

Teaching World History

Establishing a world history as a teaching field was a collaborative effort between students, parents and teachers, between teachers and historians, between master teachers and instructors who train teachers, between publishers and professional organizations. The current success of global world history stands in contrast to other attempts at educational reform in American schools. For too long teacher education has received little attention. Yet history teachers are the society's public historians. Though history teaching often goes unnoticed, shared historical memory shapes personal decisions and public policy long after history classes are a faded memory. It is curious that here in the United States, American interests have globalized while America's classroom history, retained an isolationist focus. American history is the required history course in U.S. teacher education but course offerings in the histories of the non-western world are often ignored. The educated public has come to realize there is a need to know the difference between a Palestinian camp and an Israeli settlement. Not all politics are local. It is time to understand forces shaping the modern world.

The past twenty years have dramatically transformed world history. Once an extension of European history, the "new world history" encompasses truly global perspectives on commerce, economic development, colonialism, migration, revolution, religious faith, international relations, social history, and environmental change. By integrating transnational themes, constructing comparative studies, and exploring historic patterns of cross-cultural exchange, world history has recast historians' understanding of international issues. Evidence of the public demand for world history can be measured by the steady increase in the number of high school students taking The College Board's Advanced Placement Test. Students taking The College Board's Advanced Placement Test will have increased from some 20,000 in 2002 to over 85,000 in 2006. The field will only grow in the years to come with increasing globalization and spreading technology bringing people and cultures closer together.

Yet few world history teachers have the training necessary to address the complexities of teaching a global perspective of world history. Nor

are they acquainted with the recent world history scholarship in this rapidly expanding field of study.

Faculty development is essential if teachers are to be expected to develop good world history programs for students in elementary schools and in graduate school. As survey courses in world history become the basic course offerings at the college and university level, Ph.D. candidates find themselves unprepared to teach these courses. If teachers are adequately prepared, students have a better opportunity to learn. The long term goal is to provide the next generation with a working knowledge of how past global history has shaped the present world.

At issue is how to provide teachers who have started careers with the necessary education to teach this course. Returning to universities and colleges for more course work is not a viable option for most. Teachers are academically isolated. Responsibilities for larger and larger classes discourage teachers from pursuing their own education. Finding time for graduate study is even more of a problem for young teachers since many have second jobs and family responsibilities. New approaches to an old problem are needed.

One of the initial steps taken to help teachers become acquainted with world history was The College Board summer workshops. When the College Board decided to develop world history as an Advanced Placement Program in 2000, basic history preparation for social studies teachers consisted of American history and perhaps European history or Western Civilization. Schools and universities, The College Board, the World History Association (WHA), and its U.S. affiliates, sponsored world history institutes across the nation for curriculum design and faculty development. The National Endowment for the Humanities funded the project with matching funds from The College Board and additional moneys from the Leften Stavrianos Teaching Fund. Eleven two week institutes were offered plus one institute online in 2000. In 2001 the number increased to seventeen institutes ranging between six and ten day programs, plus a dozen five day institutes offered by teacher-trainers through The College Board system. By 2002 the number of institutes increased to fifty-five with between twenty and twenty-five teachers in each institute. These programs offered an introduction to conceptualizations of world history, discussions of world history scholarship, and practical approaches to course design, teaching, and assessments.

200 participants attended the first series of institutes. They were educators from middle schools, high schools, community colleges and universities who wanted to become acquainted with the recent scholarship in the field. Many participants were interested in developing or revising

their own world history programs. The number of teaching faculty at each site varied. Generally a master teacher and a professor formed the core faculty sharing responsibilities for teaching each day's schedule. The online institute at University of Colorado, Denver was taught by a single professor and several sites had teams of three. Master teachers offered a lifetime of teaching experience and materials to those just entering the field. At least two visiting scholars attended each program. Often the teaching faculty invited regional world historians so that local educators could become acquainted with professors teaching world history programs at their own local colleges and universities. One of the strengths of this program is that it involved the efforts of the entire world history community.

Sites

The ten regional sites for the first series of world history institutes were in New York, Virginia, Georgia, Texas, Illinois, Colorado, and California. The eleventh institute was offered online. The sites selected shared the following characteristics:

- (A) A local need for world history instruction;
- (B) A close working relationship between local school districts and college/university history departments;
- (C) Institutional experience administrating summer workshops and institutes for educators; and
- (D) Regional support for the sustained development of world history programs.

