

Al-Farabi Kazakh national university

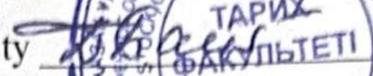
Faculty of History

Department of World History, Historiography and Source Study

APPROVED

At the meeting of the Academic Council of the Faculty of History

Minutes No. 2 dated September 28, 2025"

Dean of the Faculty  D. S. Baigunakov



Educational program "World History (La Sapienza)"

World history: a new methodological trends

5 Credits, day time study

Almaty, 2026

Prepared by: professor, doctor of historical science Sultangalieva Gulmira

The program was approved by World history, historiography and source study Department at the meeting.
Protocol No. 1 "27" September 2025.

The head of the department  R.S. Myrzabekova

Chair of the Academic Committee for the Quality of Teaching and Education  M. T.
Bizhanova

"05" September 2025, protocol No. 1

Introduction

The final examination program for the course "World History: New Methodological Trends" within the educational program "World History (La Sapienza)" is designed to assess master students' comprehensive understanding of contemporary methodological approaches in historical science and world humanities.

The program focuses on key analytical strategies and theoretical frameworks that shape modern historical research, including comparative studies, frontier theory, microhistory, cross-cultural research, biographical and photographic methods, as well as theories of empire, imperialism, nation, and nation-building. Particular attention is paid to the integration of methodological reflection with empirical analysis and interdisciplinary perspectives.

The form of the final exam - oral exam

Exam technology: traditional - answers to questions

Exam methodology:

1. the master students must show an identity card or passport (but not an ID-card) on the video camera;
2. in the room where the student is located, there should be no strangers, additional sources of information;
3. Time to prepare an answer - 15 minutes;
4. the master student can write down the abstracts of the answer on a piece of paper;
5. after the completion of the answer, the student is allowed to leave the room;

Criteria of the assessment:

During the examination, not only the student's theoretical knowledge is evaluated, but also his ability to analyze, systematize, analyze, and evaluate the problem, i.e., his ability to use theoretical knowledge in practice. The 1st question of the ticket is evaluated with 30 points because it is designed according to cognitive ability, the 2nd question is evaluated with 33 points because it determines the functional ability, and the 3rd question is evaluated with 37 points because it determines the systematic ability, in total - 100 points.

"Excellent" - correct and complete answers to theoretical questions; the practical task is completely solved; materials are presented in a logical sequence; creative abilities are shown. **"Good"** - theoretical problems are correct, but there are incomplete answers, insignificant errors or inaccuracies; the practical task is completed, but there is a minor error sent; The materials are made with logical literacy.

"Satisfyingly" - the answers to theoretical questions are mostly correct, but incomplete, inaccuracies and logical errors are present; practical task is incomplete; the material is competent but the logical consistency is not considered.

"Unsatisfyingly" - serious mistakes were made in the answer related to theoretical questions; the practical task has been completed; grammatical and terminological errors were made in the narrative answer, logical consistency was not observed.

Final Exam Program

Historical Comparisons as a Strategy of Research in in world humanities

Comparison poses methodical and theoretical problems for the science of history, but at the same time challenges it, and can even work as a factor to increase method-consciousness and support theoretical reflection. Until now, comparative studies have limited themselves to defining the range and meaningfulness of theories. The question of what changes must be made in theoretical concepts if they are to explain more than one national development and encompass a multitude of empirical cases has seldom been asked. Therefore, comparative history has contributed little to the development of theory thus far, and has seldom taken the step to formulate theoretical alternatives by relativizing existing approaches. In historical comparison, progressive types and structures—rather than the constitutive processes of historical facts and materials—were, for a long time, at the center of attention. With the increasing importance of constructivist approaches, individual sources such as reports and statistics are being interpreted to be more a representation of individual administrations or rulers than an account of social or political reality. Comparisons that strengthen this point of view would involve representations and strategies of representation, and prevent the naive use of sources and statistics. In this area, new fields of research are opening up.

