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ABSTRACT

The educational environment of the U.S. Air Force Academy is discussed and the Academy's basic world history program is described. The first part of the report focuses on the Academy's educational environment, discussing the core curriculum, history instruction, the cadet, and the history faculty. The report's second part, which comprises over half the publication, deals with the Academy's world history program. The evolution of the program is discussed and the objectives of world history instruction are examined. The structure of the undergraduate survey course in world history entitled "Europe and the World since 1500" is described. The course provides a thematic treatment of the interaction between the major regions of the world since the end of the 15th century, with the rise of Western European civilization and the impact of that civilization on other regions as focus. The world history honors program is described. Areas of concern related to teaching and to the knowledge, skills, and values that the undergraduate course provides are examined. The publication concludes with a discussion of the future of world history and with a commentary concerning the place of world history in a military education. Appended are a course calendar and brief biographical sketches of the report's 12 contributors. (RM)

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DEPARTMENT OF HISTORY

UNITED STATES AIR FORCE ACADEMY

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UNITED STATES AIR FORCE ACADEMY

RESEARCH REPORT 79-7

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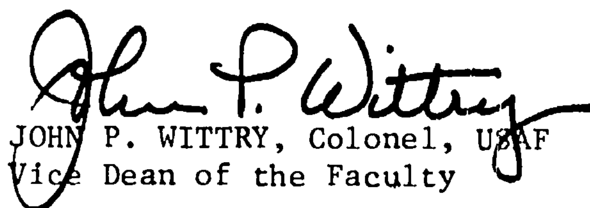

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WORLD HISTORY

IN

LIBERAL MILITARY EDUCATION

Edited by

Donald M. Bishop

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Summary

An undergraduate survey course in world history has been offered at the U. S. Air Force Academy since 1968. The course, "Europe and the World Since 1500," is a thematic treatment of the interaction between major regions of the world since the end of the fifteenth century, with the rise of Western European civilization and the impact of that civilization on other regions as focus. The report describes in turn the educational environment of the Air Force Academy and the conception, objectives, development, administration, and teachings of the course by the Department of History.

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PREFACE

Thomas F. McGann

The reasons for teaching world history to undergraduates should be obvious. The people of our globe are evolving relentlessly toward an interdependent society, yet our undereducated and badly educated youth lack intellectual preparation for responsible citizenship, let alone for global leadership. To teach world history opens minds to other cultures, their linkages, their distinctions, and their impact on the United States. By these standards, traditional survey courses in "U.S. History" or "Western Civ" are relatively parochial and, indeed, possibly counterproductive in preparing truly liberally educated women and men for national and international leadership. History, a central discipline of humanistic knowledge, should be more widely taught from a global perspective that is as informed, as objective, and as profound as resources may allow.

The new--or is it merely belated?--recognition of the ultimate relevance of world history in American colleges (witness, for example, the session on this subject conducted at the 1978 American Historical Association meeting) was anticipated long hence at the United States Air Force Academy. Worldwide service for the future graduates of the Academy has given the Air Force an incentive to develop world history even though American society has partially turned away from international concerns. Also, the Vietnam war caused military educators, including those in the Department of History of this Academy, to consider carefully how to teach the history of other cultures.

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The World History course at the Air Force Academy has evolved, since its inception in 1968, into a successful model for teaching what may be the most complex of all historical subjects--the world since 1500, or, at least, its major societies and interacting forces. The report in hand tells the story of that World History course, an ongoing experiment in laying pa t of the foundation of a liberal education for yo g people in what is primarily a scientifically oriented Acad .

The word *liberal* should need no defense in our ate psychological and technological straits today, but it does need champions, such as John C. Sawhill, president of New York University, the largest private university in the world, who wrote in the February 1979 *Harper's*: "Perhaps the most persuasive argument for the reemergence of liberal education in institutions of higher learning is the fact that such studies inform human nature, and are as much a part of us as our physical needs. They allow us to grow, emotionally and intellectually. . . . When the best in us is enhanced by the study of history and works of civilization, we surpass those who lack such knowledge: we are, in essence, more fully human." The human focus of liberal education was also marked by the new book review editor of the *Wall Street Journal*, Edmund Fuller. "At a time when much confident false counsel calls the study of history irrelevant," he noted, "the need is as urgent for us to understand our place in that enormous tapestry of events-in-time as to understand our place in the web of nature. Such understanding reveals meaning; only by ignorance of it, blindness to it, and false teaching can we slip into the despairing error urged upon us by some modern writers that life is meaningless and hence that man is irresponsible and absurd."

The word *liberal* has not been commonly applied to the education provided at the American service academies, but it is accurate to do so. The Dean of the Faculty who played the largest role in the development of the curriculum at the Academy used to distinguish between two major functions of education. The first matched John Sawhill's argument: to offer courses for students because they are, first of all, human. The second purpose is to meet specifically military needs. The several courses in literature, law, history, and philosophy in the Air Force Academy's core curriculum, for instance, contribute to the Academy's liberal education; they are offered because the Academy educates cadets to aspire first to be complete *men* and *women*. Aeronautics, astronautics, and navigation are courses which are more specifically professional. The Academy's course in world history has a professional dimension in that it helps prepare cadets for worldwide service, but it primarily contributes to the intellectual growth of cadets. That an institution,

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committed from its founding to the development of a general liberal education for officers, would develop a freshman history survey with a genuine global perspective is significant.

