

**Санкт-Петербургский филиал федерального государственного
автономного образовательного учреждения высшего образования
"Национальный исследовательский университет
"Высшая школа экономики"**

Санкт-Петербургская школа гуманитарных наук и искусств
Департамент истории

Рабочая программа дисциплины

Global and Comparative History
Глобальная и сравнительная история

для образовательной программы «История»
направления подготовки 46.03.01 «История»
уровень - бакалавр

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Согласована начальником ОСУП

«25» декабря 2018 г.

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Утверждена Академическим советом образовательной программы

«25» декабря 2018 г., № протокола 3

Академический руководитель образовательной программы

д.ист.н. А.А. Селин _____ [подпись]

Санкт-Петербург, 2018

Настоящая программа не может быть использована другими подразделениями университета и другими вузами без разрешения кафедры-разработчика программы.

Course Syllabus

| | | | |
|--|--|---------------------|-------|
| Title of the course | Global and Comparative History | | |
| Title of the Academic Programme | History | | |
| Type of the course | Elective | | |
| Prerequisites | To learn the course students have to be ready to analyse historical sources in English, know the main theoretical approaches to history, be able to juxtapose various kinds of information, for instance, graphic and textual. | | |
| ECTS workload | 5 | | |
| Total indicative study hours | Directed Study | Self-directed study | Total |
| | 80 | 110 | 190 |
| Indicative Assessment Methods and Strategy | <p><u>Interim</u>: review essay, presentation, midterm, seminar discussions.</p> <p><u>Final</u>: exam.</p> | | |
| Readings / Indicative Learning Resources | <p>Richard Bourke, "What is conservatism? History, ideology and party," <i>European Journal of Political Theory</i> 17,4 (2018): 449–475;</p> <p>David Nickles, <i>Under the wire: how the telegraph changed diplomacy</i> (Cambridge: Harvard University Press, 2003), 79–134;</p> <p>David Eltis, "Free and coerced transatlantic migrations: some comparisons," <i>The American Historical Review</i> 88,2 (1983): 251–280;</p> <p>Giovanni Gozzini, "The global system of international migrations, 1900 and 2000: a comparative approach," <i>Journal of Global History</i> 1,3 (2006): 321–341;</p> <p>Adam McKeown, "Global migration, 1846–1940," <i>Journal of World History</i> 15,2 (2004): 155–189.</p> <p>Sho Konishi, "Translingual world order: language without culture in post-Russo-Japanese war Japan," <i>Journal of Asian Studies</i> 72,1 (2013): 91–114. Available at HSE's digital library.</p> <p>Cornelia Navari, "<i>The Great Illusion</i> revisited: the international theory of Normal Angell," <i>Review of International Studies</i> 15 (1989): 341–358.</p> | | |

| Course Overview | The aims of the course of <i>Global and comparative history</i> are to familiarize the students with the main events of global history of the modern period (nineteenth century) and current methodology of research of global and comparative history. | | | | |
|--|--|-------|----------------|-----------|---------------------|
| Intended Learning Outcomes (ILO) | At the end of the course students will learn to solve problems in professional activity on the basis of analysis and synthesis, assess the need for resources and plan their use while solving problems in professional activity, find, evaluate and use information from various sources, which is necessary to solve scientific and professional problems, critically evaluate and rethink the accumulated experience (one's own and that of colleagues), reflect upon professional and social activities in the international environment, written and oral communication in a foreign language, master special literature in a foreign language, determine the novelty and relevance of professional tasks on the basis of the modern condition of historical science, formulate and solve professional problems using interdisciplinary approaches. | | | | |
| Teaching and Learning Methods | Lectures and seminars | | | | |
| Content and Structure of the Course | | | | | |
| № | Topic / Course Chapter | Total | Directed Study | | Self-directed Study |
| | | | Lectures | Tutorials | |
| 1 | Introduction | 10 | 4 | 2 | 4 |
| 2 | History of the nineteenth century world | 80 | 18 | 16 | 46 |
| 3 | Global history of the nineteenth century | 84 | 16 | 18 | 50 |
| 4 | Conclusion | 16 | 2 | 4 | 10 |
| Total study hours | | 190 | 40 | 40 | 110 |
| Indicative Assessment Methods and Strategy | <u>Interim</u> : review essay, presentation, midterm exam, seminar discussions. <u>Final</u> : exam. | | | | |

| | Type | +/- | Hours |
|------------------------------------|---------------------------------|---|-------|
| Indicative Self-Study Strategies | Seminar discussions | + | |
| | Review essay | + | |
| | Presentation | + | |
| | Midterm | + | |
| | Preparation for the exam | + | |
| | Academic Support for the Course | Academic support for the course is provided via LMS, where students can find course guidelines and recommendations. | |
| Facilities, Equipment and Software | N/A | | |
| Course Instructors | Anton Kotenko, Felix Levin | | |

Course Content

Unit 1: Introduction

Lecture 1. What is global history?

Lecture 2, Seminar 1: When and where was the nineteenth century?

Unit 2: History of the nineteenth century world

Lecture 3, Seminar 2: The end of the old regimes and its global dimension: North America.

Lecture 4, Seminar 3: The end of the old regimes and its global dimension: France.

Lecture 5, Seminar 4: The end of the old regimes and its global dimension: Central and South America.