Details at each site were arranged locally. As good ideas developed at one site, they were shared with others through the list serve. Frequent e-mails and telephone calls between teams and the program director developed solutions to specific, local problems and identified the lessons learned by institutes scheduled early in the summer for those scheduled later.

Funding

The participant's registration fee of approximately \$500 paid for a basic 5 day summer workshop to develop a world history knowledge core using a standard workshop model developed by the Advanced Placement Program. NEH funding, during the first year, paid for an additional six days to enable participants to systematically develop world history from a global perspective and to expand the content of their world history programs era by era through greater familiarity. NEH funding pro-

vided for visiting scholars, books and resource materials, a critical review of each educator's program by world history scholars, and a follow-up meeting for evaluation, peer review, and exchange of curriculum and teaching strategies during the spring of 2001. Participants received honoraria for their courses of study. We are currently disseminating exemplary programs through the web and will encourage the participants to organize their own institutes and workshops and a "teachers teaching teachers" program for colleagues.

This program has proved cost effective. The registration fee of between \$375 and \$500 insured that the participants had a seriousness of purpose. World historians regarded this effort as their community service project. Many donated their work at no cost. School districts and history departments hosting the events generously supported the xeroxing, paid for mailings, provided office help and meeting space without charge. Some hosting institutions like the University of North Texas provided \$10,000 in additional financial support to inaugurate this program. The world history publishing community contributed generously to the program by donating textbooks, maps, assessment materials and source books or by providing materials at a significantly reduced cost. Now that the program is over, each participant is slated to receive a year subscription to the World History Association which entitled them to biannual copies of both the *World History Bulletin* and the *World History Journal*.

Contents

This project was designed to address current problems by bringing to bear the skills and knowledge of the World History Association's best teachers and scholars in a nation-wide program of curricular design and faculty development for world history educators at all levels. Through *Developing a New Teaching Field* at 27 sites, participants are designing and revising new curriculum that combines a global conceptualization of world history with rapidly expanding scholarship and historical analysis, new teaching methods, and approaches to assessments in a program of faculty development. Two-thirds of the content of each institute has been common to all institutes; one-third reflects the expertise of the teaching faculty and was specific to their particular institute.

Schedule:

- Day 1: Defining World History from a Global Perspective
- Day 2: Developing a Global Framework: Time and Place

- Day 3: The Big Picture: Geography, Climate, and the Environment—Peopling the Earth
- Day 4: Cross-Cultural Exchange in the Classical and Post Classical Era (300 B.C.E. to 1000 C.E.)
- Day 5: Cross-cultural Exchange (cont'd)
- Day 6: The Advanced Placement Program (Optional)
- Day 7: Establishing a Global Market (1000 to 1750 C.E.)
- Day 8: Responses to Industrialization
- Day 9: Migrations in the Modern World
- Day 10: Diffusion of Modernization—The Socialist Model
- Day 11: Cultural Change in the Modern World

Each day's schedule featured:

- Seminar discussions of recent world history scholarship
- Book reviews by participants
- Discussions of the integration of scholarship, critical thinking, basic skills, and teaching strategies
- Process writing
- Daily development of a specific world history ERA/PERIOD
 - Beginning with an overview of the Big Picture from a Global Perspective
 - Exploring world history topics, themes and possible case studies of the era.
 - Ending with the legacies of the period (continuity and change over time).
- Curricular design
 - Mapping content, skills, sources, teaching strategies, assessments, and enrichment
 - Institutional context of assessments (School & State Standards, AP Program)
- Ongoing course development including collaboration, presentations, and peer coaching

During the summer of 2001, the 17 institutes were modified. The revised schedule offered a 5-7 day program, reflecting the project's financial realities and the need to integrate institutes into the existing 5 day College Board programs. Each day featured an era of world history.

Materials

Each participant received a 4 and 1/2 inch thick notebook of *Journal* articles, teaching materials, ideas for assessments, and bibliographies.