This historian reacted negatively at first to the proposition that he teach something called World History during one semester of his year (1978-79) as a visitor on the history faculty of the Air Force Academy. My reaction to the idea of "World History" was perhaps extreme, but not, I feel, uncommon to the historical profession. It was extreme because in a thirty-year teaching career I had *never* taught *any* survey course, let alone World History. Nor, indeed, had I ever taught first-year college students. My initial reaction would be put colloquially as: "What, me, teach world history? And to beginners?" It was born of professional doubt for the intellectual viability of such a course, and trepidation about climbing out of my Latin American tower to venture among the people of Islam, and Africa, and East Asia.

But the deed has been done, with much learning on at least one side. And the task of teaching world history should be undertaken by a rising (but not necessarily all younger) number of historians in our best colleges, who must seek to instill a global vision of humanity in some of those young people who must bear heavy responsibilities in the twenty-first century. (Not incidentally, an increase in the number of courses in world history may eventually reverse the dismal decline in all history courses.)

Our college people are already world citizens, but they are mostly uninformed about that world. Esteemed bodies, such as the President's Commission on Foreign Language and International Studies, the Council on Learning's "Education and the World View" task forces, and the Rockefeller Commission on the Humanities, are confronting the problems of liberal education in a changed world. This report is a witness to an early, difficult, and ongoing effort to educate an important segment of our college constituency in the interwoven history of human affairs. This World History course seeks to impart a liberal training that may result in critical, flexible, yet disciplined minds among future officers and citizens of a democratic society.

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INTRODUCTION

Alfred F. Hurley

Following a period of social and educational change in the 1960s and 1970s, it is clear that the historical profession is now reconsidering its basic teaching posture. Undergraduate survey courses in history, generally victims of those changes, have again become a topic of discussion as historians seek to reintroduce historical study to the process of education for today's society. The readoption of history survey courses, however, has been slowed by a conceptual obstacle. The demise of surveys occurred at the same time that historians lost confidence in the "Western Civilization" course which had long provided the foundation of undergradua - study in the discipline. Hist rians are thus undecided about form and content of new surveys. It seems likely that a proc s of inquiry will precede the emergence of new teaching approaches; this inquiry may be the most important item of business for historians in the 1980s.

Survey courses in history have been a part of the curriculum at the Air Force Academy since the establishment of the institution in the 1950s. In the early years of the Academy, one of these surveys matched in form and content the Western Civilization offerings at civilian universities. In 1968, however, our department first offered a new course in *world* history, which we entitled "Europe and the World Since 1500." It thus appears that our department was one of the first to offer a history survey organized along the lines explored by panelists at recent meetings of the American Historical Association--in the sessions "Beyond Western Civilization: Rebuilding the

Survey," chaired by C. Warren Hollister in 1976, and "World History: New Responsibility," chaired by R.R. Palmer in 1978.

For some years it has been our practice to invite a distinguished teaching historian to the department to offer a annual workshop for our instructors and to give us a candid evaluation of our program. Our two most recent visitors, John Thompson and Howard Mehlinger, at that time both professors at Indiana University, urged us to share our experiences in teaching an undergraduate world history survey to more than 12,500 students with the historical profession. Our department's Foreign Service exchange officer, Edward P. Brynn, and our first Distinguished Visiting Professor, Thomas F. McGann of the University of Texas (Austin), concurred.

The result of their recommendations and the work of the editors are contained in this report. In it, we offer a description of our program in world history and the thinking which gives it its particular form and structure. We have made every effort to make it a candid description, discussing both strengths and weaknesses.

The special nature of the Air Force Academy as an institution with both educational and military goals has a major impact on our work; we have thus felt the need to describe carefully the environment of the institution as it influences our course. We hope that readers will, from the description of the Academy and our department, look beyond the differences between the Academy and civilian institutions, to see the more striking parallels. The Academy's mission to prepare future regular officers of the Air Force is indeed distinct, but in the department we believe it gives us a common goal with other teachers--to produce educated leaders who will be able to address the many problems facing our society in the future. Similarly, the Academy may appear different from many other institutions because we attract many young men and women with strong interests in mathematics and the sciences. But within our department we believe that this distinctive character of the cadets links our work with that of other teaching historians. Most of the students we teach will not be history majors. Thus, we share a common need to structure our surveys as fairly autonomous offerings which will impart the most important benefits of historical study to students who will probably never again study history formally. Not the least of those benefits should be a willingness to read history for personal profit, and to possess some ability to place current events and informal reading in larger historical contexts.

This report, then, is directed to the process of inquiry among historians. We offer our experience, not because we

believe that our department has conclusively determined *the* successful initial approach to history for undergraduates, but because we believe that a discussion of the work of one history department may stimulate positive reflection on the teaching of history in other departments.