Lecture 6, Seminar 5: Industrial revolution.

Lecture 7, Seminar 6: A century of empires.

Lecture 8, Seminar 7: The Scramble for Africa.

Lecture 9, Seminar 8: Great divergence? Nineteenth century history of China.

Lecture 10, Seminar 9: Great convergence? Nineteenth century history of Japan.

Lecture 11: Midterm.

Unit 3: Global history of the nineteenth century

Lecture 12, Seminar 10: Global ideas: liberalism and conservatism.

Lecture 13, Seminar 11: Global ideas: socialism and nationalism.

Lecture 14, Seminar 12: The world of connections.

Lecture 15, Seminar 13: The world of mobilities.

Lectures 16, Seminar 14: The world of cities.

Lecture 17, Seminars 15–16: The world of arts.

Lecture 18, Seminar 17: The world of global languages.

Lecture 19, Seminar 18: The world of international cooperation.

Unit 4: Conclusion. Global history and nineteenth century in the twenty-first century.

Lecture 20, Seminar 19: Dreams of a future, nostalgia for the past.

Seminar 20: Global history in national contexts.

Assessment Methods and Criteria

Assessment Methods

| Types of Assessment | Forms of Assessment | Modules | |
|---------------------|------------------------|---------|---|
| | | 3 | 4 |
| Interim assessment | Test | * | |
| | Review essay | | * |
| | Presentation | * | * |
| | In-class participation | * | * |
| Final assessment | Exam | | * |

Assessment Criteria

Test

| Grades | Assessment Criteria |
|----------------------|---|
| «Excellent» (8-10) | Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur; |
| «Good» (6-7) | Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors. |
| «Satisfactory» (4-5) | Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors. |
| «Fail» (0-2) | Fails to demonstrate any appropriate knowledge. |

Review essay

| Grades | Assessment Criteria |
|----------------------|--|
| «Excellent» (8-10) | A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge. |
| «Good» (6-7) | Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression. |
| «Satisfactory» (4-5) | Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers. |
| «Fail» (0-2) | Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions. |

Presentation

| Grades | Assessment Criteria |
|----------------------|--|
| «Excellent» (8-10) | A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion. |
| «Good» (6-7) | Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed. |
| «Satisfactory» (4-5) | Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up. |
| «Fail» (0-2) | Fails to demonstrate any appropriate knowledge. |

In-class participation

| Grades | Assessment Criteria |
|----------------------|--|
| «Excellent» (8-10) | A critical analysis, which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge. |
| «Good» (6-7) | Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression. |
| «Satisfactory» (4-5) | Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers. |
| «Fail» (0-2) | Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions. |

Exam

| Grades | Assessment Criteria |
|----------------------|--|
| «Excellent» (8-10) | A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge. |
| «Good» (6-7) | Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression. |
| «Satisfactory» (4-5) | Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers. |
| «Fail» (0-2) | Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions. |

Recommendations for students on how to organize self-study

Self-study is organized in order to:

- Structure theoretical knowledge received at lectures;
- Extend theoretical knowledge;
- Learn how to use professional literature;
- Develop cognitive and soft skills: creativity and self-sufficiency;
- Enhance critical thinking and personal development skills;
- Develop research skills;
- Obtain skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aims at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students'

past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests. In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Recommendations for a review essay

A review essay is written on an article / book chapter, chosen by a student and approved by an instructor. The aim of a review is to assess student's ability to present an argument and sustain it with evidence. The review should not merely be a summary, but present student's own critical thinking, comments and evaluation of the text, supported by evidence (taken from scholarly literature).

How should one approach writing a review:

1) Start with the authors of your text: who are they? Is it the first time they touched upon this question? Who else studied it?

2) What are the questions asked by the author?

3) What are the main aims of the text? Is it a new research or does it engage previous historiography? Does it aim at changing our idea of the subject? For what readership is it written?

4) Which arguments are made by the text? How substantiated and convincing are they? Do they correspond to the aims of the text?

5) What are the theoretical assumptions of the author (if any)? Are they discussed explicitly? (Look for statements in the preface, etc. and follow them up in the rest of the work.)

6) Which methods were used while conducting this research and writing this text?

7) Analyze the text's narrative: is its structure logical and clear? What are the questions, which the authors did not provide answer to or did not touch upon at all? Try to argue, why should they have done it?

8) Summarize the authors' contribution to the field: is this text ground-breaking, revisionist, or part of the existing discourse?

9) Think of what you would like to write in your review and make its plan as a framework for you to follow during the writing. Make sure your review has an introduction, a main part and a conclusion. Support your ideas with quotes from the text.

10) Write your text;

11) Review it (if there is a chance, print it and read it from paper and ask someone else to read it);

12) Redraft it if needed;

13) Rewrite it;

14) Review it;

15) Submit it until 10 am, May 22;

16) Meet your instructor to talk about it.

Your written work must be original and acknowledge the work of others. Students are recommended to use the following citation examples:

Book: Jurgen Osterhammel, *The transformation of the world: a global history of the nineteenth century* (Princeton: Princeton University Press, 2014), 156.

Article: Bruce Mazlish, "Comparing global history to world history," *Journal of Interdisciplinary History* 28,3 (1998): 386.

Internet resource: www.abcdef.com/what-is-global (last accessed March 22, 2018).

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising.