**Course descriptor**

|  |  |  |  |
| --- | --- | --- | --- |
| Title of the course | **Global and Comparative History** | | |
| Title of the Academic Programme | Bachelor in History | | |
| Type of the course | Elective | | |
| Prerequisites | Foreign language (English), Introduction to the history of humanity, source and methods of historical study, general and historical geography. | | |
| ECTS workload | 5 | | |
| Total indicative study hours | Directed Study | Self-directed study | Total |
| 80 | 110 | 190 |
| Course Overview | The objectives of the development of the "Global and comparative history of" discipline are familiarization of the students with the major events in modern world history, the modern methodology of study of global and comparative history, the understanding of basic trends worldwide modern history, and the creation of an evidence base for the wider and deeper understanding of the modern world history. | | |
| Indicative Course Content | Introduction  What is Global History? A World of Empires  A World of Orientalisms A World of Mobilities and Migration  A World of Connections A World of Transfers  A World of Technology A World of Cities  A World of Social Hierarchies A World of Science  A World of Religion A World of Ideologies  A World of Revolutions A World of Trade  A World of Arts A World of Wars A World of the International Cooperation  A World of Human Rights | | |
| Teaching and Learning Methods | The course consists of lectures (38 hours) and seminars (38 hours). | | |
| Indicative Assessment Methods and Strategy | Seminars - 50%; 2 written tests – 25% each. Final grade for those students: Exam – 30%; Accumulated grade – 70% | | |
| Readings / Indicative Learning Resources | Mandatory:  Bruce Mazlish, “Comparing Global History to World History,” *Journal of Interdisciplinary History* 28:3 (1998): 385–395;  Maxine Berg, “Global History: Approaches and New Directions,” in: Maxine Berg (ed.), *Writing the History of the Global: Challenges for the Twenty-First Century* (Oxford: Oxford University Press, 2013), 1–18.  Eric Hobsbawm, *The Age of Empire, 1875*–*1914* (New York: Vintage, 1989). Chapter 3: The Age of Empire (Pp. 56–83);  **ETC.**  Optional:  Jürgen Osterhammel, *The Transformation of the World. A Global History of the Nineteenth Century* (Princeton, 2009). Chapter 8: Imperial Systems and Nation-States. The Persistence of Empires (Pp. 392– 468).  Artemy Kalinovsky, “Paul Henze the Bennigsen school and the crisis of détente,” in: Michael Kem-per, Artemy Kalinovsky (eds.), *Reassessing Orientalism: Interlocking Orientologies During the Cold War* (Routledge, 2015), 211–233;  Stéphane Dudoignon, “Some Side Effects of a Progressive Orientology: Academic Visions of Islam in the Soviet South after Stalin,” in: François Pouillon, Jean-Claude Vatin (eds.), *After Orientalism: Crit-ical Perspectives on Western Agency and Eastern Re-appropriations* (Boston, MA; Leiden: Brill, 2015), 121–134.  Sebastian Conrad, “Globalization Effects: Mobility and Nation in Imperial Germany, 1880–1914,” *Journal of Global History* 3:1 (2008): 43–66;  **ETC.** | | |
| Course Instructor | Lecturer Anton Kotenko, Ph.D. | | |