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PART I:

THE ENVIRONMENT

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I. THE AIR FORCE ACADEMY CORE CURRICULUM

James P. Tate

World History is one of the three history courses included in the Air Force Academy's prescribed or "core" curriculum. The core curriculum itself can be traced to the influence of West Point on the entire system of military academy education, but the generous allocation of history courses in particular, and the humanities in general, stems from the planning for an Air Force Academy in the period following World War II.

The initial curriculum offered at the Academy was the result of the thought, study, and recommendations of a wide range of distinguished educators, legislators, and officers of the Army, Navy, and Air Force. Beginning in early 1948 several Air Force boards and committees proposed curricula for the Academy. The most comprehensive curriculum plan was submitted by the Air Force Academy Planning Board, established in the fall of 1948 and directed by the Air Force Chief of Staff, General Hoyt Vandenberg, Sr., to prepare plans "based upon a four year course of instruction generally along the lines of the present service Academies." In line with these instructions the Planning Board determined that the Academy should "be an undergraduate institution conferring a B.S. degree," that the curriculum should "be designed to offer a *broad general education* as well as a sound background in aeronautical science and tactics [emphasis mine]," and that the Academy "should not provide specialized training in the technical duties of junior officers, since that is the responsibility of other Air Force commands."

Within the Air Force Academy Planning Board, responsibility for developing a curriculum was assigned to nine officers who in the course of their work consulted and were assisted significantly by more than thirty of the nation's leading educators. The Planning Board began by defining the ideal Air Force officer. After considerable deliberation they agreed that the Air Force Academy should graduate officers who understood the Air Force, the profession of arms, their nation, and leadership. They recommended that Academy graduates be "broadly and soundly educated in the humanities, sciences, and military studies" and possess "a knowledge of the world and its peoples."

With a definition of the ideal officer in mind, the Planning Board proposed a curriculum with a relatively even balance of course credits in humanities, sciences, and military studies. The Division of Sciences was "to provide a solid foundation of Basic and Aeronautical Sciences, to instill in the Air Force Cadet the basic principles of technical thought and analysis, and to train his mind to assimilate ideas, to formulate working hypotheses and to draw correct conclusions from given fact." To accomplish this objective the division was to offer seventy-six credit hours in mathematics, chemistry, engineering drawing, physics, applied mechanics, thermodynamics, electrical engineering, materials, aerodynamics, and electronics. The Division of Military Studies was charged with preparing the cadet "mentally, psychologically and physically for exercise of command and fulfillment of the responsibilities and duties which much be assumed upon graduation from the Air Force Academy," offering fifty-three credit hours of study in military orientation, tactics, hygiene, physical education, the national military establishment, military law, and administration.

Finally, the Division of Humanities would offer sixty-six credit hours of courses in English, foreign language, psychology, philosophy, geography, history, economics, government, international relations and Great Issues. The purpose of these courses was "to provide the potential Air Force officer with a knowledge of the world about him, an understanding of the people in that world, and a skill in dealing with the people of that world."

In March 1949, while the Air Force Academy Planning Board was preparing its final report, Secretary of Defense James Forrestal appointed a Service Academy Board to review the entire question of educating career officers for the Armed Forces. Popularly known as the Stearns-Eisenhower Board, after its chairman, Robert L. Stearns, President of the University of Colorado, and its vice-chairman, retired General of the Army Dwight D. Eisenhower, then President of Columbia University, the Board included the presidents or vice-presidents of five other major universities.

the superintendents of the Military and Naval Academies, and advisory panels of leading educators from major fields of study. In its report, the Stearns-Eisenhower Board reviewed the Air Force Academy Planning Board's Report, approved of its findings, and agreed with its "generalist" definition of an ideal officer. The Board declared that future career officers "should have a background of general knowledge similar to that possessed by the graduates of our leading universities. They must have a firm grasp on the particular role of the military establishment within the framework of our government and in a democratic society. They must be aware of the major problems of the nation which they are dedicated to serve, and understand the relationship between military preparedness and all other elements which are a part of the fabric of real national security." They declared that the basic function of service academies was "to give general education, in an atmosphere of devotion to country and service, with emphasis on breadth of horizon . . . ."

In December 1949, almost simultaneously with the publication of the Service Academy Board report, the Air Force assigned Lieutenant General Hubert R. Harmon the responsibility for all planning for the future academy. Using the Air Force Academy Planning Board's proposals and the recommendations of the Stearns-Eisenhower Board, General Harmon and a small planning staff headed by Colonel William S. Stone began final preparation of the initial Air Force Academy curriculum. The academic program was refined by Colonel Stone's planning group and reviewed by civilian educators--scientific courses by members of the faculties of Purdue University and the Massachusetts Institute of Technology, the social sciences and humanities curriculum by scholars at Stanford and Columbia.

