

Pre-service Graduate Survey

**Northeastern University
Department of History and School of Education**

**HST 3253
Controversial Issues in World History**

Mondays 6:00 – 8:30 pm.

Instructor: Deborah Smith Johnston
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270
Office Hours: Mon. 4-6:00 Or by appt.
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Spring 2003
Classroom: Dodge

Course Description

This course is built around controversial issues in the teaching of the world history survey course. Topics will include evolution, religion, Mongols, the Rise of the West, slavery, race, imperialism, globalization, human rights and war. Additional topics may be suggested by students. The emphasis will always be on a global perspective, looking at the ways in which people and societies have been connected through time, and how those issues might be taught in a social studies classroom. More importantly, the course will also focus on methodology. Students will be given the opportunity to experiment and experience a variety of teaching methods including the use of geography, literature, economics and art, the use of technology in the classroom, leading seminar discussions, media literacy including Internet and video, the use and analysis of primary and secondary sources in the classroom, and authentic assessment.

What is World History

World history is the study of human patterns of interaction with a particular focus on change over time, global exchange, and those phenomena that connect people, places and ideas across regional boundaries. By focusing on human interaction at all levels we can see the big picture as well as the details of individual lives. World history also gives us a perspective of the past that goes beyond a national or regional viewpoint – a perspective that embraces large comparisons both spatially and temporally.

Required Readings

A world history textbook (to be provided by the instructor)

Stearns, Seixas, and Wineburg, eds. Knowing Teaching and Learning History (2000)
Pomeranz and Topik, The World That Trade Created (1999)
Selected readings in course-pack (Gnommon)

Course Requirements

Attendance/ participation (includes graded seminar discussions)	15%
Media Critiques (Textbook, Video, Website)	15%
Power point presentation	15%
Unit Outline/ Lesson	20%
Museum Visit	5%
Mental Maps	15%
Final Paper	15%

VI. Class Policies:

Attendance and participation: Attendance in this class is mandatory. If you must be absent due to an emergency or medical reason, please let me know by e-mail. Participation in class discussions cannot be made up, except under extenuating circumstances. Preparedness for graded seminar discussions is necessary.

Late work: Late work will be penalized 5% for each day beyond the due date, unless other arrangements are made with the instructor. You may turn work in to the History dept office drop box by 249 Meserve hall and the secretary will stamp it with the date on which it was received. It is always best to turn in the assignment, even if it is so late, it is worth close to nothing. Keeping up with the assignments, including reading for discussion is key to success in this class.

Major Assignments

Please email me if additional clarification is necessary.

Readings

The readings include both history and education documents. As you read, think about how the readings selected connect to the topics being discussed in class, prior readings, and the present. Take notes on key ideas. Do not worry overly about small historical details but make sure you are acquiring a grasp of the larger historical picture. Names and dates are not as significant as your ability to eventually tell me a world history narrative. Occasionally guiding questions will be given for the readings. In addition, ask (and answer) your own, higher- level questions.

Skimming Textbook: Prior to class each week, please skim your textbook on the time period indicated. Bring your text to class with answers to the following questions.

1. Write down the major topics focused on in the text for that time period.
2. What regions are used as case studies to illustrate these topics?
3. What/ who do the visuals show?
4. List and define five key concepts that you would want your students to understand about this time period.
5. List 5 –10 things of SIGNIFICANCE you would want them to be able to sequence on a timeline. (include dates for your own reference)

Power point Presentation

Students are responsible for a 10- 15 minute presentation at the beginning of one class during the quarter. Students will select a controversial issue in world history and prepare a 15 slide presentation on it. There will be class time provided for training in the Computer Lab where initial work can be done on it. The presentation should be able to be used in the classroom and should be part of the larger unit of which the lesson is part. More instructions will follow.

Unit Outline/ Lesson

Students are responsible for creating a lesson on a controversial issue in world history. The lesson plan should follow the attached template in form, and include any necessary hand-outs. It should incorporate a method discussed in the course. As part of the lesson, students should have an outline sketch of what the entire week long (4-5 day) unit would look like in the teaching of this issue in the world history classroom. The power point presentation, as well as the lesson, should be part of this presentation.

