

**Government of the Russian Federation**

**National Research University Higher School of Economics**

Saint-Petersburg School of Social Sciences and Humanities

Syllabus of the course:

**Introduction to World History**

Master’s program « Applied and Interdisciplinary History «Usable Pasts»»

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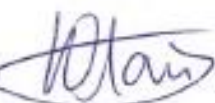
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*This syllabus cannot be used by other university departments and other higher education institutions without the explicit permission of the department of History.*

## 1 Scope of Use

This syllabus outlines the requirements for students’ knowledge and skills and the content of the course. It is developed for the department of History, its faculty members, and students of the graduate program ‘Applied and Interdisciplinary History «Usable Pasts»’. This syllabus meets the standards required by Standards of National Research University Higher School of Economics of Federal Masters’ Degree Program History (46.04.01). Curriculum of the master’s program ‘Applied and Interdisciplinary History «Usable Pasts»’ as of 2015.

## 2 Objectives of the course

- In this introductory course, the students are getting basic competence in the history of the world as well as in such current historiographic trends as world, global and transnational history.
- The course gives a basic understanding of chronology and key processes of world history and shows the development of the human world in political, economic, cultural, environmental, and technological dimensions.
- The course deals with the history of the world through a broad perspective, emphasizing large-scale long-term trends, focusing on transnational and global perspectives throughout history and demonstrating connections and entanglements between continents, regions and countries within different historical periods.
- The course is meant to show the connections of long-term global trends and local events in the shaping of world history and to examine the impact and consequences of such events for historical development.

## 3 Supposed results.

The students are supposed to adopt the following competences:

System competencies

Code (RUS)	Code (ENG)	Competence description
CK-2	SC-2	Ability to generate concepts and theoretical models, to test new methods and tools for professional activities
CK-6	SC-6	Ability to analyze, verify, and estimate the entirety of information in one's professional performance, ability to fill the gaps and synthesize required information when needed.

Professional competencies

**National Research University – Higher School of Economics**  
 Department of History  
**Syllabus of the course: “Introduction to World History”**  
 Master’s program “Applied and Interdisciplinary History «Usable Pasts»”

<b>Code (RUS)</b>	<b>Code (ENG)</b>	<b>Competence description</b>
<b>ПК-3</b>	<b>PC-3</b>	Ability to read scholarly texts and to epitomize scholarly literature in Russian and in foreign languages.
<b>ПК-7</b>	<b>PC-7</b>	Ability to formulate scholarly problems of current interest that can enrich historical scholarship through their study, ability to reach perspective research and applied goals.

Personal and social competencies

<b>Code (RUS)</b>	<b>Code (ENG)</b>	<b>Competence description</b>
<b>ПК-15</b>	<b>PC-15</b>	Ability to apply knowledge resulting from learning the OOP in teaching the social sciences and humanities on all levels of secondary and high school and in the institutions providing secondary professional and higher education.
<b>ПК-17</b>	<b>PC-17</b>	Ability to analyze and present a scholarly-grounded interpretation of historical events in their connection and entanglement.
<b>ПК-18</b>	<b>PC-18</b>	Ability to produce texts of the kind of literature of science and to present historical information in accessible form.

Research tasks

<b>Code (RUS)</b>	<b>Code (ENG)</b>	<b>Competence description</b>
<b>НИД 1</b>	<b>NID 1</b>	Identification and structuring of a research problem in the sphere of professional activity, independent choice, justification of the object, matter, final aim, goals and methods of the research in relevant problem in the professional field and their implementation – independent organization of scholarly research in a relevant field, in the interdisciplinary sphere, preparation and implementation of the research projects related to the profile of the OOP of the master’s program.
<b>НИД 2</b>	<b>NID 2</b>	Mastering, improvement and developing of theoretical and methodological approaches, research methods, methods of analysis in the field of study of the objects of professional activity.
<b>НИД 4</b>	<b>NID 4</b>	Analysis and generalization of the scholarly research according to the requirements of the up-to-date historical scholarship.

Educational tasks

Code (RUS)	Code (ENG)	Competence description
ПеД 1	PeD 1	Teaching of the course of history on all levels of basic and professional education.

Cultural tasks

Code (RUS)	Code (ENG)	Competence description
КПп Д 1	KPr D 1	Implementation of functions related to historical and cultural heritage in the activity of the organizations and institutions of cultural heritage.