The Essentials of Comparative Studies

1. "We have only one means of demonstrating that one phenomenon is the cause of another: it is to compare case the cases where they are simultaneously present or absent. When the phenomenon can be artificially produced by the observer, the method is experimentation in its proper sense. When, on the contrary, the product of fact is out of reach, when we can thus only bring them together as they are spontaneously produced, the method we use is that of indirect experimentation, or comparative method." (Durkhiem; Quoted in Dogan and Pelassy, 1990, P. 15-16)
2. "Comparison is a universal method in the social sciences; it is worthwhile not only to those who study in international field.It is not surprise that the historical method is so often combined with comparative method." (Dogan and Pelassy, 1990, P. 16)
3. "Comparative sociology is not a special branch of sociology, it is sociology itself, in so far as it cease to be purely descriptive and aspires to account for fact." (Durkhiem, P. 157; Quoted in Schriewer, 2003, P. 5)

Exploring the frontier in the humanities

A frontier is the political and geographical area near or beyond a boundary. Frontiers and borders also imply different geopolitical strategies. In modern history, colonialism and imperialism has applied and produced elaborate use and concepts of frontier, especially in the settler colonial states of North America, expressed by the "Manifest Destiny" and "Frontier Thesis". The word "frontier" has often meant a region at the edge of a settled area, especially in North American development. It was a transition zone where explorers, pioneers and settlers were arriving. Frederick Jackson Turner said that "the significance of the frontier" was that as pioneers moved into the "frontier zone," they were changed by the encounter. For example, Turner argues in 1893 that in the United States, unlimited free land in this zone was available, and thus offered the psychological sense of unlimited opportunity. This, in turn, had many consequences such as optimism, future orientation, shedding the restraints of land scarcity, and the wastage of natural resources. The expansion of Russia to the north, south (Wild Fields) and east (Siberia, the Russian Far East and Russian Alaska) exploited ever-changing frontier regions over several centuries and often involved the development and settlement of Cossack communities.

Microhistory as historical method in world humanities

A case is synthesized from facts in the case and theory. The (re)construction of a case. From facts and a theory to a *case*. In recent years, the academic school of so-called Life Writing emerged, wherein the 'exceptional typical' is considered as representative of certain groups. Life writers bring into the limelight discriminated groups of people, by using autobiographical documents of those discriminated people as a reliable source, without critical examination of these sources.⁶ So a diary of a disabled person according to Life writers tells us something about all people with disabilities and all homosexuals, regardless of their historical context. Life writers from all over the world, especially in the United States, with backgrounds in cultural studies, gender studies, comparative literature, sociology and psychology are studying individual lives on the basis of autobiographical documents. Microhistorians like the Finnish historian Matti Peltonen regard the difference between the 'exceptional typical' and the 'exceptional normal' rather as an incentive to study phenomena that previously were not subjected to investigation, potentially to trace homogenous patterns that are significant in mapping a social environment. More than anything, though, in its current usage micro-history is by people – ordinary people – rather than necessarily about people. We all have a story to tell, and we all have knowledge that we want to pass on. It doesn't matter whether it is tales of your local area, the place you were raised, your family, or your friends. People's history, if you like. This has the capability to uncover a real-life that traditional history is likely to miss, and is more likely to engage ordinary people in the appreciation of history generally. But isn't it the same as local history? According to the dictionary then this is probably true. However, local history tends to be perceived as more about politics, industry, geology, geography, development, religion, etc. This is typified by the British Association for

Local History (BALH) whose Web site states 'Our purpose is to encourage and assist the study of Local History as an academic discipline...'. Local history is rarely about the lives of ordinary people. This has to come from people themselves, either those directly involved, or their descendants, friends, acquaintances, etc.

Cross-cultural research in world humanities

Cross-cultural research is a scientific method of comparative research which focuses on systematic comparisons that compares culture to culture and explicitly aims to answer questions about the incidence, distributions, and causes of cultural variation and complex problems across a wide domain, usually worldwide. Such questions include:

- What are the patterns of coherence and sources of coherence in the practices, beliefs, social roles, norms, expressions, and forms of organization and conflict in a) human communities? b) Other forms of groups? c) Other extra-community trajectories?

- How much of that coherence is due to a) Common history, language, identity? b) Common or recurrent modes of adaptation to recurrent human problems? c) recurrent consistencies in how language, discourse and expression, social

and d) Roles, norms and organizations constructed into shared cultures?

- What are the patterns of decoherence and disjuncture, misunderstanding and conflict that arise given the a) multiplicity and overlapping of cultures? and b) cleavages and disjuncture of cultures?

Cross-cultural research strives to arrive at reliably supported explanations of why things are the way they are (Hempel, 1965; Nagel, 1961) (Note 1)

To compare culture is not to deny their individual uniqueness. Cross-culturalists do not deny the uniqueness of culture;

uniqueness and similarity are always present, simultaneously. Cross-cultural research deals with what is general, what is

true for some or even all human cultures.