Thus by the summer of 1954 the Air Force had an initial curriculum plan for the Air Force Academy. In accordance with the intentions of Congress in the Air Force Academy Act, the curriculum would qualify Air Force Academy graduates for a baccalaureate level degree, and was divided into two main programs, the academic program under the Dean of Faculty and an airmanship program under the direction of the Commandant of Cadets. The academic program included 62 2/3 credit hours in science and engineering and 74 credit hours in social sciences and humanities. The strong emphasis of the humanities in the curriculum at least partially reflected the conviction of General Harmon, who had, during service with joint staffs in England during World War II, been impressed with th humanistic education of British officers.

The curriculum has evolved considerably since General Harmon judged the plan "about as good as could be devised."

General Harmon believed that the curriculum should be constantly reviewed for pertinence to the needs of the Air Force and the nation: he personally set the first review in motion in 1956 by requesting that a board of Air Force generals convene to consider how well Academy education would serve the Air Force. The general officer board initiated an ongoing review process which has continued to the present. The Academy curriculum has been considered by general officers, by the North Central Association of Colleges and Secondary Schools, by accrediting bodies of the Engineers Council for Professional Development and the American Chemical Society, by boards of civilian educators, the GAO and DoD, the statutory Board of Visitors which convenes yearly, and various internal groups. Out of this process, individual courses have been added and deleted and adjustments have been made in the cadet work-load and in the balance between sciences and engineering on the one hand and social sciences and humanites on the other.

Over the years, the essential balance between the basic and engineering sciences and the social sciences and humanities has been maintained. When the orbiting of *Sputnik*, for instance, lent impetus to the need to increase the scientific portion of the curriculum, the additional coursework was accommodated by increasing the total course load and ultimately by the reduction of time devoted to flying and navigation training.

The original curriculum, following the pattern of West Point, was totally prescribed; all cadets took the same sequence of courses leading to the bachelor of science degree. In the years that followed, however, the Academy developed a distinct program which gave its educational program a wider scope. The second Dean of Faculty, Brigadier General Robert W. McDermott, developed two major adjustments to the curriculum--the Enrichment Program, initiated in 1956, and the Majors-for-All Program, initiated in 1964. The Enrichment Program allowed unusually talented cadets or those with previous college work to advance beyond the prescribed curriculum. A cadet would participate in the Enrichment Program by validating a prescribed course, thus creating an opening in his schedule, by participating in accelerated courses, or by overloading. While it was not necessary for a cadet to choose a major to participate in the Enrichment Program, it was possible through participation in the program to earn the additional credits required for a major. Participation in the program grew until in 1964, more than 50 percent of the graduating class had earned a major. The success of the Enrichment Program led to the establishment of the Majors-for-All Program. The change involved splitting the standard academic curriculum so that every cadet would have the opportunity to earn a major within the prescribed time of 146 semester hours.

Both the Enrichment Program and the Majors-for-All Program preserved the core curriculum which ensured that every Academy graduate would receive a broad and general education. In the current academic program, cadets take 111 semester hours in the core curriculum---58½ in sciences and 52½ in social sciences and humanities. The sequences for the individual majors constitute 33 additional hours.

The core curriculum, then, preserves the basic thinking of the Academy's planners and ensures that each graduate will bring the perspectives of a broad education to his or her public life. The core curriculum has always included history; it is the mission of the Department of History to ensure that the courses allocated successfully impart to cadets the essential intellectual perspectives of the discipline as part of their general education.

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II. HISTORY IN THE AIR FORCE ACADEMY CORE CURRICULUM

Alfred F. Hurley and Donald M. Bishop

The individuals who envisioned the Air Force Academy and helped design the initial curriculum were committed to a concept of general, or total, education embracing approximately equal sequences of courses in the humanities, social sciences, basic sciences, and engineering sciences. These formal studies would be complemented by the athletic and military programs and by the "cadet way of life" founded on an honor code.

In this general education, history has always been strongly represented. The original curriculum plan included the equivalent of eight semesters of history, to be inaugurated by a course which aimed to "develop in the cadet an understanding of human nature, human institutions, human ideals, and human creations in the name of beauty"!

As the first classes were admitted and the curriculum took concrete shape, however, there were changes. The Academy's commitment to educate the cadets in all the traditional disciplines --in both the social/humanistic and scientific/engineering realms-- and in several new areas of study (e.g. behavioral science, astronautics) inevitably meant that the core curriculum could not include eight semesters of history. And the character of the history courses taught at the Academy was influenced by the military mission of the Academy, as well as by its educational goals.

By 1961, then, the core curriculum consisted of four one-semester courses in history, with each course addressing a

subject relevant to an officer's career. "Modern European History" and "History of the United States" were taught to freshmen. The two courses were followed in the sophomore year by "Military History" and by a core elective in area history. The courses in American and military history had obvious relevance for officers who would serve the United States. The inclusion of area history in the core curriculum stemmed from the experience of World War II, when the United States had proved critically short of even minimal knowledge of specific regions of the world. American history, military history, and world and area history have remained the three basic areas of teaching within the core curriculum in history; the representation of each in the core will be discussed in turn.

History of the United States. Resting on a recognition that officers who would serve American society must understand the development, institutions, and values of that society, the initial offerings of the history department included a full-year survey of United States history for juniors. By 1960, however, the offering had changed to a single semester for freshmen. The survey was designed to build on high school course work in American history. The course used standard survey texts widely employed in many colleges and universities, and the faculty taught the course in a traditional manner.

