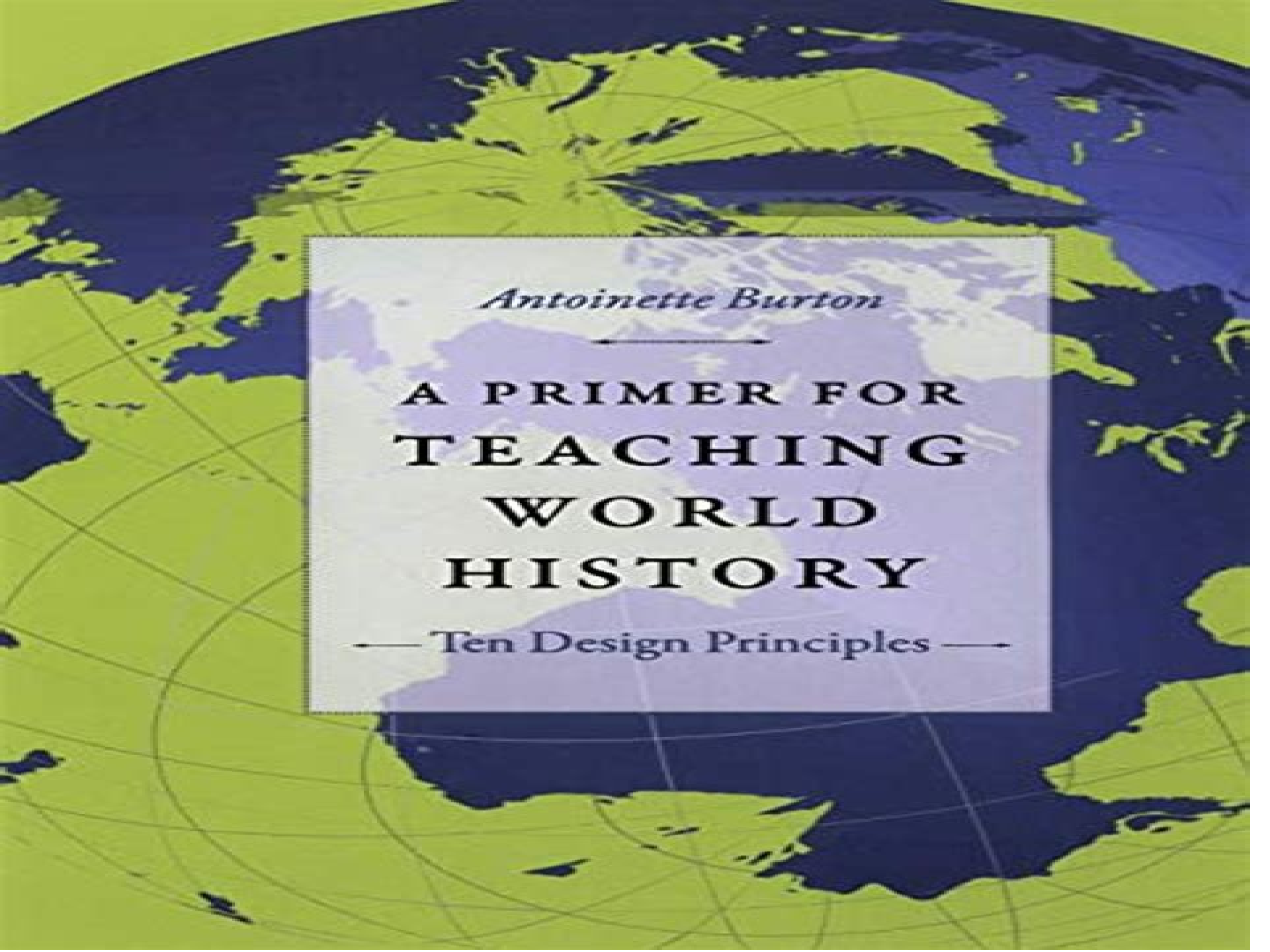




Antoinette Burton

**A PRIMER FOR
TEACHING
WORLD
HISTORY**

— Ten Design Principles —

A Primer For Teaching World History Ten Design Principles

Michael Hoelscher



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A Primer for Teaching World History Antoinette Burton, 2012 This book offers principles to consider when creating a world history syllabus it prompts a teacher rather than aiming for full world coverage to pick an interpretive focus and thread it through the course It will be used by university faculty graduate students and high school teachers who are teaching world history for the first time or want to rethink their approach to teaching the subject *A Primer for Teaching Indian Ocean World History* Edward A. Alpers, Thomas F. McDow, 2024-04-05 A Primer for Teaching Indian Ocean World History is a guide for college and high school teachers who are teaching Indian Ocean histories for the first time or for experienced teachers who want to reinvigorate their courses **The Wiley International Handbook of History**