Mental Maps

Choose a theme in world history that your textbook supports. (Religion, Interaction, Technology, or look at the list of themes on the Museum hand-out, etc.) You will need to draw three practice maps of the world (or a large region of the world) for three successive time periods. You may adjust the time frame so the periodization fits the theme better. For example, for an environmental focus you may wish to do Prehistory to the Agricultural revolution, Agricultural revolution to Industrial Revolution and then Industrial Revolution to the present. Use your theme to help you select the content you wish to place on the map. Be sure to include physical features, political features (city and country), and historic features (events, people, ideas). Include arrows to show movements of people, ideas and things. Each map should contain at least TWENTY features. Include features that were mentioned in class and/or in the readings. Practice your maps regularly in classes, on bar napkins, in the bathtub with bath paint, or anywhere else. In addition, your end of course map will be assessed by comparing it to the one you did during the first class.

Museum visit report due April 28th

Students are expected to visit the Museum of Fine Arts (or another approved museum) before April 28th. There will be no class on April 21st to facilitate this but students may choose to go at anytime between now and then. Please see attached hand-out for further clarification.

Critiques

Using the rubrics or at least questions generated by the group, critique your textbook, a web site, and a video. These critiques should not summarize but evaluate the content and the presentation of material. The nature of the critique will change with each format since there are potentially different audiences and criteria. Your reviews should be approximately 250 -300 words in length, including a full citation. (The textbook review will probably be a little longer.) When selecting your video and website, it needs to fit within the scope of this course (world history, controversies).

Final Paper

The final exam will be a final process paper that asks you to reflect on conceptual frameworks, world history, controversial issues and interactive methods. The paper topic will be assigned May 19th.

Schedule

Readings should be done prior to class meeting. Please use this schedule to make sure work is completed and readings are done in a timely fashion.

Optional Reading for First Class:

Stearns, Seixas, and Wineburg, Chapter 4 (Lowenthal) and Chapter 5 (Shemilt)

Week of March 24th

Assessment/ Work due today: **Pretest (ungraded)**

Historical Focus: Philosophy of World History

Controversial issue(s): Big History, Evolution

Methodologies: Conceptual frameworks, Timelines, Doing History, Designing rubrics

Reading for next week:

Stearns, Seixas, and Wineburg, Chapter 7 (Dunn), Chapter 21(Stearns), Chapter 17 (Bain)

Skim 10, 000 BCE- 500 BCE in your textbook. (See skimming assignment above)

Website: <http://www.studentsfriend.com/index.html> Go to the Teaching History and Geography page and read especially the “What to Teach”

pages. The “Learning and Thinking” pages expand on some of these ideas.

Week of March 31st

Assessment/ Work due today: **Critique #1 (video)**

Historical Focus: 10, 000 BCE- 500 BCE

Controversial issue(s): Geography, Climate, Civilization

Methodologies: Making and Using maps, New species, Civilization Debate, Graphic Organizers

Reading for next week:

Skim Textbook on 500 BCE – 500 CE
Stearns, Seixas, and Wineburg, Chapter 2 (Wertrsch),
CoursePack: Human Drama chapter on Axial age

Week of April 7th (IN COMPUTER LAB)

Assessment/ Work due today:

Lesson abstract/ outline, Initial research for Power point presentation.

Historical Focus: 500 BCE- 500 CE

Controversial issue(s): Axial Age, Origins and Spread of World Religions, Ethics and Justice

Methodologies: Technology in the Classroom, Filamentality Web sampler, Power point model and work. (Migration CD-Rom)

Reading for next week:

Skim Textbook on 500 – 1450
Stearns, Seixas, and Wineburg, Chapter 14 (Rosenzweig)
CoursePack: Southernization (Shafer), Mongols reading (Reilly)

Week of April 14th

Assessment/ Work due today: **Map #1 and Critique #2 (Web site)**

Historical Focus: 500 -1450

Controversial issue(s): Interaction, Southernization, Mongols

Methodologies: Inner-Outer Seminar, Debate, Media Literacy

Reading for next week:

P & T, World That Trade Created ch. 3 –5 (pp. 77- 176)

Skim textbook on 1450 –1750.

CoursePack: Stokes, Why the West, Coffeehouses

Week of April 21st

Class cancelled. Complete Museum Field trip.

