The World History Curriculum
SOCED-GE.2048
Wednesdays, 4:55-6:35pm; Fall 2014
New York University

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or by appointment

Goals:
This required course for social studies majors introduces major models of teaching world history consistent with the National Standards for World History. Organization and conceptualization of world history is stressed including urbanization, nomadic invasions, cross-cultural interactions, empires, and major religious and philosophical world views. Emphasis is placed on significant models and interpretations of world history.

The purpose of this course is to provide students a broad framework though which to approach the teaching of world history and, more specifically, New York State’s Global History curriculum. As practitioners of world history, we will focus on habits of mind in approaching the past (drawing from AP World History and National History Standards).

- Seeing global patterns and processes over time and space while connecting local developments to global ones
- Comparing within and among societies, including comparing societies’ reactions to global processes
- Analyzing multiple perspectives of various people in the past, major debates among historians about interpretations of the past, and cause-and-effect relationships between events in the past
- Exploring the persistent relevance of world history to contemporary developments

Required Texts:
Curtin, Philip, *Cross-Cultural Trade in World History* (1984)*

All required texts are on reserve at the Bobst Library. * designates texts that are accessible online through the NYU library. The main textbook for the class, by Goucher and Walton, is available at: [http://bit.ly/VEHdw5](http://bit.ly/VEHdw5) (use quick access)

Articles for the class are available as PDF files on the class website.
Period I: 8000 BCE- 600 CE

September 3. Week One: What is World History?

September 10. Week Two: The Neolithic Revolution and Early Civilizations
Readings: Goucher and Walton, chapters 2, 3 and pages 85-93.
   “The Worst Mistake in the History of the Human Race” by Jared Diamond
   “What is Civilization Anyway?” by Cynthia Stokes Brown
Primary document: Code of Hammurabi (1780 BCE)
http://www.fordham.edu/Halsall/ancient/hamcode.asp

September 17. Week Three: Empires
Readings: Goucher and Walton, pages 105-113 and chapter 9.
   Burbank and Cooper, chapter 2 & 4.
   Christian, pages 298-332.
Primary document: The Achievement of the Divine Augustus (First century CE) and The Annals of Qin (Second century BCE) (on the class website)

September 24. Week Four: Universal Religions
   Bentley, chapter 3.
   Burbank and Cooper, chapter 3.
Primary document: Emperor Wuzong’s Edict on the Suppression of Buddhism (ca. 841)

Period II: 600 CE- 1450 CE

October 1. Week Five: Interregional Trade and Cultural Diffusion
Readings: Goucher and Walton, chapters 6 and 10.
   Curtin, chapters 5 and 6.
   Christian, pages 364-380
   “Southernization” by Lynda Shaffer
Primary document: The Qingming Scroll (12th century)

October 8. Week Six: Dar Al Islam
   “Islamic History as Global History” by Richard Eaton in Adas.
   Burbank and Cooper, chapter 5.
Primary document: Ibn Battuta: Travels in Asia and Africa 1325-1354
http://www.fordham.edu/halsall/source/1354-ibnbattuta.asp

October 15. Week Seven: Mid-term

Period III: 1450 CE- 1750 CE

October 22. Week Eight: Global Interaction
Readings: Goucher and Walton, chapters 12 and 13.
Christian, chapter 12.
“China, Technology and Change by Lynda Shaffer at
http://afe.easia.columbia.edu/chinawh/web/help/readings.html#seeds
“The Columbian Voyages, the Columbian Exchange, and Their Historians” by
Alfred W. Crosby in Adas.
“Born with a ‘Silver Spoon’: The Origin of World Trade in 1571” by Dennis O. Flynn
and Arturo Giraldez
Primary document: Qian Long: “Letter to George III” (1793)
http://www.fordham.edu/halsall/mod/1793qianlong.asp

Period IV: 1750 CE- 1914 CE

October 29. Week Nine: Slave Systems and the Slave Trade
Readings: “The Old World Background to European Colonial Slavery” by Robin Blackburn
Riello, chapter 9.
“The Creation of an Atlantic Economy: Sugar and Slaves” by Candice Goucher, Charles
LeGuin and Linda Walton.
“The Tropical Atlantic in the Age of the Slave Trade” by Philip D. Curtin in
Adas.
Primary document: “Letters to the King of Portugal” by Nzinga Mbemba (Afonso I) (1526) (on
the class website)

November 5. Week Ten: Nationalism and Revolution
Readings: Goucher and Walton, chapter 18.
Burbank and Cooper, chapter 8.
Primary document: “Declaration of the Rights of Man” (1789)
http://avalon.law.yale.edu/18th_century/rightsof.asp