Teaching and Learning Scott Alan Metzger, Lauren McArthur Harris, 2018-03-02 A comprehensive review of the research literature on history education with contributions from international experts The Wiley International Handbook of History Teaching and Learning draws on contributions from an international panel of experts Their writings explore the growth the field has experienced in the past three decades and offer observations on challenges and opportunities for the future The contributors represent a wide range of pioneering established and promising new scholars with diverse perspectives on history education Comprehensive in scope the contributions cover major themes and issues in history education including policy research and societal contexts conceptual constructs of history education ideologies identities and group experiences in history education practices and learning historical literacies texts media and social spaces and consensus and dissent This vital resource Contains original writings by more than 40 scholars from seven countries Identifies major themes and issues shaping history education today Highlights history education as a distinct field of scholarly inquiry and academic practice Presents an authoritative survey of where the field has been and offers a view of what the future may hold Written for scholars and students of education as well as history teachers with an interest in the current issues in their field The Wiley International Handbook of History Teaching and Learning is a comprehensive handbook that explores the increasingly global field of history education as it has evolved to the present day **The New World History** Ross E. Dunn, Laura J. Mitchell, Kerry Ward, 2016-08-23 The New World History is a comprehensive volume of essays selected to enrich world history teaching and scholarship in this rapidly expanding field The forty four articles in this book take stock of the history evolving literature and current trajectories of new world history These essays together with the editors introductions to thematic chapters encourage educators and students to reflect critically on the development of the field and to explore concepts approaches and insights valuable to their own work The selections are organized in ten chapters that survey the history of the movement the seminal ideas of founding thinkers and today s practitioners changing concepts of world historical space and time comparative methods environmental history the big history movement globalization debates over the meaning of Western power and ongoing questions about the intellectual premises and assumptions that have shaped the

field The Patchwork of World History in Texas High Schools Stephen Jackson, 2022-11-30 This book traces the historical development of the World History course as it has been taught in high school classrooms in Texas a populous and nationally influential state over the last hundred years Arguing that the course is a result of a patchwork of competing groups and ideas that have intersected over the past century with each new framework patched over but never completely erased or replaced the author crucially examines themes of imperialism Eurocentrism and nationalism in both textbooks and the curriculum more broadly The first part of the book presents an overview of the World History course supported by numerical analysis of textbook content and public documents while the second focuses on the depiction of non Western peoples and persistent narratives of Eurocentrism and nationalism It ultimately offers that a more global accurate and balanced curriculum is possible despite the tension between the ideas of professional world historians who often de center the nation state in their quest for a truly global approach to the subject and the historical core rationale of state sponsored education in the United States to produce loyal citizens Offering a new conceptual understanding of how colonial themes in World History curriculum have been dealt with in the past and are now engaged with in contemporary times it provides essential context for scholars and educators with interests in the history of education curriculum studies and the teaching of World History in the United States A Primer for Teaching African History Trevor R. Getz, 2018-03-15 A Primer for Teaching African History is a guide for college and high school teachers who are teaching African history for the first time for experienced teachers who want to reinvigorate their courses for those who are training future teachers to prepare their own syllabi and for teachers who want to incorporate African history into their world history courses Trevor R Getz offers design principles aimed at facilitating a classroom experience that will help students navigate new knowledge historical skills ethical development and worldviews He foregrounds the importance of acknowledging and addressing student preconceptions about Africa challenging chronological approaches to history exploring identity and geography as ways to access historical African perspectives and investigating the potential to engage in questions of ethics that studying African history provides In his discussions of setting goals pedagogy assessment and syllabus design Getz draws readers into the process of thinking consciously and strategically about designing courses on African history that will challenge students to think critically about Africa and the discipline of history **A Companion to World History** Douglas Northrop, 2014-12-15 A COMPANION TO WORLD HISTORY This new volume offers insightful reflections by both leading and emerging world historians on approaches methodologies arguments and pedagogies of a sub discipline that has continued to be in flux as well as in need of defining itself as a relevant alternative to the traditional national regional or chronological fields of inquiry Choice The focus on the practicalities of how to do world history probably gives it its edge Its thirty three chapters are grouped into sections that address how to set up research projects in world history how to teach it how to get jobs in it how to frame it and how it is done in various parts of the globe It is an actual handbook in other words as opposed to a sample of exemplary work English Historical Review A

