

Docente responsabile dell'insegnamento/attività formativa	
Nome	Enrico
Cognome	Acciai

Denominazione insegnamento/attività formativa		
	Italiano	English
	Global History	Global History

Informazioni insegnamento/attività formativa			
A.A.	2025/26		
Tipo di CdS	☐ L	☒ LM	☐ LM CU
CdS	Scienze della Storia e del Documento		
Codice	804002567		
Canale			
CFU	6		
Lingua	Inglese		

Docente del modulo didattico (compilare solo per attività formative articolate in moduli)	
Nome	
Cognome	

Denominazione modulo didattico (compilare solo per attività formative articolate in moduli)		
	Italiano	English

Obiettivi formativi e risultati di apprendimento attesi		
	Italiano	English
	A) <i>Obiettivi formativi:</i> Achieve a good understanding of the main events and issues of global history. Develop the students' critical spirit and their ability to explain what has been learned.	A) <i>Learning Outcomes:</i> Achieve a good understanding of the main events and issues of global history. Develop the students' critical spirit and their ability to explain what has been learned.
	B) <i>Conoscenza e capacità di comprensione:</i> Students will have to acquire a solid basic preparation on the main issues of global	B) <i>Knowledge and Understanding:</i> Students will have to acquire a solid basic preparation on the main issues of global history; they will also have

history; they will also have to acquire awareness of the fundamental methodological tools of the discipline and of the existence of different historiographic trends and interpretations regarding the various events treated. All this will be the result, in addition to frontal teaching activities, also of the practical involvement of students through the reading and analysis in the classroom of historical documents and historiography.	to acquire awareness of the fundamental methodological tools of the discipline and of the existence of different historiographic trends and interpretations regarding the various events treated. All this will be the result, in addition to frontal teaching activities, also of the practical involvement of students through the reading and analysis in the classroom of historical documents and historiography.
C) <i>Capacità di applicare conoscenza e comprensione</i> : Students must be able to apply the acquired skills and methodological tools to the analysis and interpretation of historical documents and historiographic texts	C) <i>Applying Knowledge and Understanding</i> : Students must be able to apply the acquired skills and methodological tools to the analysis and interpretation of historical documents and historiographic texts
D) <i>Autonomia di giudizio</i> : Students will be able to collect and interpret data useful for the understanding and analysis of historical documents and historiographic texts, to comment critically in autonomy the contents and for the reflection on social, scientific, or ethical issues related to them, having acquired the ability to formulate independent judgments. This also through the address to an intense reading activity, with appropriate guidance to critical comment.	D) <i>Making Judgements</i> : Students will be able to collect and interpret data useful for the understanding and analysis of historical documents and historiographic texts, to comment critically in autonomy the contents and for the reflection on social, scientific, or ethical issues related to them, having acquired the ability to formulate independent judgments. This also through the address to an intense reading activity, with appropriate guidance to critical comment.
E) <i>Abilità comunicative</i> : Students will have to know how to communicate information, ideas, problems and solutions concerning the main issues addressed, both to specialist interlocutors of the discipline and to non-specialists. For this purpose we will try to direct the student to structure and refine their communication skills, also through discussion and debate in the classroom.	E) <i>Communication Skills</i> : Students will have to know how to communicate information, ideas, problems and solutions concerning the main issues addressed, both to specialist interlocutors of the discipline and to non-specialists. For this purpose we will try to direct the student to structure and refine their communication skills, also through discussion and debate in the classroom.
F) <i>Capacità di apprendimento</i> : Students will have made progress in developing the cognitive abilities and theoretical-critical skills necessary for an independent study of the historical disciplines; all this also conceived for the purpose of a positive access to subsequent cycles of study, with a high degree of autonomy.	F) <i>Learning Skills</i> : Students will have made progress in developing the cognitive abilities and theoretical-critical skills necessary for an independent study of the historical disciplines; all this also conceived for the purpose of a positive access to subsequent cycles of study, with a high degree of autonomy.