#### 4 Pre-requisites, course type, role of the discipline within the structure of Master program

This course is an introductory one, taught in the first module of the first year of the master’s program “Applied and Interdisciplinary History «Usable Pasts»”. It is a mandatory course based on knowledge and competences from the students’ general educational background.

The following knowledge and competences are needed to study the discipline:

- The basic knowledge of humanities from the students’ educational background
- Upper-intermediate or advanced speaking skills in English

Main competences developed by studying this discipline can be used to study the following discipline:

- World, global, transnational and comparative history
- Ancient history
- Medieval history
- Modern and contemporary history

#### 5 Course Plan

№	Topic	Total hours	Work in the class		Independent work
			Lectures	Seminars	

**National Research University – Higher School of Economics**  
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**Syllabus of the course: “Introduction to World History”**  
Master’s program “Applied and Interdisciplinary History «Usable Pasts»”

1.	Key problems and terminology of world history. Periodization. Main approaches and views in historiography.	8	2	2	4
2.	The human origins: from apes to anthropologically modern humans	9	2	3	4
3.	The Neolithic Revolution and the rise of civilizations	9	2	3	4
4.	Civilizations of the Ancient East	9	2	3	4
5.	Ancient Mediterranean in the Bronze Age and the early Iron Age	8	2	2	4
6.	The Roman Empire – early form of Mediterranean integration	8	2	2	4
7.	Regionalization in the Postclassical Era	8	2	2	4
8.	Early Modern history and the First Age of Globalization	8	2	2	4
9.	Industrial Revolution and the century of changes	8	2	2	4
10.	Contemporary history (20 <sup>th</sup> – 21 <sup>st</sup> cc.)	8	2	2	4
<b>To tal:</b>		83	20	23	40

## 6 Requirements and Grading

Type of grading	Type of work	Parameters
Current	Performance in class	Discussion in the seminars (short quizzes can be added).
	Homework	Response papers following the seminars and summarizing the lecture material, readings, and discussion in the seminar.
Final	Exam	Oral exam by the end of the semester.

## **6.1 Course Evaluation Criteria**

Students are expected to attend both lectures and seminars and to regularly do the homework reading and study according to the lists of sources provided by the lecturer. On seminars, students are expected to take active part in the discussion and demonstrate knowledge of the content of lectures and respective readings. If the student misses more than 20% of class meetings, additional assignment will be provided. The deadlines should be met. The oral exam by the end of the course will be provided in the form of a conversation of the student with the course instructor on one of the topics of the course.

## **7 Course Description. The content of the course.**

### **Lecture 1. Key problems and terminology of world history. Periodization.**

*Seminar 1.* Discussion of the historiography of world, global and transnational history.

#### **Readings:**

Hobsbawm, E. On History. New York, 1997.

Jaspers, K. The Origin and Goal of History. New Haven, 1953.

Crossley, P. What is Global History? Cambridge, 2008.

Iriye A. Global and Transnational History. The Past, Present, and Future. Basingstoke: Palgrave Macmillan, 2013.

### **Lecture 2. The human origins: from apes to anthropologically modern humans.**

*Seminar 2.* “Prehistoric” human societies.

#### **Readings:**

Sahlins, M. Stone Age Economics. New York: de Gruyter, 1972.

Diamond, J. Guns, Germs and Steel (any edition). Ch. 1.

### **Lecture 3. The Neolithic Revolution and the rise of civilizations.**

*Seminar 3.* The emergence of agriculture and animal husbandry and its consequences for the society.

#### **Readings:**

Diamond, J. Guns, Germs and Steel (any edition). Ch. 4-11.

Sahlins, M. Evolution and Culture, edited with Elman R Service. Ann Arbor: University of Michigan Press, 1960.

### **Lecture 4. Civilizations of the Ancient East.**

*Seminar 4.* Genesis of early polities.

#### **Readings:**

Diamond, J. Guns, Germs and Steel (any edition). Ch. 12-14, 16.

Toynbee, A. A Study of History, Vol. 1: The Genesis of Civilizations. Oxford, 1934.

Sahlins, M. Evolution and Culture, edited with Elman R Service. Ann Arbor: University of Michigan Press, 1960.

**Lecture 5. Ancient Mediterranean in the Bronze Age and the early Iron Age.**

*Seminar 5.* Evolution of human societies in the Bronze Age and early Iron Age.