By 1970 the department redesigned its core course in American history, offering in that year "The United States in a Changing World: Critical Issues." It included two particular innovations. First, the course was offered to juniors, enabling them to address their own history with new perspectives imparted by other Academy studies in world and military history, philosophy, and political and social science. Cadets expressed greater satisfaction with the junior-year course. Second, the survey approach was abandoned. Cadets had expressed some dissatisfaction with the original course because it seemed to repeat material they had recently had in high school. The department thus adopted a thematic examination of certain issues in American society, such as Puritanism and moral values, "Manifest Destiny" or mission, sectionalism, and industrialization. The department happily found a stimulating text to support the issues approach, Carl Degler's *Out of Our Past.* Unfortunately, the course was not required of *all* cadets; it was a "core option" with the "Defense Policy" course offered by the Department of Political Science.

Because the course was an option, it was possible for a cadet to graduate from the Academy and serve the nation without any formal background in the history of the United States. This possibility was of concern to Air Force leaders at the highest level, who were agreeable to the option only so long as each

cadet had a background in U.S. history from earlier schooling. The department thus retained the semester-long survey in its offerings; it was taught to the modest number of cadets (identified through a review of high school records) who had never had an American history course, and to the few who scored poorly on a special examination. These cadets took the U.S. history survey instead of World History, which was the initial history course for all other cadets after 1968.

The "Critical Issues" option (and the U.S. history survey for cadets with little previous American history) endured for nine years, until another curriculum revision led to change in the program. Beginning with the class of 1980, American history was again required of all cadets, but it was reduced to a half-semester. (The reduction could be justified by the fact that cadets, from high school preparation and study of the United States in other departments, did possess a relatively greater understanding of their nation than they did of the background of the military profession or the world arena.) Given the brevity of the course, it now focuses only on the twentieth century; again the adoption of a pioneering textbook--*Three Generations in Twentieth Century America: Family, Community and Nation* by Clark, Katzman, McKinzie, and Wilson--has led to a favorable cadet acceptance.

Military History. The study of the origins and development of warfare and the profession of arms had long been taught at West Point as a two-semester capstone course in Military Art in the senior year, and the initial Air Force Academy curriculum included a similar full-year offering. The department realized at an early date, however, that the Military Academy experience was inappropriate to the needs of the Air Force. First, a lengthy survey of ground warfare with emphasis on tactics could have only marginal value to Air Force officers. Second, it seemed appropriate that instruction in military history, with a new emphasis on the role of air power, should come at an early point in a cadet's preparation so that the cadet might, in the course of a deliberate, in-depth study of the origins of the military profession, consider the special demands that the profession of arms would make on his life. These considerations led the department to an innovative role in the development of military history as a subdiscipline and in the teaching of the subject to sophomore cadets.

Until 1965, the department's basic course, simply titled "Military History," was a survey of modern warfare with emphasis on the twentieth century, air power, strategy, doctrine, weapons, organization, logistics, and tactics. The greatest emphasis in teaching was on World War II, from which experience the Air

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Force had derived its organization and confirmed its strategic doctrine. This early course, viewed in retrospect, dealt with rather specific aspects of tactics and organization (the movement of troops at Cannae or Cowpens; the composition of Gustavus Adolphus' pike-and-musket formations). Material on air power was provided by supplemental handouts selected or prepared by the members of the department.

In 1965, the department revised its schedule of core offerings. Cadets previously studied Modern European History, United States History, Military History, and an Area History Elective, but in that year the area elective was dropped in favor of an additional semester on the history of air power. This change enabled the department to teach a fuller survey of military history, beginning with the ancient world. The offering of the two-semester course, however, accelerated changes in the character and focus of the core offerings in military history.

In order to lessen its reliance on ground- and tactics-oriented military history texts, the department decided to write its own text in military history. Writing a text presented the department with an opportunity to begin teaching with materials reflecting the changes in the subdiscipline of military history in the decade of the 1950s. Military history, maturing as a field, emerged from a narrow and unrespected concern with battles and the conduct of wars to reflect a broader reach for military history as a branch of universal history. As the department received officers fresh from graduate school and trained in this broader conception of military history, its new textbook and its teaching began to emphasize the relationship between warfare and society. Thus, the battles of the Roman Army began to receive less attention than the military institutions of the Roman Republic, which reflected the genius of that state. Similarly, the department "fought" fewer Civil War battles on the blackboard, and concentrated on the general changes in warfare resulting from the industrial progress of the nineteenth century. World War II became a case study in the totalization of war.

This reorientation in military history was evident in 1970 when curriculum pressure led to the reduction of the two-semester course to a single term. The new course, covering military history from the eighteenth century to the Vietnam and Arab-Israeli Wars, bore the title "Modern Warfare and Society." Department readings became as prominent as the course's texts, and by 1978 the department textbook, completely aligned to match the course theme, had replaced all the outside military history texts except one monograph on World War II.

The current program in military hisrory illustrates both the educational and professional orientation of the department.

