Indiana University, Bloomington  
Department of History  
Spring 2012

H591/29769: Teaching World History

Tues 6.15 – 8.15 pm  
BH 235

Instructor: Professor Pedro Machado  
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Office Hours: Tues 1-2; Thurs 12.15-1.15

Scope and Aim of the course

Over the past 30 years or so, the field of world history has grown to become firmly established with the historical profession. This has been the case not only in the United States but also, increasingly, in other parts of the world such as China and Australia. But in the past decade, especially, the field has been gathering in strength because of the growth in interest among historians of various stripes to go beyond the confines of the nation-state model and even the Area Studies paradigms that have been so dominant in intellectual conceptualizations of territoriality and spatial epistemologies. This course
introduces students to the issues and conceptual possibilities of approaching history from a world or global perspective. It will survey historiographies and methodologies, including civilizational approaches, transnational movements, migration and world systems theory. It will address specific problems such as how to rethink area divisions rooted in the Cold War and colonial eras, and how to think about periodization on a global scale.

The goals are to encourage students to consider research than can illuminate large-scale historical processes, engage in comparative and cross-cultural histories, or explore geographically dispersed phenomena such as international politics, borderlands and oceanic regions. They are also, particularly in the latter part of the course, to think and engage critically with the challenges of teaching world and/or global history. Although still often regarded as only a teaching field, world and global history are emerging prominently as research fields as well. Indeed, as you will discover this semester, some of the most exciting, suggestive and stimulating work in the historical profession is being conducted in world and global history.

**Required Texts**

You are required to purchase the following books:


All other readings will be available on Oncourse.

**Course requirements**

There will be 4 pieces of assessment for this course:

1) Each student will *lead class discussion* once together with the instructor. The discussion leader will post questions on Monday before the Tuesday meeting, and open and direct discussion (20%).

2) Participation in class discussions. As smart and keen graduate students, you should all come to class having done the reading and being prepared to talk about it in interesting, engaging and challenging ways. (15%)

3) You will each produce a research paper that analyzes a historiographical problem or debate in world and global history. You can focus on a subject from the readings, or come
up with one of your own. You will do this in discussion with me. Try to go beyond what each author explicitly argues, and identify underlying issues and assumptions that constitute different methodologies or ideologies. Questions you may like to use to frame the paper include: What is at stake in this debate (and do the participants rightly perceive what is at stake)? Why is this issue/are these sets of issues important, beyond a mere clash of scholarly egos? Is there a way to reconcile the differences (through empirical research or otherwise)? (35%) 

4) You will each design a sample syllabus for an undergraduate world or global history class. This will include readings, activities and assessment, and you should think of it as a course that you could show prospective employers when you are on the job market. The syllabus will be evaluated for its coherence, appropriateness and how interesting and innovative a course it seems to be. You should probably choose the period you are most likely to teach. (30%) 

**Deadlines**

*Research paper*
A 3 page proposal and 1 page draft bibliography are due in Week 8 (February 28). The final draft of the paper and extended bibliography is due in Week 11 (March 27).

*Syllabus*
A 1-2 page outline of your syllabus is due on April 17 (Week 14). A draft version of your world or global history syllabus is due April 24 (Week 15), when we will share and talk about its structure, how it could be improved etc. In other words, the class will serve as a workshop of sorts where you get to elicit constructive criticism from your group about your syllabus and how to teach a world/global history course successfully. The final version is due on Monday, April 30.
PART I – WHY WORLD & GLOBAL HISTORY? PROBLEMATIZING A FIELD

Week 1, 01/10/12 – Course introduction

Week 2, 01/17/12 – Locating the field of World & Global History

Week 3, 01/24/12 – For whom is World and Global History?
⇒ Dominic Sachsenmaier, ‘Global History and the Critiques of Western Perspectives,’ Comparative Education, Vol. 42, No. 3 (August 2006), 451-470

PART II – FRAMEWORKS, APPROACHES & NARRATIVES FOR RESEARCH & TEACHING

Week 4, 01/31/12 – Globalization as Historical Process
Week 5, 02/07/12 – Biography

Week 6, 02/14/12 – Trade, Merchants, Exchange and Networks of Association

Week 7, 02/21/12 – Material Worlds: Connections & Dispersals

Week 8, 02/28/12 – Nature, Environment & Empire

Week 9, 03/06/12 – Modernization, Development & the Postwar World
⇒ ‘Towards a Global History of Modernization,’ special issue of Diplomatic History, Vol. 33, No. 3 (June 2009)

SPRING BREAK (03/10/12 – 03/19/12)

Week 10, 03/20/12 – Migration
PART III – THEORY & PRAXIS OF TEACHING WORLD & GLOBAL HISTORY

Week 12, 04/03/12 – Thinking historically
⇒ Sam Wineburg, Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past (Temple University Press, 2001) selections

Week 13, 04/10/12 - Course & Learning Goals in the Classroom
⇒ Grant Wiggins and Jay McTighe, Understanding by Design (Association for Supervision & Curriculum Development, 1998) selections

Week 14, 04/17/12 – Activities & Perspectives
⇒ Gregor Novak, Andrew Gavrin, Wolfgang Christian and Evelyn Patterson, Just-In-Time-Teaching: Blending Active Learning with Web Technology (Benjamin Cummings, 1999) selections
⇒ Peter N. Stearns, Peter Seixas and Sam Wineburg (eds.), Knowing, Teaching and Learning History: National and International Perspectives (New York University Press, 2000) selections

Week 15, 04/24/12 – Workshop
⇒ Syllabus workshop