork’, ‘interpersonal skills’ and ‘appreciation of diversity and multiculturality’; and ‘**systemic competences**’, such as ‘research skills’, ‘creativity’ and ‘capacity to learn’. History students are particularly well-placed to acquire ‘information management skills’, and ‘capacity for analysis and synthesis’, for example, which are very important in almost any field of employment. They also learn to write and communicate effectively.

SUBJECT SPECIFIC COMPETENCES FOR HISTORY STUDENTS

This list helps to choose what is relevant for your students and define which competences should be formed in each curriculum, each cycle and each course unit. No one student will acquire them all! And perhaps your students will acquire competences not included in this list.

1. A critical awareness of the relationship between current events and processes and the past.
2. Awareness of the differences in historiographical outlooks in various periods and contexts.
3. Awareness of and respect for points of view deriving from other national or cultural backgrounds.
4. Awareness of the on-going nature of historical research and debate.
5. Knowledge of the general diachronic framework of the past.
6. Awareness of the issues and themes of present day historiographical debate.
7. Detailed knowledge of one or more specific periods of the human past.
8. Ability to communicate orally in one’s own language using the terminology and techniques accepted in the historiographical profession.
9. Ability to communicate orally in foreign languages using the terminology and techniques accepted in the historiographical profession.
10. Ability to read historiographical texts or original documents in one’s own language; to summarise or transcribe and catalogue information as appropriate.
11. Ability to read historiographical texts or original documents in other languages; to summarise or transcribe and catalogue information as appropriate.
12. Ability to write in one’s own language using correctly the various types of historiographical writing.

13. Ability to write in other languages using correctly the various types of historiographical writing.
14. Knowledge of and ability to use information retrieval tools, such as bibliographical repertoires, archival inventories, e-references.
15. Knowledge of and ability to use the specific tools necessary to study documents of particular periods (e.g. palaeography, epigraphy).
16. Ability to use computer and internet resources and techniques for elaborating historical or related data (using statistical, cartographic methods, or creating databases, etc.).
17. Knowledge of ancient languages.
18. Knowledge of local history.
19. Knowledge of one's own national history.
20. Knowledge of European history in a comparative perspective.
21. Knowledge of the history of European integration.
22. Knowledge of world history.
23. Awareness of and ability to use tools of other human sciences (e.g., literary criticism, history of language, art history, archaeology, anthropology, law, sociology, philosophy, etc.).
24. Awareness of methods and issues of different branches of historical research (economic, social, political, gender-related, etc.).
25. Ability to define research topics suitable to contribute to historiographical knowledge and debate.
26. Ability to identify and utilise appropriately sources of information (bibliography, documents, oral testimony etc.) for research project.
27. Ability to organise complex historical information in coherent form.
28. Ability to give narrative form to research results according to the canons of the discipline.
29. Ability to comment, annotate or edit texts and documents correctly according to the critical canons of the discipline.
30. Knowledge of didactics of history.

ECTS credits measure the time a normal student needs to do all the work associated with a particular course unit: – whether at home, in the library, in the classroom or elsewhere. 1 ECTS credit equals 25-30 hours of student time. Usually: First cycle = 180 credits; Second cycle = 120 credits.

Annex 2

List of Generic Competences according to TUNING Educational Structures in Europe (for all subject areas)

1. Ability to communicate in a second language
2. Awareness of the legal frameworks which surround employment of professional situations
3. Capacity to learn and stay up-to-date with learning
4. Ability to communicate both orally and through the written word in national language
5. Ability to be critical and self-critical
6. Ability to plan and manage time
7. Ability to act on the basis of ethical reasoning
8. Capacity to generate new ideas (creativity)
9. Ability to search for, process and analyse information from a variety of sources
10. Ability to work autonomously
11. Ability to identify, pose and resolve problems
12. Ability to apply knowledge in practical situations
13. Ability to make reasoned decisions
14. Ability to undertake research at an appropriate level
15. Ability to work in a team
16. Knowledge and understanding of the subject area and understanding of the profession
17. Ability to motivate people and move toward common goals
18. Commitment to conservation of the environment
19. Ability to communicate key information from one's discipline or field to non-experts
20. Ability for abstract and analytical thinking, and synthesis of ideas
21. Ability to interact constructively with others regardless of background and culture and respecting diversity
22. Ability to design and manage projects
23. Ability to interact with others in a constructive manner, even when dealing with difficult issues
24. Ability to show awareness of equal opportunities and gender issues
25. Commitment to health, well-being and safety
26. Ability to take the initiative and to foster the spirit of entrepreneurship and intellectual curiosity
27. Ability to evaluate and maintain the quality of work produced
28. Ability to use information and communications technologies
29. Commitment to tasks and responsibilities
30. Ability to adapt to and act in new situations and cope under pressure
31. Ability to act with social responsibility and civic awareness
32. Ability to work in an international context

Annex 3

Useful links

CLIOHWORLD

www.cliohworld.net

CLIOHRES

www.cliohres.net

CLIOHnet2: Making Change Positive

http://www.clioh.net/news/291008/CLIOHnet2_2008_cover.pdf

http://www.clioh.net/news/291008/CLIOHnet2_2008_cont.pdf

CLIOHWORLD:

Europe and the Wider World. Towards a New Historical Perspective

<http://www.cliohworld.net/docs/bookletcov.pdf>

<http://www.cliohworld.net/docs/booklet.pdf>

CLIOHnet-Tuning. The History Subject Area

<http://www.clioh.net/docs/23259TUNING.pdf>

CLIOHnet-Tuning History Pocket Guide

http://www.clioh.net/download/pocketguide_en.pdf

http://www.clioh.net/download/pocketguide_fr.pdf

http://www.clioh.net/download/pocketguide_pt.pdf

CoRe2-Tuning: A Guide to Formulating Degree Profiles

<http://core-project.eu/documents/Tuning%20G%20Formulating%20Degree%20PR4.pdf>

Tuning Educational Structures in Europe

<http://www.tuning.unideusto.org/tuningeu/>

Tuning Latin America

<http://www.tuning.unideusto.org/tuningal/>

ECTS Users Guide

http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf

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 Histor. 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 Dilley 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.cliohworld.net

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

Under the aegis of CLIOHWORLD



www.cliohworld.net

Printed in September 2011
by Industrie Grafiche Pacini Editore S.p.A.
on behalf of Edizioni PLUS -Pisa University Press