

New York University
Steinhardt School of Culture, Education and Human Development
Department of Teaching and Learning

Course: SOCED-UE 1800 Global History, Geography and The Social Studies

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01/28/2013 - 05/13/2013

Location: GCASL 379

Time: Wed 4.55 PM - 8.15 PM

Office Hours: By appointment

Description: The purpose of this course is to provide students with a broad framework through which to analyze Global History and approach the teaching of the Global History curriculum in New York State (which is often used as the model for other states). The course will also familiarize students with some of the content included in the voluminous two-year state curriculum. However, rather than focusing on specific content, this course aims to explore themes and constructs within Global History so that students will develop enduring understandings and have the tools to construct effective, engaging and powerful curriculums as Global History teachers.

As a class we will explore cross-cultural and controversial themes in an attempt to provide both depth and breadth of study. Throughout the course we will seek to generate “essential questions.” Rather than trying to “cover” the history of the world in a few weeks, we will focus on a few areas (of particular significance at our moment in history)—**the Foundations of Civilization, the Creation of the Modern World, Imperialism in Africa, and the Paris Peace Conference.** We will also examine **20th Century Revolutionaries, Origins & Implications of the Cold War, China Rising, and Modern Iran** as some of the most significant trends in Global History in our day. A persistent focus upon student writing and historiography will guide the course. Through our discussion of the significant issues presented by this material, we will use the framework established in Understanding by Design by Wiggins and McTighe to develop units.

In the last segment of the course, students will concentrate on specific issues, topics, and themes of Global History which have not been addressed by the class as a whole. Keep in mind weekly assignments may be adjusted or amended depending upon the direction of class discourse. Please check weekly agendas for changes.

Required Texts (these are available in the bookstore as well as through on-line book sellers which may offer better prices.)

Diamond, Jared. Guns, Germs and Steel.

Hochschild, Adam. King Leopold's Ghost.

Marks, Robert B. The Origins of the Modern World.

Satrap, Marjane. Persepolis: The Story of a Childhood

Weatherford, Jack. Genghis Khan & the Making of the Modern World.

Additional texts & documents will be posted on NYU Classes.

Recommended Text: This text is not required reading, but will be useful to students if needed: Wiggins and McTighe. Understanding by Design. This is the standard in curriculum development. If you do not own it, you should consider buying it.

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Requirements:

Formative Assessments:

OPVL: There are 4 formal, required source evaluations based upon **O**rigins, author's **P**urpose, and the **V**alue and **L**imitation of the sources for historians. Further guidelines will be posted.

40% (10 % Each)

Class participation/Class work — Students are expected to be well prepared for all sessions and to participate in group and whole class discourse and activities. Some activities will be collected and assessed holistically.

30%

****Written journals are expected to be kept in order to ensure preparation for strong class discourse. These will not be formally graded, but may be checked periodically and be considered in terms of Class participation.*

Socratic Seminars: Although most class sessions will involve Socratic Dialogue there will be one-to-two seminars specific to this style of discourse. Students are expected to be key participants in one or both seminars.

Critical Essay Project:

30%

Students will develop an “essential question” based upon self-selected topic and/or text. In follow students will develop an answer to this question in a critical essay. Students will present papers to the class during the final class sessions. A more detailed assignment sheet, including a sign-up sheet for presentations, will be distributed via NYU classes.

Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, www.nyu.edu/csd.

Date	Topic	Assignment Due
1/30	<p>Introductions Historical Philosophy</p> <p>Historical Memory and Historiography</p> <p>Bruce Cummings – History as Genealogy</p> <p>History as Ideology</p>	
2/6	<p>Teaching the origins of civilization: Part 1</p> <p>THE OPVL</p>	<p>Diamond, <u>Guns, Germs, and Steel</u> Prologue, Part 1, Part 2, Conclusion</p> <p>Journal Entry: Guiding Questions</p> <p>What is Diamond’s purpose and why does he go to such great lengths to explain it? What essential questions are raised?</p>
2/13	<p>Theories Regarding the Modern World</p>	<p>Marks, <u>The Origins of the Modern World</u></p> <p>OPVL 1: With reference to the origin and purpose, assess the value and limitation of the source.</p>
2/20	<p>Cross-cultural themes – Trade and Empire – Did the Mongols create the “modern world”?</p>	<p>Weatherford, <u>Genghis Khan and the Making of the Modern World</u></p> <p>Journal Entry: Guiding Questions</p> <p>How can the themes in the book provide opportunities for both depth and breadth of study?</p> <p>How does this historical framework differ from the previous works?</p>
2/27	<p>The Price of Imperialism</p>	<p>Hochschild, <u>King Leopold’s Ghost</u></p> <p>Journal Entry: Guiding Questions</p> <p>What is the role of voice in studying colonial Africa?</p> <p>What are the implications on your understanding of European Imperialism based upon the Hochschild’s selected narrative?</p>

<p>3/6</p>	<p>Fair & Lasting Peace: Argumentation & differentiating narrative, analysis, evaluation Four Corners Debate</p> <p>German Utopianism, Art & Expressionism</p>	<p>Packet/Posting: The Peace to End All Peace? Journal Entry: Guiding Questions Be prepared to construct logically valid, evidenced arguments in response to Kaiser Wilhelm II's statement, "the war to end all wars has ended in the peace to end all peace."</p>
<p>3/13</p>	<p>Socratic Seminar: Revolutionaries and "close reading"</p> <p>Gandhi Mandela Ho Chi Minh Castro Bin Laden</p>	<p>OPVL 2: According to your assigned leader/speech, construct an OPVL and excerpt the three most essential quotations that support the argument presented.</p> <p>Speeches are posted DUE Journal Article & Book Selection</p>

3/27	The Cold War: Origins	<p>Conduct “close readings” of the following primary sources NSC-68 Kennan’s Long Telegram Comparison</p> <p>Journal Entry: Guiding Questions: How do these documents account for the origins of the Cold War?</p>
4/3	Confucius and the Chinese Dynastic Cycle: Han to Deng Xiaoping	<p>Selections from Asia for Educators and 2 student selected sources</p> <p>Journal Entry: Compare and Contrast your assigned dynasties (see handout).</p> <p>OPVL 3: Journal/Article</p>
4/10	Rise of Islamic fundamentalism in Iran and teaching with the graphic novel/memoir/journalism	<p><u>Persepolis</u> (entire) Secret History of the CIA in Iran</p> <p>Journal Entry: Guiding Questions: To what extent can <u>Persepolis</u> serve as a primary text for a study of Modern Iran?</p>
4/17	Source comparisons and developing essential questions workshop	OPVL 4: Book
4/24	Framing a unit around an essential question and assessment implications	Thornton, “From Content to Subject Matter”
5/1	Another draft of the paper	Paper Rough Draft
5/8	Paper Presentations/Q&A	Final Papers