"Modern Warfare and Society" is firmly *historical*, matching in scope and thrust the advanced teaching in military history at civilian universities. Cadets learn more about American and world history by concentrating on one aspect--the military--of the societies and periods previously introduced. And the course is firmly *professional* in that it addresses the origins and development of armed forces and air warfare.

From European History to World History. Reflecting the "lessons learned" of World War II, the department was determined from the first to possess academic competence in area history and offer courses on the history of important regions of the world. The initial history course taught to the Class of 1959 in its freshman year was "World Civilizations," which combined a lengthy survey of the Western heritage with a substantial lesson sequence on oriental civilizations. In the Academy's first years, the initial course changed its focus as the department sought the best formula to introduce the cadet to the study of other nations. Beginning in 1958, the department offered "Western Civilization" followed by "Recent World History." In 1960 a semester of "Modern European History" replaced the earlier courses. This last offering endured until 1968.[6]

In retrospect, it is evident that these basic courses emphasized study of Europe and the Atlantic Community. The European focus is easily explained by the prominence of the NATO commitment in American strategic thinking and by the fact that members of the department had been educated when "Western Civilization" surveys had been the standard offering at colleges and universities. Western Civilization not only introduced the cadet to Europe; with the history of the United States, it provided the cadet with a basic understanding of his own heritage and values, which he stood committed to defend against hostile systems.

Through 1965, the core curriculum gave additional attention to area preparation by also requiring all cadets to take one of a number of advanced area history courses. For a final core course in history, the cadet could elect a course relating to a single area--Russia, the Middle East, East Asia, Latin America, or European diplomatic history.

In the mid-1960s, however, shortcomings appeared in the Modern Europe/Area Elective approach to teaching cadets about other areas of the world. First, the administration of the core options in the different areas became increasingly complex. It was difficult both to staff the department with the necessary number of area specialists and to estimate cadet preferences. Second, no valid conceptual link existed between the European

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core offering and the courses focusing on other areas of the world. These considerations led the department to drop the area elective in 1965 in favor of an additional semester of military history. The thinking which led the department, three years later, to substitute a semester of "World History" for its offering in Modern European History is the subject of a subsequent article.

In considering the efforts of the department to develop a meaningful sequence of core courses for all Academy cadets, it is interesting to note that the Academy maintained and strengthened its core offerings at the same time that most universities dropped requirements for surveys. While surveys were maintained, the evolution of each reflected a desire by the department that teaching in history be professionally relevant at the same time that it should be historically innovative and sound. In this regard, each core course affords the cadet an opportunity to grasp the broader meaning of history. Each course presents the past to the cadet in an original way; he or she may learn as a result to consider the past (some of which was "covered" in earlier schooling) with fresh paradigms, with attention to new issues. History instruction, even in the core surveys, thus imparts new perspectives and helps cadets develop their processes of inquiry. In the development of critical thinking, we believe our World History course plays an important role.

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III. THE AIR FORCE ACADEMY CADET

Philip D. Caine

Any discussion of the characteristics of the cadets who study World History at the Air Force Academy must begin with a brief consideration of their background and the general makeup of a class. Entry into the Academy is selective. Approximately 20 percent of the young people who become active candidates for appointments actually enter the Academy. The entering class averages about 1500 each year. Of these about 190 are women, and approximately 70 percent of the total admitted are physically qualified for flying. A majority of these youths come directly from high school, many with only a two-to three-week break, and 90 percent have graduated in the top quarter of their class. They are a bright group, with an average verbal SAT score of 568, compared to a national average of 429, and a math score of 696 against a national average of 468. These characteristics make them a fairly exceptional group of students, comparable to those seeking entry into the more selective private and state universities.

It is significant to point out, nonetheless, that their backgrounds vary greatly, as do those of any group of college freshmen. Contrary to some popular thought, fewer than one-fourth come from military families. Nor do they represent families with political connections. Rather, they are chosen to come to the Academy as a result of their high school records, academic and leadership potential, and their achievements in a rigorous battery of physical tests. The Air Force Academy has developed a system by which we provide a comprehensive evaluation of the potential of candidates to their Congressmen, who,

by law, tender the majority of appointments. This evaluation system and the special procedures developed to select candidates for appointments in other categories (Presidential, Vice Presidential, Regular and Reserve Airman) ensure that most entering cadets are truly high achievers.

The motivations for coming to the Air Force Academy are obviously diverse and can really be understood only through a great deal of speculation based on contact with a large number of cadets over time. I would place the cadets into five main categories with considerable overlap: those who come because of a desire to fly; those who believe they want to have a military career; those who are drawn by the academic quality of the institution, particularly in science and engineering; those who are motivated primarily by the fact that the education is free; and finally, as with all schools, a group that enter because of some kind of parental pressure. It is important to note that these motivations tend to blur over time as cadets change their objectives as well as their perspective on life. Nonetheless, it seems fair to say the biggest motivating factors are the desire to fly and to have a military career.