**Readings:**

Toynbee, A. A Study of History, Vol. 1: The Genesis of Civilizations. Oxford, 1934.

Sahlins, M. Evolution and Culture, edited with Elman R Service. Ann Arbor: University of Michigan Press, 1960.

**Lecture 6. The Roman Empire – early form of Mediterranean integration.**

*Seminar 6.* Ancient Mediterranean and global connections.

**Readings:**

Toynbee, A. A Study of History, Vol. 1: The Genesis of Civilizations. Oxford, 1934.

**Lecture 7. Regionalization in the Postclassical Era. Integrations and disintegrations in the pre-modern empires.**

*Seminar 7.* European Middle Ages and its global connections.

**Readings:**

Le Goff, J. Medieval Civilization, 400-1500, translated by Julia Barrow. Oxford: Blackwell, 1988.

Khanmohamadi, S. In Light of Another's Word. European Ethnography in the Middle Ages. University of Pennsylvania Press, 2014.

**Lecture 8. Early Modern history and the First Age of Globalization.**

*Seminar 8.* The West and the Rest: the époque of the Discoveries

**Readings:**

Braudel, F. The Mediterranean and the Mediterranean World in the Age of Philip II. London, 1972.

Braudel, F. Civilization and Capitalism, 15th–18th Centuries, translated by Siân Reynolds, 3 vols. (1979). Vol. 1: The Structures of Everyday Life.

Kozlarek, O., Rüsen, J., and Wolff, E. (eds.) Shaping a Human World - Civilizations, Axial Times, Modernities, Humanisms, Bielefeld, 2011.

Tilly, C. Coercion, Capital, and European States, AD 990 – 1990. Cambridge, 1992.

Diamond, J. Guns, Germs and Steel (any edition). Ch. 3 Collision at Cajamarca: Why the Inca emperor Atahualpa did not capture King Charles I of Spain.

**Lecture 9. Industrial Revolution and the century of changes.**

*Seminar 9.* Social and economic transformation in the 19th century world.

**Readings:**

Hopkins, A. Globalization in World History. New York, 2002.

Abernethy, D.B. The Dynamics of Global Dominance. Yale, 2002.

Cohen, D. and O’Connor, M. (eds.). *Comparison and History: Europe in Cross-National Perspective*. New York and Abingdon, 2004.

Haupt, H.-G. and Kocka, J. *Comparative and Transnational History: Central European Approaches and New Perspectives*. New York and Oxford, 2009.

## **Lecture 10. Contemporary history (20th – 21st cc.). The Global Age.**

*Seminar 10.* Contemporary history. Conclusions.

### **Readings:**

Hobsbawm, E. *Age of Extremes. The Short Twentieth Century. 1914-1991*. London, 1994.

Washbrook, D. “Problems in Global History” in Berg, M. (ed.) *Writing the History of the Global: Challenges for the 21st Century*. Oxford, 2013, pp. 21-32.

Horn, G.-R and Kenney, P. *Transnational Moments of Change: Europe 1945, 1968, 1989*. Lanham, 2004.

## **8 Grading system**

The grade will be composed of class attendance, participation in the discussions during the seminars (based on the readings), response papers and oral exam.

## **9 Guidelines for knowledge assessment**

O stands for “grade”. The final grade  $O_{\text{final}}$  will be formed based on the results of the final oral exam ( $O_{\text{exam}}$ ) and accumulated grade ( $O_{\text{acc}}$ ). The accumulated grade ( $O_{\text{acc}}$ ) in its turn is formed of class attendance – 33%, participation in the discussions during the seminars – 33%, response papers – 33%.

The formula for the accumulated grade is the following:

$$O_{\text{acc}} = 0,33 O_{\text{attendance}} + 0,33 O_{\text{discussions}} + 0,33 O_{\text{resp.papers}}$$

The formula for the final grade is the following:

$$O_{\text{final}} = 0,5 O_{\text{acc}} + 0,5 O_{\text{exam}}$$

## **10 Teaching Methods and Recommendations**

Readings, class participation, and home assignments are crucial. Students are welcomed to ask the lecturer for optional literature for the seminars.



## **11 Reading and Materials**

See the course description, after each topic.

## **12 Equipment**

Projector will be needed for each lecture.