



## Teaching World History

H591 Section 26260

**Meeting place:** Ballantine Hall 221  
**Meeting time:** Mondays 4:00-6:00  
**Instructor:** Leah Shopkow  
**Office Hours:** Mondays and Wednesdays, 1:00-2:15 or by appointment  
**Office:** Ballantine Hall 718  
**Phone:** 855-1938 (office)  
**Email:** ShopkowL@indiana.edu

### Course Content

If you get a job teaching college history (and we certainly intend for you to do so!) you will be expected to teach at least one part of a world history or western civilization survey, unless you are an American historian (and perhaps even if you are). Indiana University at Bloomington is highly unusual in that we don't teach broad western civilization or world civilization surveys--the other campuses do and so do nearly all American colleges and universities. So how can you prepare to teach something you took long ago, if at all, and never had the opportunity to observe or assist in here? The overarching goal of this course is to prepare you to teach your own courses in world history. Therefore, we will

- 1) Explore the notion of "World History," to see how it is currently taught and defined by others, and come to an understanding of how you might teach and define it;
- 2) Examine the materials that are out there for teaching courses of this kind (books, readers, texts);
- 3) Discuss general issues of course and syllabus design;
- 4) Design two course syllabi, one for half of a world civilization survey, complete with a

selection of readings; and one for a topical world history course, complete with readings and activities, that you might submit to the department as a proposal for a summer course. **NB:** We will design these courses with an eight-week session in mind.

The exercises we will engage in during the semester will be intimately related to the above goals and reflected in the design of the course. A disclaimer: abandon all belief in “coverage” when you come to class. We can’t do it all and won’t do it all! While pedagogical issues will be raised in this class, this course will not substitute for “Teaching College History,” where the pedagogical issues will be dealt with in greater depth.

### Projects and Assignments

There are three major assignments in this class:

1. A class report on a World History textbook. You will read and assess a World History textbook. There are a number of World History textbooks (not the most recent, I’m afraid) in the pedagogy library). Copies of your assessment are to be available for the rest of the students in the class. We will post these assignments on a portion of the web site only open to members of the class. This assignment is due
2. A World History Survey Syllabus. You will design a syllabus for a survey class in world history appropriate for college freshmen and sophomores, complete with readings and some assignments. This syllabus will be evaluated for its coherence, appropriateness, and how interesting a course it seems to be. It will be evaluated by the whole class (each person will present his or her own syllabus). I urge you to swap information with each other, particularly with respect to readings you might include. You should choose the period that you are most likely to teach (for pre-modernists, the period to 1500; for modernists, 1500 to the present). There are several reasons for this. This syllabus will be due
3. A complete syllabus with assignments and exams for a topical course in World History that you would like to teach (for example, “Cities in World History,” “Women in World History,” “Epidemics,” or the like). You will design this as an eight-week course, because you will then be able to submit the course to the History Department to teach in the summer. You will be asked to submit a statement of teaching philosophy with this syllabus. The final version of this material will be due on the Monday of finals week, but you will present your course to the class during the last class.

### Books

Ross Dunn, *The New World History: A Teacher’s Companion*

Patrick Manning, *Navigating World History: Historians Create a Global Past*

Philip Pomper, Richard H. Elphick, and Richard T. Vann, eds. *World History: Ideologies, Structures, and Identities*

Grant P. Wiggins and Jay McTighe, *Learning by Design*

These books take you in three directions. The **Wiggins and McTighe** is not particularly aimed at college teachers, but is of more general application. You’ll never wonder why your students free-associate in totally irrelevant ways again after you read about some of the silliness they encountered as K-12 students. More useful, it suggests a really useful way to think about course design. **Pomper et al. and Manning** are really more aimed at those who want to make World History a research

field than those who are to teach it (although you'll notice some overlap between the Pomper's collection and Dunn's). **Dunn's** book is more clearly aimed at those who've been thrown off into the deep end of the pool, although he himself is committed to World History.

## Course Calendar

| Date     | Topic and Reading  | Assignments due and questions to think about  |
|----------|--|---|
| Aug. 28  | <p style="text-align: center;"><b>Thinking about Teaching World History</b></p> <p><b>Reading:</b><br/>           William H. McNeill, "The Changing Shape of World History," <i>History and Theory</i> 34/2 (1995): 8-26; also in <i>World History: Ideologies, Structures, and Identities</i>, ed. Philip Pomper, Richard H. Elphick, and Richard T. Vann (Oxford: Blackwell, 1998)<br/>           David Pace, "The Amateur in the Operating Room" <i>American Historical Review</i> 104 (2004): 1171-92.</p>   | <p>What are the goals of H591? What do you want to get out of it? What kinds of topics and approaches would make a world history course truly useful?</p>   |
| Sept. 4  | <p style="text-align: center;"><b>Course and Learning Goals</b></p> <p>What goals should your courses have? Why are these appropriate goals for your course?</p> <p><b>Reading</b><br/> <i>Learning by Design</i> (whole thing). <i>Classroom Assessment Techniques</i>:<br/>           "Teaching Goals Inventory"</p> <p><i>Learning by Design</i> is not aimed primarily at those teaching college, but it raises general issues of course design and learning. <i>Classroom Assessment Techniques</i> is available in the pedagogy library (Alexia's office).</p> | <p>Fill out two copies of the Teaching Goals inventory, one for a general survey class, one for a topical world history course. What would your inventories suggest about how to organized these courses?</p> |
| Sept. 11 | <p><b>Pacing</b><br/> <i>Teaching Within the Rhythms of the Semester</i>, part 2<br/> <i>Teaching College Freshmen</i>, part 1<br/>           The Beloit college mindset list<br/> <a href="http://www.beloit.edu/~pubaff/mindset/">http://www.beloit.edu/~pubaff/mindset/</a></p> <p>I didn't have you buy either of these books. The second is quite a useful introduction to our students, but I don't think you'll particularly want to own either for the long haul. There are copies of both in the Pedagogy Library. The</p>                                  |   |