Results of Cross-cultural research are generalizable to all types of society from a small hamlet with population in the

hundreds or a few thousands to urban societies with population in the hundreds of millions. It helps researchers to make

general (cross-cultural) statements about the similarities and differences of cultures and to identify what may be universal and variable about human cultures, as well as to discover reasons why the variation exists

Biographical method and prosopography in world humanities

Biographical method. Biographical research. Historians are not interested in simply charting the course of individual lives, but in examining those lives in dialectical relationship to the multiple social, political, and cultural worlds they inhabit and give meaning to. What is now called the "new biography" first appeared in the 1990s. Its practitioners have been especially influenced by feminist, postmodern, and race theorists. The biographical form may become a favored one for twenty-first-century historians because it offers a way of transcending the theoretical divide between empiricist social history and linguistic-turn cultural history without sacrificing the methodological or epistemological gains of either.

Theory of Empire and imperialism in historical science

Imperialism means military and political actions having to do with forming or managing an Empire. That is the actual definition. And, according to the Dictionary, an Empire is:

1. (1) : a major political unit having a territory of great extent or a number of territories or peoples under a single sovereign authority; *especially* : one having an emperor as chief of state (2) : the territory of such a

political unit. *b* : something resembling a political empire; *especially* : an extensive territory or enterprise under single domination or control

2. Imperial sovereignty, rule, or dominion

Empires have been the main form of large-scale political organization for at least two millennia, in contrast to modern bureaucratic states, which have existed for just a few centuries. Empires and colonies have been analyzed by sociologists for as long as sociology has existed as an intellectual field, starting with Auguste Comte in the early 19th century and the founders of the academic discipline in the late 19th century in Europe and the United States, and continuing into the present. Between the 1970s and the end of the 20th century, empires receded in the sociological imagination, but they have reemerged powerfully since then as part of the closely linked domains of “empire studies,” “colonial studies,” and “postcolonial studies.” This resurgent interest in empires corresponds in part to events in the real world, including the collapse of the Soviet Union and the reappearance of a fortified “American empire” and US military interventions overseas. The imperial and colonial turn in scholarship has also been inspired by trends inside academe, including revisionist histories of the British and French colonial empires and Nazi Germany, the emergence of global history, and theoretical developments such as postcolonial theory and subaltern studies. Although scholars are always eager to announce that rival schools and turns are passé or that they were never more than mere fashion, such gestures have been unable to stop the growth of imperial and colonial studies. This unabated enthusiasm corresponds to the power of the empirical and analytical work and to the real-world importance of the objects of analysis. The concept of empire encompasses colonialism and imperialism. Empires are political organizations that are expansive, militarized, and multinational, and that place limits on the sovereignty of the polities in their periphery. In colonialism, the conquered polities or populations are not just ruled over by foreign conquerors but are configured as inferior to their occupiers—inferior in legal, administrative, social, and cultural terms. Imperialism involves political control over foreign lands without the annexation of land or sovereignty. The sociological study of empires overlaps with the study of the state, political domination, geopolitics/political geography, international relations, indigenous peoples, and the historiography of specific empires and colonies. It overlaps with disciplines like anthropology, political science, and cultural studies. The topic of empire is central to several schools of social and cultural analysis, including world-system theory and postcolonial theory. Sociological work on empires can be found in several disciplinary subfields. This essay focuses on (1) definitions of empire, colonialism, and related terms; (2) the different types of imperial practice or configurations of empire; and (3) theories and research concerning the origins, development, effects, and aftermaths of empire.

Theory of Nation and nation building: modern trends in historical science

In one of Benedict Anderson's most well known and well circulated texts, *Imagined Communities* he puts forth the following definition of the nation, in the context of nationalism: “it is an imagined political community – and imagined as both inherently limited and sovereign (page 6).” The key concept here is the imagined community, which Anderson conceptualizes as a population of people who identify as being part of a nation but cannot possibly all know each other.

It is important to note as well his inclusion of the term *limited*. He uses this terminology because “even the largest of them, encompassing perhaps a billion living human beings, has finite, if elastic, boundaries, beyond which lie other nations. No nation imagines itself coterminous with mankind.” In this sense there lies an important concept of the ‘other’ or ‘outsider’ who are decidedly not part of the nation.

