



MINDHIS - Introduction

Introduction

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Today, all too often, the implicit analytical frameworks of past and present societies are based on a hegemonic "white, neoliberal and patriarchal" model. This model is now being questioned by large sections of civil society and by the scientific world. There is an urgent need to reinterpret any historical period in the light of these issues. But how can we go about re-reading phenomena such as slavery, colonisation, globalisation, capitalism and gender relations in a *different* way today? How can we decentralise our view as historians and citizens?

Since the middle of the 20th century, with the emancipation of women and the anti-colonial movements, several currents and theories have renewed the way of writing history and decoding current societies: connected history, history from below, subaltern studies, postcolonial studies, decolonial studies and gender history. These critical and analytical tools invite a geographical, mental and temporal 'decentring' and allow us to understand past and present systems of thought and action, here and elsewhere, from new perspectives.

Your programme

The 'Decentering History' minor offers students :

- A theoretical foundation on the different currents allowing for 'decentring' in history: connected history, Subaltern studies, Postcolonial studies, Decolonial studies and gender history;
- A transversal and interdisciplinary approach in order to diversify the ways of practicing "decentering" in the humanities and social sciences;
- The opportunity to study the history, ways of thinking and social and cultural practices of non-European societies;
- Concrete tools to decode past and contemporary societies from the perspective of power relations in a critical and nuanced way.

MINDHIS - Teaching profile

Learning outcomes

In the face of the preponderance of dominant models and patterns of thought in European university curricula, this "Decentering History" minor brings history into dialogue with knowledge produced in other parts of the world and with other disciplines such as anthropology, sociology, literature, philosophy and the study of religions. This approach values other ways of thinking and seeing the world, integrating the points of view of actors who are invisible in the dominant narratives in order to develop new analytical and critical reflexes.

On successful completion of this programme, each student is able to :

1. Acquire and demonstrate an understanding of the different currents allowing for 'decentring' in history and the social sciences and humanities, in order to grasp the specificities and rigour of each discipline, in the perspective of an interdisciplinary approach.
2. Question and discuss the approaches of connected history, history from below, Subaltern studies, Postcolonial studies, Decolonial studies and gender history, taking care to adopt a critical and nuanced posture with regard to the contributions and limitations of each current and their interrelations.
3. Use theoretical tools from various disciplines to analyse a phenomenon/issue/system in the social sciences and humanities in a decentralised way.
4. Mobilise these theoretical tools to deconstruct demagogic and simplifying discourses on the past and the present.
5. Value other ways of thinking and seeing the world, from non-European societies.
6. Develop one's own critical thinking and to be able to question one's own preconceptions as a Western European trained student.

Programme

DETAILED PROGRAMME BY SUBJECT

The minor includes on the one hand, two compulsory courses (10 credits) to acquire basic knowledge (theoretical frameworks and analytical tools) and to practice concretely the "decentring" in history and social sciences. The two courses are:

- LHIST1728 *Subalternities and postcolonial criticism: introduction through history* (5 credits)
- LHIST1420 *Introduction to cultural and anthropological history* (5 credits)

On the other hand, as a complement, students will have the possibility to choose a series of courses (20 credits) allowing them to apply and deepen the use of these tools and methods to the themes that interest them more specifically: either by choosing a module of courses that mobilise a decentred perspective to analyse global issues, or a module focused on various extra-European areas and cultures, or a module focused on philosophical and religious issues.

From the following list of courses, students will take one to two courses in module 1, and two to three courses in modules 2 or 3.

Please note that some courses require language skills!

- Mandatory
- ✂ Optional
- △ Not offered in 2024-2025
- ⊖ Not offered in 2024-2025 but offered the following year
- ⊕ Offered in 2024-2025 but not the following year
- △ ⊕ Not offered in 2024-2025 or the following year
- Activity with requisites
- 🌐 Open to incoming exchange students
- 🚫 Not open to incoming exchange students
- [FR] Teaching language (FR, EN, ES, NL, DE, ...)

Click on the course title to see detailed informations (objectives, methods, evaluation...)


o **Content:**

o **Compulsory course (10 credits)**

o LHIST1728



Year

LGLOR1523	The Christian Orient : Introduction		FR [q1] [22.5h] [5 Credits] 	2	3
				x	x

⊗ **MODULE 3. Enjeux philosophiques et religieux**

LFILO1360	Philosophy of Culture and Intercultural Dialogue	Marc Maeschalck	FR [q2] [30h] [5 Credits]  > English-friendly	x	x
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