Companion to World History offers a comprehensive overview of the variety of approaches and practices utilized in the field of world and global history. This state-of-the-art collection of more than 30 insightful essays, including contributions from an international cast of leading world historians and emerging scholars in the field, identifies continuing areas of contention, disagreement, and divergence while pointing out fruitful directions for further discussion and research. Themes and topics explored include the lineages and trajectories of world history, key ideas and methods employed by world historians, the teaching of world history, and how it draws upon and challenges traditional approaches and global approaches to writing world history. By considering these interwoven issues of scholarship and pedagogy from a transnational, interregional, and world/global scale, fresh insights are gained and new challenges posed. With its rich compendium of diverse viewpoints, *A Companion to World History* is an essential resource for the study of the world's past.

The Material of World History

Tina Mai Chen, David S. Churchill, 2015-03-27. This volume considers the confluence of World History and historical materialism with the following guiding question in mind: given developments in the field of historical materialism concerned with the intersection of race, gender, labour, and class, why is it that within the field of World History, historical materialism has been marginalized precisely as World History orients toward transnational socio-cultural phenomenon, micro studies, or global histories of networks? Answering this question requires thinking in an interrelated manner about both the development of World History as a discipline and the place of economic determinism in historical materialism. This book takes the position that historical materialism, as applied to the field of World History, needs to be more open to the methodological diversity of the materialist tradition and to refuse narrowly deterministic frameworks that have led to the marginalization of materialist cultural analysis in studies of global capitalism. At the same time, World History needs to be more self-critical of the methodological diversity it has welcomed through a largely inclusionary framework that allows the material to be considered separately from cultural, social, and intellectual dimensions of global processes.

21st-Century Narratives of World History

R. Charles Weller, 2017-11-06. This book makes a unique and timely contribution to world/global historical studies and related fields. It places essential world historical frameworks by top scholars in the field today in clear, direct relation to and conversation with one another, offering them opportunity to enrich, elucidate, and at times challenge one another. It thereby aims to: 1) offer world historians opportunity to critically reflect upon and refine their essential interpretational frameworks; 2) facilitate more effective and nuanced teaching and learning in and beyond the classroom; 3) provide accessible world historical contexts for specialized areas of historical as well as other fields of research in the humanities, social sciences, and sciences; and 4) promote comparative historiographical critique which helps identify continuing research questions for the field of world history in particular as well as further global peace and dialogue in relation to varying views of our ever increasingly interconnected, interdependent, multicultural, and globalized world and its shared though diverse and sometimes contested history.

A Primer for Teaching Women, Gender, and Sexuality in World History Merry E. Wiesner-Hanks, Urmi

Engineer Willoughby, 2018-09-27 A Primer for Teaching Women Gender and Sexuality in World History is a guide for college and high school teachers who are teaching women gender and sexuality in history for the first time for experienced teachers who want to reinvigorate their courses for those who are training future teachers to prepare their own syllabi and for teachers who want to incorporate these issues into their world history classes Merry E Wiesner Hanks and Urmi Engineer Willoughby present possible course topics themes concepts and approaches while offering practical advice on materials and strategies helpful for teaching courses from a global perspective in today's teaching environment for today's students In their discussions of pedagogy syllabus organization fostering students historical empathy and connecting students with their community Wiesner Hanks and Willoughby draw readers into the process of strategically designing courses that will enable students to analyze gender and sexuality in history whether their students are new to this process or hold powerful and personal commitments to the issues it raises

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