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ABSTRACT

This paper discusses and explains how one college revitalized its history program, first, by reorienting its history curriculum toward a global perspective, and secondly, by implementing an inquiry approach. Three questions answered by the faculty provide a framework for a brief explanation of the changes necessitated by the introduction of global history. 1) The type of historical knowledge required for the students of the 1970's is information about human development in all parts of the world. In order to teach from a global perspective, the faculty abolished traditional survey courses and replaced them with a comparative civilization course, and required history majors to include course work in at least two geographic areas other than the United States and Europe. 2) A "vital" history curriculum that permits change whenever necessary can be maintained through a catalog system listing courses by region and topic to encourage imaginative and experimental course offerings. 3) A small faculty can offer a global-oriented curriculum using team teaching and retraining of faculty. The inquiry approach to global issues encourages students to select broad questions at the beginning of their study, gather, classify, and evaluate historical data, and solve problems. (SJM)

INQUIRY METHODS IN GLOBAL HISTORY

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Two major concerns have occupied my efforts at vitalizing Bradley's survey history course. The first is associated with our History Department's curriculum revision which committed us to a global perspective toward the study of history. The second is the use of the INQUIRY method to encourage liberal arts students to appreciate the revelance of history in understanding today's problems.

During the 1967-68 school year, Bradley's History faculty reorganized its entire history curriculum in an endeavor to plow new fields for the future growth of historical study. Three questions and our faculty's answers to them provide a framework for a brief explanation of the changes which were necessitated by our introduction of global history.

First, we asked: What type of historical knowledge is required for the student of the 1970's? Our answer was that they need information about human development in ALL parts of the world. Modern means of communication, international problems of an increasingly complex nature, the vision of astronauts viewing the world from outer-space; these and other contemporary factors indicated the need for historical study beyond the parochial parameters of American and Western societies.

To accomplish the objective of teaching a global perspective, the faculty abolished the traditional survey in Western Civilization and United States History courses and devised a two-semester freshman course entitled "Introduction to Comparative Civilization." The sub-title for the first semester of this new course is "Global History to the 16th Century." Its objective is to acquaint students with the variety of traditional societies evolved by mankind in the six major geographic regions of the world: the Middle East, Europe, East Asia, South Asia, Sub-Sahara Africa and the Americas. The second semester is "Global History Since the 16th Century." It examines the rise to predominance of Western Civilization and the 20th century problems which developed after the Third World learned the lessons taught by their Western mentors.

In addition to the introductory course which was designed for the liberal education of today's students, both history majors and future history teachers are required to select a history curriculum which reflects a global view of mankind's past. A major's program must include course work in at least <u>two</u> geographic areas other than the United States and Europe.

Our faculty's second question was: How can we maintain a "vital" history curriculum that permits change whenever necessary? Our solution was to approve a catalog course listing which would encourage imaginative and experimental course offerings. Previously our course listing consisted of a specific description of the subject matter for each course, similar to those found in almost all college catalogs.

Excepting the introductory course in comparative civilization, our new listing system is by region and topic. In upper class courses, each faculty member identifies what specific topics will be taught in a given semester. Thus, in theory, every semester's work may consist of completely new courses for every faculty member. This method provides the widest possible latitude for creating courses geared to the interests of both faculty and students. (See Chart I). An illustration of the system at work is apparent in a sample of course titles originated during recent semesters. Examples of courses which have been given are: Revolutions in the Modern World, Radicalism in the U.S., Blacks in the 20th Century, American Relations in the Caribbean, Rise and Fall of Rome, England and France in the Eighteenth Century.

Thirdly, we asked: How can a relatively small faculty offer a global-oriented curriculum? As a department of eight faculty in a private and largely undergraduate University of 4,500 students, this was a practical matter of great importance. "Team-teaching" and re-training were two basic answers to the question. Because none of us had been exposed to a global history class, "team-teaching" was the only alternative for our Freshman course. Seven of our faculty now teach the introductory course. They represent specialized fields in the History of the United States, Russia, England, Medieval Europe, Mexico, and China. For them, "team-teaching" proved to be an interesting challenge. It meant having seven faculty planning each semester, arguing over content, sitting in on lectures by other faculty, learning about strange areas such as Sudanic Africa, lecturing to an audience which included at least six Ph.D.'s, and subjecting one's self to a critical post-lecture analysis from which we thought our doctor's diploma had liberated us. At the same time, "team-teaching" meant an exciting interchange of ideas, preparing fewer and more careful lectures, being exposed to new civilizations and interpretations, and working diligently to prepare five good lectures each semester. In addition, faculty members conduct two discussion classes per week to supplement the lecture sessions. While 200 or more students attend lectures, the discussion classes are limited to about 20 students.

Post-doctoral retraining presented more potential anxiety for the faculty. Fortunately, several faculty members were able and willing to retrain. Summer institutes and government grants were available for these purposes and the new curriculum created an excellent rationale for application forms. Thus far, four faculty have developed some degree of expertise in such areas as Southeast Asia, India, the Middle East and Sub-Saharan Africa. Bradley's promotion and merit pay system permits

CHART I

HISTORY COURSES

Core Courses, Prerequisite to All Other History Courses:

101, 102 INTRODUCTION TO COMPARATIVE CIVILIZATIONS — 4 hrs. each semester

United States history emerges out of the history of various civilizations of the world and will be studied from the perspective of seeking to understand our own history by relating it to the total history of mankind. During the first semester the emphasis will be on those civilizations which existed before and during the discovery of America. The second semester course will emphasize United States history as one part of the historical developments in all parts of the world.