Literature:

- Kenneth E. Bock *Comparative Studies in Society and History* Vol. 8, No. 3 (Apr., 1966), pp. 269-280
- Lukic, Jasmina/ Jakab, Eniko (2007) *Beyond Humanities: Narrative methods in interdisciplinary perspectives.*

- Beech, George, "Prosopography" in *Medieval studies: an introduction*, ed. James M. Powell, Syracuse University Press, 1992.
- *The turn to biographical Methods in Social Sciene, Comparative Issues and Examples*, London, New York 2000
- Bal, Mieke 1997. *Narratology: Introduction to the Theory of Narrative*. Toronto: University of Toronto Press.
- Ricoeur, Paul Narrative Time. In W. J. T. Mitchell (ed.) *On Narrative*. Chicago: The University of Chicago Press. 1981. 165-186
- Why Narrative? Hermeneutics, Historical Understanding, and the Significance of Stories. *Journal of Narrative and Life History* 1997, 169–176.

Internet resources

1. <http://elibrary.kaznu.kz/ru>
2. MOOC / video lectures, etc.
3. Academ.edu Software 1. Mendel

This exam program is designed to provide students with a thorough understanding of the complexities of population dynamics and their implications for development, equipping them to address contemporary challenges in the field.

Criterion/score	Descriptor	good	satisfied	unsatisfied	0-8% 0-8% 12-0%
	Excellently				
	1st question 30-25% 2nd question 30-25% 3rd question 40-34%	24-19% 24-19% 33-27%	14-18% 14-18% 26-20%	9-13% 9-13% 19-13%	
Knowledge and understanding of course theory and concepts	The questions are answered comprehensively, illustrated with examples where necessary; The answers are presented in literate scientific language, all terms and concepts are used correctly and explained correctly.	The questions were generally answered correctly, but with some inaccuracies that are not of a fundamental nature. Not all terms of the course are used correctly; there are some incorrect statements and grammatical/stylistic errors in presentation. The answers are not adequately illustrated with examples.	Answers to questions are fragmentary; correct conclusions are interspersed with incorrect ones. Content blocks of the course necessary for a full disclosure of the topic are missing. The student is generally familiar with the subject matter of the course, but has problems uncovering specific issues	The answers do not correspond to the content of the questions. Key concepts for the course, contained in the questions, are interpreted incorrectly.	There are no answers to questions; the student's ignorance or misunderstanding of most or the most important part of the educational material was discovered. Violation of the Rules for final control.
Application of the selected methodology and technology to specific applied problems	The technology and methodology of the course are applied with deep content, taking into account the specifics of the direction of training of students; scientific concepts are freely applied to the task at hand, followed by a logical and evidence-based disclosure of the main problem;	The methodology of the course and the knowledge acquired by the student are poorly integrated and adapted to the solution of specific practical tasks proposed in the copy. ticket; the student's knowledge is adapted; the answers are poorly structured; the answer contains minor factual errors that he can correct independently, thanks to a leading question;	The course tools are used superficially, have little content, there are inaccuracies in the answer, the logic of presentation is broken, there is no meaningfulness of the material provided, and there is no understanding of interdisciplinary connections.	Incorrectly applies the essential part of the discipline, makes significant factual errors that the student cannot correct on his own, the student finds it difficult to answer most of the additional questions on the content of the exam or does not give the correct answers.	Inability to apply knowledge to solve assignments and explain course phenomena; when answering (one question), he makes more than 3-4 gross mistakes, which he cannot correct even with the help of a teacher; I didn't fully understand the material. Violation of the Rules for final control.

<p>Evaluating and analyzing the applicability of the chosen method to the proposed practical problem, justifying the result obtained</p>	<p>Availability of the ability to integrate, validate and analyze methods and technology on a specific topic, structure the answer, analyze 5 provisions of existing theories, scientific schools, directions on the exam question, answers are illustrated with examples and visual materials, including from the student's own practice; demonstrates the ability to conduct dialogue and engage in scientific discussion.</p>	<p>Integration and analysis of the application of methods and technology of the course with the subsequent use of visual materials to consolidate their reasoning through the use of scientific concepts with the assumption of minor errors in reproducing knowledge; analysis of 3-4 provisions of existing theories, scientific schools, directions on the issue of the exam card.</p>	<p>Superficial justification of the laws and principles of the course, weak application of the main volume of material in accordance with the training program with difficulties in reproducing it independently and the requirement of leading questions;</p>	<p>Lack of validity and analysis of the application of methods and technology of the course, difficulty in providing answers to questions of a reproducing nature.</p>	<p>Absence of ability to apply course methods when giving examples; Violation of the rules of the final control.</p>
---	--	---	--	--	--