Prerequisiti	
Italiano	English

No Prerequisites required

No Prerequisites required

Programma		
	<i>Italiano</i>	<i>English</i>
	Global History has come into its own as a scholarly enterprise at the beginning of the twenty-first century. Spurred by ongoing processes of globalisation, it flourishes as one of the most critical developments in the discipline of history today. This course will introduce students to the literature on and practice of global history, looking at the relationship between Europe and the rest of the world from the late eighteenth century to the beginning of the twenty-first century. In this course, global Entanglements and local specificities, interactions, and hierarchies will be expressed in critical historical approaches. Moreover, global history will be investigated on defined objects and multiple scales (of objects themselves, time and space). The course will be divided into two main parts. After a week dedicated to the historiographical debates related to Global history, the main focus of the classes will be on Actors and Spaces on a global scale. Students will be expected to write a short research paper on a topic in global history. The course aims to provide students with solid knowledge and the ability to navigate the dynamics of global history from the late nineteenth century to the present day. By the end of the course, students will have a good knowledge of political and institutional events in a transnational and global dimension; they will be able to think globally about the historical-political and institutional transformations. The teaching activity of this module aims to strengthen the following skills: Critical Thinking: Students will be developing their ability to analyse critically both historical and present events from a global perspective. Reading: Students will become active readers who can articulate their interpretations with an awareness and appreciation of multiple perspectives. Each lecture will include discussions to ensure students have completed their assigned reading. These discussions will	Global History has come into its own as a scholarly enterprise at the beginning of the twenty-first century. Spurred by ongoing processes of globalisation, it flourishes as one of the most critical developments in the discipline of history today. This course will introduce students to the literature on and practice of global history, looking at the relationship between Europe and the rest of the world from the late eighteenth century to the beginning of the twenty-first century. In this course, global Entanglements and local specificities, interactions, and hierarchies will be expressed in critical historical approaches. Moreover, global history will be investigated on defined objects and multiple scales (of objects themselves, time and space). The course will be divided into two main parts. After a week dedicated to the historiographical debates related to Global history, the main focus of the classes will be on Actors and Spaces on a global scale. Students will be expected to write a short research paper on a topic in global history. The course aims to provide students with solid knowledge and the ability to navigate the dynamics of global history from the late nineteenth century to the present day. By the end of the course, students will have a good knowledge of political and institutional events in a transnational and global dimension; they will be able to think globally about the historical-political and institutional transformations. The teaching activity of this module aims to strengthen the following skills: Critical Thinking: Students will be developing their ability to analyse critically both historical and present events from a global perspective. Reading: Students will become active readers who can articulate their interpretations with an awareness and appreciation of multiple perspectives. Each lecture will include discussions to ensure students have completed their assigned reading. These discussions will also

also foster a collaborative classroom environment where students collectively analyze the significance of historical developments.

Writing: Students will be able to offer complex and informed analyses of historical documents. They will practice writing as a process of inquiry and engage other writers' ideas as they explore and develop their voices as a writer. As shown below, over the course of the semester, students will complete a process-oriented writing assignment that emphasises analysis over description. Communication: Students will demonstrate the skills needed to participate in a dialogue that builds knowledge collaboratively, listening carefully and respectfully to others' viewpoints while articulating their own ideas and questions.

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Modalità di valutazione

- ☒ *Prova scritta*
- ☒ *Prova orale*
- ☐ *Valutazione in itinere*
- ☐ *Valutazione di progetto*
- ☐ *Valutazione di tirocinio*
- ☐ *Prova pratica*
- ☐ *Prova di laboratorio*

Descrizione delle modalità e dei criteri di verifica dell'apprendimento

Italiano

The exam assesses the student's overall preparation, the ability to combine knowledge about each part of the syllabus, the coherence of argumentation, the analytical ability, and the autonomy of judgment. In addition, the student's command of language and clarity of presentation are also assessed, in adherence with the Dublin descriptors (1. knowledge and understanding; 2. applying knowledge and experience; 3. making judgments; 4. learning skills; 5. communication skills).

English

The exam assesses the student's overall preparation, the ability to combine knowledge about each part of the syllabus, the coherence of argumentation, the analytical ability, and the autonomy of judgment. In addition, the student's command of language and clarity of presentation are also assessed, in adherence with the Dublin descriptors (1. knowledge and understanding; 2. applying knowledge and experience; 3. making judgments; 4. learning skills; 5. communication skills).