November 12. Week Eleven: Industrial Revolutions and the Great Divergence
Readings: Goucher and Walton, chapters 15 and 19.
Riello, chapter 10.
“Was It Pluck or Luck That Made the West Grow Rich” by David Buck.
“What Do We Mean by Modern?” by Kenneth Pomeranz and Bin Wong:
Primary document: Excerpts from The Wealth of Nations (1776) by Adam Smith (on the class
website)

November 19. Week Twelve: Empires and Imperialism
Readings: Goucher and Walton, chapter 20.
Burbank and Cooper, chapter 11.
“‘High’ Imperialism and the ‘New’ History” by Michael Adas in Adas.
Primary document: Dadabhai Naoroji: “The Benefits of British Rule” (1871)
http://www.fordham.edu/halsall/mod/1871britishrule.asp

Period V: 1914 CE- Present

November 26. Week Thirteen: War and Depression (no class meeting)
Readings: Goucher and Walton, chapter 21.
Burbank and Cooper, chapter 12.
Primary document: Treaty of Versailles (1919)
http://www.fordham.edu/Halsall/mod/1919versailles.asp

December 3. Week Fourteen: 20th Century Themes (Globalization, Demographic and Environmental Change, Social Change and Revolutions)
Readings: Goucher and Walton, chapters 22 and 23.
Burbank and Cooper, chapter 13.
Christian, chapter 14.

Primary document: Excerpt from I Speak of Freedom (1961) by Kwame Nkrumah

December 17. Week Fifteen: Final Exam

Requirements:
Weekly Assignment:
Students are responsible for completing all assigned readings and attending classes prepared to participate actively in class discussions. For the Goucher and Walton readings, I would like you to bring the items below to class (in your notebook or computer):
- Concept cards: Write down 2-5 historical concepts that are discussed in the reading, a definition for the concept, and a historical example of that concept. For example, in chapter one, the term “migration” refers to the movement of people beyond Africa and eventually to all corners of the earth. Migration is one of the main forces that have shaped genetic commonalities and the cultural diversity of human population. An example is the Bantu migration, between 6,000 and 1,000 years ago, that spread related languages from the Lake Chad region across sub-Saharan Africa.
- Historical terms: List the 5-10 most important historical terms in the chapter or section.
- Student questions: Frame three questions that you could use in the classroom as discussion questions or essay topics that require students to compare and contrast historical phenomena in different regions.

DBQ Assignment (due November 19)
As a teacher, you will be asked to create document-based question (DBQ) assignments for your students. For our class, you will have the opportunity to create a DBQ assignment. The components are:
1. Write a compare and contrast question on one of the topics from this class. For example, “Compare and contrast the Muslims versus the Buddhists as diffusers of technology, culture and ideas.” or “Compare and contrast the stated goals or ideals of the leaders of the revolutionary movements and the actual results or consequences of those revolutions in France and Haiti.”
2. Select eight to ten documents. Two of the documents must be non-textual. Most of the documents must be primary documents.
3. Each of the documents must include complete sourcing material (author, place, date).
4. Select documents that offer different perspectives. The first document, or set of documents, should suggest one argument; the next document, or set of documents, should suggest a second argument; the third document, or set of documents, should further complicate the picture.
5. Write a brief historical context (two or three paragraphs) that introduces the documents and the historical topic.
   - I have provided three sample DBQ assignments for you to review-two from the AP World History Exam and one from the Stanford History Group:
Professional Reading
This course offers only an introduction to the teaching of world history. I have included “must read” books in the world history field to read as you become a teaching professional.

Diamond, Jared, Guns, Germs and Steel: The Fate of Human Societies (1997)
Frank, Andre Gunder, Re-Orient: Global Economy in the Asian Age (1998)
Johnson, Donald, and Jean Johnson, Universal Religions in World History: The Spread of Buddhism, Christianity, and Islam to 1500 (2007)
Manning, Patrick, Migration in World History (2013)
Stearns, Peter, World History: The Basics (2011)
Stearns, Peter, The Industrial Revolution in World History (2013)

Online World History Resources
Asia for Educators
http://afe.easia.columbia.edu/
Big History Project
https://www.bighistoryproject.com/portal
Bridging World History
http://www.learner.org/courses/worldhistory/units.html
Choices Curriculum: Debate
http://www.choices.edu/resources/individual.php?course=3
Internet History Sourcebooks Project (at Fordham University)
http://www.fordham.edu/Halsall/index.asp
Journal of World History
http://muse.jhu.edu/journals/jwh/
Stanford History Group
http://sheg.stanford.edu/world
World History For Us All
http://worldhistoryforusall.sdsu.edu/shared/units.php
World History Matters
http://worldhistorymatters.org/
World History Connected
http://worldhistoryconnected.press.illinois.edu/

World History Assessments