Upon arrival at the Academy, the cadets enter into a common training program of six weeks duration. The program is rigorous and designed to transition these young people from a civilian into a military world, as well as to build their self-confidence by confronting them with challenging situations most have never faced. It includes such typically military items as drill; mastery of the obstacle, confidence, and assault courses; living in the field; strenuous physical conditioning; and more specialized training in small unit leadership and field navigation. The result, at the end of six weeks, is a group of young people who have learned a new way of life that includes common dress, extensive rules and regulations, tightly scheduled activity, and time pressures, but who have also broadened their own horizons about what they can achieve, cope with, and endure. They have also gained a great deal of confidence in their own abilities.

Several factors, resulting from the characteristics of the cadets, impact upon the teaching of World History. The first of these is the cadet's interest in the world, which is stimulated by knowing that he will serve in a world-wide military establishment. He is also receptive because his movement from one area of the world to another will generally be on short notice and very rapid. The cadets also come to see World History to some degree as a necessary background for other required courses that further their professional development. Among these could be included military history, political science, and economics. These other courses can build on the knowledge that all of their

students will have a common background in World History. At the same time, the department must cope with the fact that only some 6 to 10 percent of the students in World History will become history majors. The course, as with other core courses in history, must be a fairly self-sufficient offering designed to meet the general educational needs of cadets majoring in other areas, especially science and engineering. Another factor the department must accept is the tight time scheduling of the cadets; this has motivated the department to prepare a coursebook to accompany the text, with the aim of helping the cadet use his study time effectively.

The scheduling of World History in the first year of the curriculum is also a direct function of the cadet experience. The course was taught, for a number of years, to sophomores, but it was later moved to the freshman year. This decision was influenced by the perception that the cadets need a world-view foundation for many courses at the Academy, as well as for the experiences they will have during their next three years. It also is a natural foundation for their later required study in military and United States history.

Overall, the first-year cadet who takes World History is typical of the brighter students in many of the nation's better colleges and universities. Any significant difference is the result of the unique training experience and acquaintance with the Air Force and its world-wide mission that the cadet gains during the first summer at the Academy. The changes in perspective continue during all four years at the Academy as the cadets become more ready to take their place in the Air Force. The orientation of our World History course is ultimately directed toward the young person who must enter the Air Force, ready for world-wide service.

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IV. THE HISTORY FACULTY

Arthur A. Durand

The history department is comprised of an all-military faculty except on those occasions when a civilian Distinguished Visiting Professor or Foreign Service officer has been a member. The all-military faculty represents the conscious choice of the Academy's "founders," who studied the differing concepts of an all-military faculty at West Point and a mixed civilian and military faculty at Annapolis. They decided in favor of the former by observing that professional schools of law and medicine rarely hire faculty members without some years of practice and experience in their profession. The founders also argued that all teachers teach by what they are as well as by what they say, and concluded that an all-military faculty could best relate subject matter to the military profession, and by precept and example motivate cadets toward careers as Air Force officers. Moreover, military instructors do not teach their disciplines in isolation, but rather stress the relationship of education to the military profession and the future role of the cadet as an Air Force officer in a changing national and international environment. The concept of the all-officer faculty has been reviewed on several occasions since the establishment of the Academy. The most recent reviews, by the Department of Defense and by a mixed civilian and DoD committee in 1976, again confirmed the concept.

Because instructors normally serve only four years at the Academy, the department encounters more personnel changes than many civilian academic departments. We are currently authorized, and have, thirty-two instructors in the department. Continuity

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is provided by a permanent professor, three or four tenure appointments, and by the five to eight officers who serve second tours. The permanent appointment is provided for by law and the tenure appointments by an Air Force regulation. The officers on second assignments return to the department following an initial tour, PhD training and, on many occasions, an additional operational assignment. All the other members of the department serve four-year tours; our experience is that officers serving single tours in the course of a career provide a continuous flow of new ideas and recent Air Force experiences. They are responsive to the needs and adjustments necessary in this military organization. Those fresh from graduate school are anxious to use the most recent teaching ideas; volunteers for a select assignment, they desire to make their tours full and productive.

Like our civilian counterparts, the size and composition of the department is shaped by course offerings, enrollments, the faculty's special areas of expertise, and the commitment of instructors to research and other duties, and is subject to administrative review. All officers assigned to the faculty must possess a master's degree; approximately one-third possess doctorates. Many have had previous teaching experience as adjunct faculty in civilian institutions or at various military professional schools. The concept of the nearly all-military faculty, however, causes us to look for qualifications in our instructors that differ significantly from those one would expect to find among instructors at a civilian institution. In addition to possessing a master's or doctorate and clearly recognized skills as a historian and teacher, the department seeks individuals who have been on active duty between three and ten years and who have demonstrated superior military and leadership skills. We further seek to ensure that cadets are exposed to the various military specialities and orientattions. Up to 40 percent of our instructors are service academy graduates; the other 60 percent obtained their commissions from other sources--the Air Force Reserve Officer Training Corps (AFROTC), Officer Training School (OTS), or Office Candidate School (OCS). Approximately 40 percent are pilots and navigators, and the remainder possess a broad spectrum of military skills related to intelligence, logistics, maintenance, public affairs, aircraft and weapons control, and other specialized fields.