The final grade will be based 70% on the student's depth of knowledge and 30% on the student's ability for expression (written and oral) and independent critical thinking. The exam will be evaluated according to the following criteria: – Failed: significant deficiencies and inaccuracies in the knowledge and the understanding of the subject matter; poor analytical and synthesizing skills, recurrent generalizations, limited critical and judgmental skills; the arguments are exposed inconsistently and with inappropriate language. – 18-20: Knowledge and understanding of topics barely adequate, with occasional generalizations and imperfections possible; sufficient capacity for analysis synthesis and autonomy of judgment, the arguments are frequently exposed in an incoherent manner and with inappropriate/non technical language. – 21-23: Fair knowledge and understanding of the subject; proper analysis and synthesis skills with coherent, logical argumentation, but with language that is often inappropriate/non technical. – 24-26: Moderate knowledge and understanding of the subjects; good analytical and synthesis skills with arguments expressed rigorously but with language that is not always appropriate/technical. – 27-29: Comprehensive knowledge and understanding of the subjects; remarkable analytical and synthesis skills. Good autonomy of judgment. Topics expounded rigorously and with appropriate/technical language. – 30-30L: Excellent level of in-depth knowledge and understanding of the subjects. Excellent skills in analysis, synthesis, and independent judgment. Arguments are expressed in an original way and with appropriate technical language.	The final grade will be based 70% on the student's depth of knowledge and 30% on the student's ability for expression (written and oral) and independent critical thinking. The exam will be evaluated according to the following criteria: – Failed: significant deficiencies and inaccuracies in the knowledge and the understanding of the subject matter; poor analytical and synthesizing skills, recurrent generalizations, limited critical and judgmental skills; the arguments are exposed inconsistently and with inappropriate language. – 18-20: Knowledge and understanding of topics barely adequate, with occasional generalizations and imperfections possible; sufficient capacity for analysis synthesis and autonomy of judgment, the arguments are frequently exposed in an incoherent manner and with inappropriate/non technical language. – 21-23: Fair knowledge and understanding of the subject; proper analysis and synthesis skills with coherent, logical argumentation, but with language that is often inappropriate/non technical. – 24-26: Moderate knowledge and understanding of the subjects; good analytical and synthesis skills with arguments expressed rigorously but with language that is not always appropriate/technical. – 27-29: Comprehensive knowledge and understanding of the subjects; remarkable analytical and synthesis skills. Good autonomy of judgment. Topics expounded rigorously and with appropriate/technical language. – 30-30L: Excellent level of in-depth knowledge and understanding of the subjects. Excellent skills in analysis, synthesis, and independent judgment. Arguments are expressed in an original way and with appropriate technical language.
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Testi adottati	
Italiano	English

1. Sebastian Conrad, What is global history? (Princeton, 2016). 2. Richard Drayton and David Motadel, "Discussion: the futures of global history" in: Journal of Global History, (2018) 13, pp. 1-21 3. Students will also have to choose one book from the following list and discuss it at the final oral exam: – Enrico Acciai, Garibaldi's Radical Legacy: Traditions of War Volunteering in Southern Europe (New York, 2020); – Michael Goebel, Anti-imperial metropolis: interwar Paris and the seeds of third world nationalism (Cambridge, 2015); – Salar Mohandesi, Red Internationalism. Anti-Imperialism and Human Rights in the Global Sixties and Seventies (Cambridge 2023); – David Motadel, Revolutionary World. Global Upheaval in Modern Age (Cambridge 2021); – Brigitte Studer, Travelers of the World Revolution: A Global History of the Communist International (Verso, 2023); – Martin Thomas, The End of Empires and a World Remade: A Global History of Decolonization (Princeton 2024)	1. Sebastian Conrad, What is global history? (Princeton, 2016). 2. Richard Drayton and David Motadel, "Discussion: the futures of global history" in: Journal of Global History, (2018) 13, pp. 1-21 3. Students will also have to choose one book from the following list and discuss it at the final oral exam: – Enrico Acciai, Garibaldi's Radical Legacy: Traditions of War Volunteering in Southern Europe (New York, 2020); – Michael Goebel, Anti-imperial metropolis: interwar Paris and the seeds of third world nationalism (Cambridge, 2015); – Salar Mohandesi, Red Internationalism. Anti-Imperialism and Human Rights in the Global Sixties and Seventies (Cambridge 2023); – David Motadel, Revolutionary World. Global Upheaval in Modern Age (Cambridge 2021); – Brigitte Studer, Travelers of the World Revolution: A Global History of the Communist International (Verso, 2023); – Martin Thomas, The End of Empires and a World Remade: A Global History of Decolonization (Princeton 2024)
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Bibliografia di riferimento		
	Italiano	English