ALL 200 LEVEL HISTORY COURSES will present a broad view of some particular area of civilization but will be limited according to a particular emphasis given by the instructor and identified in the class schedule for the semester in which the class is offered.

200 AMERICAN HISTORY	3 hrs. each semester
220 EUROPEAN HISTORY	3 hrs. each semester
240 ASIAN HISTORY	3 hrs. each semester
260 LATIN AMERICAN HISTORY	3 hrs. each semester
280 MIDDLE EASTERN HISTORY	3 hrs. each semester

Emphasis will be according to the following sections:
1. Intellectual; 2. Diplomatic; 3. Esthetic; 4. Social;
5. Economic; 6. Scientific; 7. Religious; 8. Political;
9. Particular Country; 10. Particular Region.

ALL 300 LEVEL HISTORY COURSES will be topical studies from various world civilizations. The class schedule for each semester will indicate the topics chosen by the instructor teaching a particular section of the class. Topics may cover a single broad development, or one important event, in the following areas:

300 TOPICS IN AMERICAN HISTORY	3 hrs. each semester
320 TOPICS IN EUROPEAN HISTORY	3 hrs. each semester
340 TOPICS IN ASIAN HISTORY	3 hrs. each semester
360 TOPICS IN LATIN AMERICAN HISTORY	3 hrs. each semester
380 TOPICS IN MIDDLE EASTERN HISTORY	3 hrs. each semester

Emphasis will be according to the following sections:
1. Intellectual; 2. Diplomatic; 3. Esthetic; 4. Social;
5. Economic; 6. Scientific; 7. Religious; 8. Political;
9. Particular Country; 10. Particular Region.

450, 451 SEMINAR IN HISTORICAL PROBLEMS. 3 hrs. each semester

Instructors will list topics for study. The requirements include a seminar paper. All majors in history must take this seminar in their senior year.

these efforts to substitute for publishing as scholarly activity. Nevertheless, our experience has demonstrated that the scholarship of faculty who retrain does not suffer from their diversion. In every case, faculty members engaged in retraining have, during the same period, been able to write and publish one or more scholarly articles. Moreover, during this same 3-year period, the faculty team have prepared a 2 volume book of readings in Global History which will be published in November, 1972. The preparation of the readings book originated when we found no suitable textbook for the Freshman course we had designed.

Overall, the orientation of our global history curriculum is toward the understanding of 20th century issues from a historical perspective. For the non-history major this definitely is the thrust of our concept. Within this pattern, however, majors and other students with a serious interest in history are offered the opportunity to study in advanced courses which function according to the variety of historical philosophies and teaching interests natural to a faculty of eight people.

While working with my departmental colleagues in global history, my personal concern has been to devise inquiry methods for use in our new Freshman course. Because inquiry methods in social science are most often directed toward narrow topics such as the Battle of Lexington and Concord, my attempts to use inquiry tactics in our global survey course are experimental. My effort is designed to have students grapple with broad questions rather than narrow topics.

Those of you not acquainted with inquiry methodology, may be put at ease if you realize that the essence of "inquiry" is to apply historical method to the learning experience of the students. Fundamentally and in non-technical terms, inquiry teaching tactics are:

1. Devise a question
2. Gather historical data
3. Classify and evaluate the data
4. Compose a solution to the problem.

Inquiry methods emphasize the PROCESS used in answering a question so that the student may discover how to use information in a rational analysis of an issue.

In order to apply the inquiry process to global history, the questions formulated by students must be broad in concept. An illustration is useful. During the Fall Semester, 1971, we studied classical traditions of various world regions on the basis of the following questions:

A. Middle East - What was one important characteristic of Islamic Civilization before the 16th century in each of these areas: culture, politics and socio-economic life?

B. South Asia (India) - "Religion influences all aspects of Indian Civilization." Is this statement valid? Explain.

C. East Asia (China) - What is the relationship of Confucianism and Taoism to China's centralized bureaucracy?

D. Western - Is it valid to assert that Western Civilization had developed a democratic tradition by the 16th century A.D.?

Although each unit question is broad in content, weekly class discussions cover specific parts of the question which have been covered in the lecture or in the reading material. For example, when we studied the question on Western Civilization, one discussion session was based on a selection from Aristotle which analyzed the patterns of Greek government. The discussion centered not only on what Aristotle said but how Aristotle's analysis helped to answer our inquiry into the development of democracy in Western society.

An essential part of the inquiry process is that students select a question at the beginning of their four weeks of study of that topic. Subsequently, as they listen to lectures, read selected articles and books, participate in group discussions and prepare for their unit examination, they know exactly what they are expected to learn. Their examination consists of the question studied during each unit.

By design, therefore, inquiry methods assume the following:

1. Learning is more effective if students know what is to be learned.

2. Learning includes making decisions about data.

3. Answers must be supported by evidence and explained in a rational fashion.

4. Historical data is a menas not an end.

Undoubtedly, the purist may discern many flaws in the application of the inquiry approach to global issues. The method must be weighted, however, against the results gained by using traditional methods in traditional survey courses.

At present, I can only report on the tentative results of the experiment. Students vote overwhelmingly in favor of the inquiry method even though they claim to use much more effort than expected in answering the questions. Lack of tension regarding examinations and learning specified topics well appear to compensate for the extra effort involved.