Week of April 28th

Assessment/ Work due today: **Museum Field trip AND Lesson draft including draft unit outline.**

Historical Focus: 1450 -1750

Controversial issue(s): Commodities (Sugar, Silver, Slaves), Columbian Exchange, Coffeehouses, “Rise of West”, Slave trade (forced labor systems)

Methodologies: Using video, debates, mapping (Americas)

Reading for next week:

Skim 1750 –1914 in textbook

Stearns, Seixas, and Wineburg, Chapter 1 (Seixas), Chapter 15 (Levstik)

Chapter 22 (Britt et. al)

Week of May 5th

Assessment/ Work due today: **Map #2 and Critique #3 (Textbook- make sure you look at 20th century coverage as well)**

Historical Focus: 1750 – 1914 (and beyond)

Controversial issue(s): Imperialism, Gender issues, Post- colonialism

Methodologies: Using primary and secondary sources in the classroom, political cartoons, visual and textual literacy. Using Standards.

Reading for next week:

Skim 1914 – Present in textbook.

**Stearns, Seixas, and Wineburg, Chapter 10 (Weintraub), Chapter 16
(Wineburg)
CoursePack: Globalization readings**

Week of May 12th

Assessment/ Work due today: **Power point presentations. Lesson plan exchange and discussion.**

Historical Focus: 1914 - Present

Controversial issue(s): Interdependence, Globalization, Justice and Ethics.

Methodologies: Economics in the classroom

Reading for next week:

Stearns, Seixas, and Wineburg, Chapter 8 (Ravitch), Chapter 18 (Gutierrez)
and Chapter 20 (Veronica Boix-Mansilla)

Website: Universal Declaration of Human Rights

Research for Spider Web assignment.

Week of May 19th

Assessment/ Work due today: **Map #3 due. Final mental map in class. Create web in class.**

Historical Focus: All of time

Controversial issue(s): Creating Authentic Assessment. Human rights, war, peace and race.

Methodologies: Class web creation, Using literature in the classroom. Current events.

For next week: Complete final paper assignment assigned today.

Week of May 26th (Holiday)

Final paper due in office May 27th (or email me the attachment).

Week of June 2nd

(Finals Week- NO CLASS)

Controversial Topics in World History

Lesson Plan / Unit Outline Template

Unit Outline

Topic:

Rationale: Why is this an important topic students need to know about? (frameworks, current events, subject that pervades many courses...) (one paragraph)

Length of Unit: 4- 5 days

Audience: World History course (9th or 10th grade or ?)

Curriculum Tie-ins: Where would this unit fit in a world history curriculum? (Time period, time of year, etc.) You may decide to design something that could be tested out this year even if you are not teaching world history—how would you justify its inclusion given your current curriculum objectives? (one paragraph)

Day One

Title of lesson

Description of content, methodology, and related resources. This may be the day where you introduce the topic through your power point presentation. (one paragraph or bulleted list)

Day Two

Title of lesson

Description of content, methodology, and related resources. (one paragraph or bulleted list)

Day Three

Title of lesson

Description of content, methodology, and related resources. (one paragraph or bulleted list)

Day Four

Title of lesson

Description of content, methodology, and related resources. (one paragraph or bulleted list)

The last day of the unit should include some type of assessment. (one paragraph or bulleted list)

Lesson Plan

For one of the above Days 1-5 you need to develop a detailed interactive, lesson plan which should follow the template below. Please let me know if you have a lesson format you prefer. Your lesson should reflect some of the material we have discussed in class in terms of methodology and content. I do not anticipate the lesson being longer than 3-5 pages including hand-outs.

Lesson title:

Unit context:

This lesson fits in where in the unit sequence? What do students need to know before they can do it (skill and content wise)?

Objective(s):

What are your content and skill objectives?

Audience:

Length of time the lesson will take:

Procedure: (number step by step)

Include what, if any, homework they had to do in preparation for the lesson, as well as any homework or assessment connected directly at the conclusion of the day's activity. Attach hand-outs that will be used. Clearly identify them as for example, for the first hand-out for Lesson One, Hand-out 1 A.

Lesson Follow-up/ extensions:

What will students do to further their understanding of this topic—if it is not the last day of the unit—a summary of what comes next or how you would transition to other topics. If you had time, how would you further extend this lesson later in the year or the next day?