Modalità di svolgimento	
☒	Modalità in presenza
☐	Modalità a distanza

Descrizione della modalità di svolgimento e metodi didattici adottati		
	Italiano	English
	Teaching Methods: frontal lessons; practical involvement of students through the reading	Teaching Methods: frontal lessons; practical involvement of students through the reading and

and analysis in the classroom of historical documents and historiographic texts. The assessment for this module is as follows: Description: A short-written examination composed of 6 open questions will be held in mid-term to understand how familiar the students have become with the arguments of the course. The questions will be based on the teacher's lessons and the mandatory readings by Sebastian Conrad and Gareth Austin. The time at students' disposal will be 45 minutes. Every answer will be evaluated from 0 to 5. Therefore, the highest possible mark in each mid-term test will be 30/30. The student will pass the mid-term if he gets at least 18/30. Students who will succeed in the mid-term test will be admitted to the final oral exam, where they will be asked to discuss the second block of the course and the chosen book. Students who fail the mid-term test and non attendant students who don't take it at all must undergo a final oral examination on all the programs and the chosen books. A 2.500 to 3.000 words research paper (either in English or Italian) will be submitted at least two weeks before the final oral examination day.	analysis in the classroom of historical documents and historiographic texts. The assessment for this module is as follows: Description: A short-written examination composed of 6 open questions will be held in mid-term to understand how familiar the students have become with the arguments of the course. The questions will be based on the teacher's lessons and the mandatory readings by Sebastian Conrad and Gareth Austin. The time at students' disposal will be 45 minutes. Every answer will be evaluated from 0 to 5. Therefore, the highest possible mark in each mid-term test will be 30/30. The student will pass the mid-term if he gets at least 18/30. Students who will succeed in the mid-term test will be admitted to the final oral exam, where they will be asked to discuss the second block of the course and the chosen book. Students who fail the mid-term test and non attendant students who don't take it at all must undergo a final oral examination on all the programs and the chosen books. A 2.500 to 3.000 words research paper (either in English or Italian) will be submitted at least two weeks before the final oral examination day.
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Modalità di frequenza	
☒	<i>Frequenza facoltativa</i>
☐	<i>Frequenza obbligatoria</i>

Descrizione della modalità di frequenza	
<i>Italiano</i>	<i>English</i>
Every week consists of 3 classes (2 hours each).	Every week consists of 3 classes (2 hours each).

Week 1	Why global history? The historiographical debate, and beyond	Week 1	Why global history? The historiographical debate, and beyond
Week 2	Actors. Migration and exile: the making of the modern global world	Week 2	Actors. Migration and exile: the making of the modern global world
Week 3	Actors. Transnational War Volunteers as global actors in Modern Times	Week 3	Actors. Transnational War Volunteers as global actors in Modern Times
Week 4	Actors. Global radical lives	Week 4	Actors. Global radical lives
Week 5	Mid-Term test and “How to write a research paper”?	Week 5	Mid-Term test and “How to write a research paper”?
Week 6	Spaces. Revolutions in global perspective	Week 6	Spaces. Revolutions in global perspective
Week 7	Spaces. Globalizing the decolonization	Week 7	Spaces. Globalizing the decolonization
Week 8	Spaces. Red Internationalism	Week 8	Spaces. Red Internationalism
Week 9	A global approach to our times and general conclusions of the course	Week 9	A global approach to our times and general conclusions of the course