The notebook included specially commissioned articles by Terry Burke on "The Environment and World History, 1500–2000", Mark Vink on "The 'New' or 'High' Imperialism, 1870–1914", and Robert Strayer on "Communist Reform in Comparative Perspective: the Soviet and Chinese Cases". Each participant received a *Jump Start Manual* with Jerry Bentley's annotated bibliography for teachers and articles on critical thinking by Bob Bain, curriculum mapping by Marilyn Hitchens, journal writing by Bernadette Glaze, and strategies for active learning by David Smith. In addition all the participants at a particular site read one world history book in common and presented a critical review of another book for their colleagues. The purpose was to introduce educators to literature in the field. The three books most often read in common were either *Old World Encounters: Cross-Cultural Contacts and Exchanges in PreModern Times* by Jerry Bentley, *Technology in World Civilization: A Thousand Year History* by Arnold Pacey, or *The World That Trade Created: Society, Culture, and the World Economy 1400 to the Present* by Kenneth Pomeroy and Steven Topik. Participants made use of a mini world history library of textbooks and teaching materials, the *Advanced Placement Course Description: World History* and *The AP Teacher's Guide* as they developed and revised courses of study.

Teaching Faculty

The number of teaching faculty at each site varied. Generally a master teacher and a professor formed the core faculty sharing responsibilities for teaching each day's schedule although the online institute at University of Colorado, Denver was taught by a single professor and several sites had teams of three.

At least two visiting scholars attended each institute. Often the teaching faculty invited regional world historians so that local educators could become acquainted with professors teaching world history programs at their own local colleges and universities. One of the strengths of this program is that it involved the efforts of the entire world history community. Master teachers, often with faculty status at universities and colleges, offered a lifetime of teaching experience and materials to those just entering the field. Few teaching materials exist that offer a bridge between a global conceptualization of world history and current scholarship on the one hand and the development of critical thinking, basic skills, and effective teaching strategies on the other. Some mentoring continues.

Members of the World History Association supported the project as members of the teaching faculty, authors of case studies, and reviewers

of teacher developed courses of study. The teaching faculty at several sites established list serves for continued discussion as the participants taught world history and evaluated their course of study. Monthly discussions continued into the following summer.

Program Evaluations

The program included both formative and summative evaluations. The teaching faculty at each site read daily evaluations by participants which provided kudos for successes and helped pinpoint specific problems to address the following day. Final evaluations provided leaders with reactions to the institutes. Over the summer and fall participants developed courses of study which were reviewed by world history scholars. The next step is to evaluate student learning, knowledge and skills as demonstrated on the examination.. The final step, next fall and winter, is program evaluation.

Growth of the Field

Numerous in-services and workshops had been scheduled for the years 2002-2003. Colleges and universities are developing upper division and graduate courses for teachers seeking course work beyond the introductory survey in world history. This summer world history instructors are participating in 55 world history institutes in the United States and Canada. Students took the first world history advanced placement test, May 21, 2002. The field is expanding rapidly.

Preliminary Lessons Learned

- World history educators must continue the discussion of recent scholarship, approaches to teaching, and course revision in this new field of study.
- Two weeks are needed rather than one to introduce teachers to the recent scholarship and begin the process of program development.
- Participants found that the core teaching faculty and visiting professors provided a wealth of information and a variety of teaching styles which was beneficial in program development.
- Examples of good teaching materials and systematic study of recent scholarship are essential.
- Teachers who have been through the basic, introductory programs need opportunities for further study such as upper division/graduate course work, and more opportunities for travel-study abroad.

- Teachers must have the support of the principal/department chairs/history departments for world history programs to thrive.
- Schools should consider a two year, interdisciplinary world history program, emphasizing skills essential to success in college.
- Because the world history survey is becoming the introductory history/social science course in schools, colleges, and universities, more discussion is needed about how to incorporate materials from related disciplines such as geography, literature, economics, political science, the arts, and archaeology.

The two week workshops were only a beginning. Workshops were not enough to guarantee teachers mastery of world history subject matter. Teachers without firm knowledge of subject matter may resort to a quick fix such as publications, classroom materials, and pre-packaged courses that often absorb valuable class time, are costly, and fail to address student needs. Citizens, working for school reform, assume responsibility for textbook selections. Others, within the national school reform movement, demand standards, assessments, and nationalized testing as avenues to improved education.

Excellent world history courses are not constructed overnight. As in any academic field, world history teachers must master content and design courses that engage students in critical analysis, valid comparisons, writing and discussion.

In world history colleges and universities initiated special graduate courses for world history teachers. Foundations and non-profits supported the development of special world history programs through printed materials, videos, CD's, and the Internet. The Annenberg "Bridging World History" video and its online program is a case in point. The variety of world history websites like World History Matters and World History Network expanded. However, even when foundation funding was available, programs and teaching materials were not free. Teachers in underfunded schools have had to pay for these programs themselves or do without.