|          |  |  |
|----------|--|--|
|          | tone in <i>Rhythms</i> is relentlessly chipper, which can really grate on one's nerves, but the topic is an important one to think about. The mindset list speaks for itself (although we'll talk about it).   |  |
| Sept. 18 | <p><b>Problematizing (ugh) the teaching of History</b></p> <p>What does it mean to think historically?<br/>Wineburg, <i>Historical Thinking and Other Unnatural Acts</i>, 3-136 (five essays).</p> <p>A copy of Wineburg's book is available in the pedagogy library. Copies of the individual essays are in the course binder in the pedagogy library.</p>  | <p>What does it mean to think historically?</p> <p>What are the implications of Wineburg's studies for our teaching?</p> |
| Sept. 25 | <p><b>The Rise of World History</b></p> <p><i>Navigating World History</i>, part 1<br/><i>The New World History</i>, part 1</p>  | <p>What is (are) the implicit program(s) behind the teaching of World History? How does it affect what gets taught?</p>  |
| Oct. 2   | <p><b>Know the Enemy: Textbooks</b></p> <p>Read a world history textbook of your choice (for the period you will be writing a syllabus) and assess it.</p>   | <p>Written assessment of the textbook of your choice.</p>  |
| Oct. 9   | <p><b>History on a Global Scale</b></p> <p><b>Reading</b><br/><i>Navigating World History</i>, part 4<br/><i>The New World History</i>, parts 5 &amp; 7</p>  | <p>What do we mean by "world history" in the phrase "teaching world history"?</p>  |
| Oct. 16  | <p><b>Activities</b></p> <p><b>Reading</b><br/><i>Just-In-Time-Teaching: Blending Active Learning with Web Technology</i>, pp. 1-66<br/><i>Classroom Assessment Techniques</i>, part 1<br/>James F. Voss and Jennifer Wiley, "A Case Study of Developing Historical Understanding via Instruction: The Importance of Integrating Text Components and Constructing Arguments" and "The Sourcer's Apprentice: A tool for Document-Supported History Instruction,"<br/>M. Anne Britt, Charles A. Perfetti, Julie A.</p> | <p>what kinds of assignments are you going to give your students and to what ends?</p>                                   |

|         |   |  |
|---------|---|--|
|         | <p>Van Dyke, and Gareth Gabrys in <i>Knowing, Teaching &amp; Learning History</i>, Peter N. Stearns, Peter Seixas, and Sam Wineburg (New York: NYU, 2000).</p> <p>All these materials are in the pedagogy library.</p>  |  |
| Oct. 23 | <p style="text-align: center;"><b>Who's In, Who's Out?</b></p> <p><b>Reading</b><br/> <i>World History</i>, articles by Adas, Nandy, Eisenstadt, Wurgaft<br/> <i>The New World History</i>, part 6</p>  | What does one gain by taking certain approaches to World History? What does one give up?                                   |
| Oct. 30 | <p style="text-align: center;"><b>First Syllabi</b></p> <p>No reading for this week; you probably have enough to do, already. Remember that the syllabus should contain all readings (these might be from a reader or selections that you have made).</p> <p>Class presentations of syllabi</p> | First syllabus due (survey course, big-bang to 1500 or 1400 to present)  |
| Nov. 6  | <p style="text-align: center;"><b>Developments in Historical Inquiry</b></p> <p><b>Reading</b><br/> <i>Navigating World History</i>, parts 2 &amp; 3</p>  | How have changes in the fields of inquiry in the discipline affected World History?  |
| Nov. 13 | <p style="text-align: center;"><b>Comparative History/Gender History</b></p> <p><b>Reading</b><br/> <i>The New World History</i>, parts 8 &amp; 9</p>   | Are these alternative approaches to World History, or should they be an integral part of it? And how?                      |
| Nov. 20 | I think that we will not meet this week, provided that there is no objection. Or it could be next week instead.   |  |
| Nov. 27 | <p style="text-align: center;"><b>Last Thoughts</b></p> <p><b>Reading</b><br/> <i>The New World History</i>, part 11<br/> <i>World History</i>, part 4</p>  | Where is the teaching of World History going? Can we make world history courses a more meaningful experience for students? |
| Dec. 4  | <p style="text-align: center;"><b>Topical World History Courses</b></p> <p>Class presentation and discussion of topical history course syllabi.</p>   | Draft version of World History syllabus due  |

|         |  |
|---------|--|
| Dec. 11 | Final version of Topical World History syllabus due by 5:00. |
|---------|--|