The Institutional Context of the Project: World History Association

The World History Association promotes scholarship and teaching in the fields of world and comparative history. In the 1980's the World History Association provided a forum for the pioneering works of world historians such as William McNeill, Philip Curtin, Theodore von Laue, Leften Stavrianos, and Alfred Crosby. In the 1990's the WHA began publishing the *Journal of World History* and the *World History Bulletin*.

All of the association's work including publications and conferences have been accomplished by volunteers. As memberships increased, affiliates were organized. Every major teaching program in world history today reflects the early work of WHA members. Over the years teachers and professors have equally shared both the leadership positions and the day to day work of the organization as colleagues. Approximately one-third of the organization is made up of teachers. The collaborative efforts of members of the association since 1982 have helped establish world history as a viable and robust field of historical inquiry and instruction.

Regional Affiliates

The regional affiliates of the WHA have developed and adapted to meet the needs of world history educators in their regions. The first affiliate was established in 1982. Regional affiliates conduct fall conferences and workshops, publish newsletters, and have websites. H-World is the only non-regional world history affiliate of the WHA, being a listserv for the discussion of world history teaching and scholarship.

The College Board

The College Board Advanced Placement Workshops are recognized by the teaching profession as an important source of quality training programs for teachers. Each summer hundreds of week-long and multi-week Advanced Placement workshops serving 50,000 teachers are scheduled throughout the United States where teachers can learn to write a syllabus, conduct a seminar, and grade essays. Because of the huge demand for faculty development, the WHA and the College Board established a collaborative partnership to provide summer institutes for teachers.

Northeastern World History Center

In the spring of 2001, the administration of the program was moved to Northeastern University World History Center, founded by Patrick Manning.

World History Connected

To meet the demands of educators for more stimulating discussion about world history and teaching needs in this rapidly expanding field, *World History Connected: The e-Journal of Learning and Teaching, Inc.*

[www.worldhistoryconnected.org], University of Illinois Press, was established in 2003 as a peer reviewed journal to support the efforts of the world history teaching community.

High school teachers, college instructors, social studies coordinators, research historians, students, and librarians, motivated by the need to continue serious scholarly discussion about teaching and learning world history, participated in its conceptualization. The mission of *World History Connected, Inc.* is to support and promote the efforts of world history colleagues who wish to combine teaching, learning, and scholarship for the benefit of world history students. *WHC* helps teachers and professors develop a global world history, a history which compares diverse human communities while exploring the economic, social, and cultural networks which have bound them to one another. Finally, *WHC* provides a learning community for world history educators at all levels.

World History Connected, Inc. is free, online world wide. Each issue features book reviews, columns, and peer reviewed articles on scholarly debates, best teaching practices, and latest research on how students learn history. Articles can be downloaded for class use. The Department of History at Washington State University is its institutional home. The journal is a member of the History Cooperative, an official publication of the World History Association and receives funding from The College Board, the Leften Stavrinou Teaching Fund, the World History Association, and private donations. *WHC, Inc.* is incorporated in the state of Colorado as a 501c3 organization.

WHC posts three issues a year. Members of the Editorial Staff are Co-Editors: Heather Streets, Washington State University and Tom Laichas, Crossroads School for Arts and Sciences; Associate Editor: Tim Weston, University of Colorado; and Anne Lintvedt: Book Review Editor. Members of the Editorial Board represent schools as well as colleges and universities across the United States and world wide.

The immediate beneficiaries will be world history students preparing for citizenship in a globalized economy. The journal is unique because it integrates recent world history scholarship, with key world history themes and analytical skills for students from elementary grades to graduate schools. It addresses the need for new program design and faculty development to make a paradigm shift from the "West and the Rest" or a "Parade of Civilizations" to a global perspective of human history.

With increasing globalization and spreading technology bringing people and cultures closer together, the field will only grow in the years to come.

These efforts have done much to end the divide between teachers and professors. Now that world history is established, the next step is to offer programs and materials to teachers and community college instructors educating the general school population. Perhaps the time will come when all teachers receive excellent academic preparation; when teachers engage in collaborative course design; and when peer review of teaching practices is a standard procedure in the teaching field. Based on the success of establishing world history as a teaching field, perhaps the world history experience should serve as a model for other educational reforms.