The department carefully screens potential candidates. The Air Force Military Personnel Center annually provides the department with information on the military and academic credentials of 1,000 to 1,600 active duty officers who possess one or more history degrees. The department contacts approximately 75 to 150 of the most qualified candidates, a considerable number of whom submit a written application and voluntarily visit the Academy at their own expense for a formal interview.

Our course offerings require us to maintain a staff qualified to teach courses in American, world and area, and military history. The advanced area courses include African, East Asian, Middle Eastern, Russian, Latin American, and European history. The instructors who teach these courses, of course, also make valuable contributions to our World History offering. The need to teach military history, both at the introductory level and in advanced courses on the history of air power, unconventional warfare, and the history of military thought, also influences the selection of instructors, as does the need to staff our offering in the history of science and technology.

We are able generally to find qualified active duty officers to replace the six to eight instructors who leave the department each year and return to other military duties. When a sufficient number of doctorates, area specialists, military historians, or women and minority candidates are not available, the department sponsors qualified officers for the appropriate graduate training. Approximately 75 percent of those who enter the department have attained one or more advanced degrees without Academy sponsorship. Only those who can qualify for admittance to the leading graduate schools are selected for graduate training at government expense.

The fact that each member of the department possesses a graduate degree from a civilian institution strengthens the department. The department receives instructors who have been exposed to historical thought and methodologies taught by varied university faculties. As well, through their association with civilian educators they have renewed and maintained their contacts with American intellectual life.

Recognizing the benefit to the cadets of even broader exposure to diverse views, other steps have been taken to increase faculty pluralism. Currently we have in the history department one U.S. Army officer, one British Royal Air Force officer, and one Distinguished Visiting Professor. Last year we also enjoyed the services of a Foreign Service officer on loan from the State Department. The Army exchange officer generally serves as a mainstay in our military history course offerings, and the British exchange officer usually provides invaluable support for our world history program. The greatest contribution of the exchange officers and visiting professors, however, has been to provide varied attitudes. While our employment of a Foreign Service officer is not yet institutionalized, we have had notable success in this area in the past and hope to continue the liaison with the State Department in the future.

The most striking exception to the "blue suit," all-military faculty has been the recent inception of a Distinguished Visiting

Professor program. Previously, the Academy sought to provide exposure to diverse points of view primarily through the many outside professionals who came into contact with the cadets as guest lecturers, in special forums, and during social engagements. Beginning in academic year 1975-76, however, the Academy initiated one-year Distinguished Visiting Professorships, recognizing that there are leading members of civilian academia who possess distinctive competencies of value to the Academy program. These established, prominent scholars enrich the Academy curriculum, faculty, and cadets.

The department places considerable emphasis on continuing education, attendance at and participation in historical conferences and professional meetings, and research. The department's specialist in East Asian history, for example, participated last summer in a National Endowment for the Humanities seminar at the University of Chicago. The officer who teaches Russian history was awarded a fellowship to study in the Soviet Union under the auspices of the International Research and Exchanges Board; living in the dormitory at Moscow State University, he was the first active duty military officer to receive such a fellowship. Another member of the department became a fellow at the Woodrow Wilson Center. Approximately one-third of the instructors attend professional meetings each year, and an average of three to five officers present papers at the sessions. Consistent with its teaching responsibilities, the department arranges for selected members to be given at least one free semester to conduct research and write in their field of interest. From 1969 to 1979, members of the department published eleven books and more than sixty articles. The department has also conducted an aggressive oral history program designed to record the memories and ideas of aviation pioneers and key Academy personnel. To date, sixty-three interviews have been conducted and processed through the national center for oral history at Columbia University. Finally, the department has hosted eight military history symposia; the proceedings (except for the first) have been edited in the department and published by the Government Printing Office. These individual and department efforts add greatly to the intellectual growth of instructors and cadets alike.

Perhaps the best way to summarize the composition of the history department teaching staff is to look at an "average" instructor's profile and duties. After completing five to seven years of active duty assignments (including one or more overseas tours), the officer is selected for a four-year tour of duty in the department.

During the first year on the Academy faculty the new instructor will concentrate on teaching duties and will likely

be assigned to instruct a survey course in either world or military history. The new instructor is helped over the first hurdles in the preparation and delivery of classroom material through an orientation program, workshops, and the personal assistance of an experienced instructor who serves as his or her sponsor at the Academy. The new instructor will teach four sections ranging in size from fourteen to twenty students and will spend approximately ten hours in the classroom each week. As the year progresses, the new instructor looks for opportunities to become increasingly involved in military, athletic, and social activities that will precipitate contact with cadets outside the classroom. In addition, the officer will counsel, advise, provide individualized extra instruction, and generally maintain an open-door policy for the students.

Upon entering the second year of duty, the instructor can anticipate picking up another course preparation and additional duties, perhaps as a flying instructor or in the cadet squadron or athletic arenas of Academy life. Our instructors are expected to involve themselves in a broad spectrum of non-classroom cadet activities, and virtually all of them do. A survey of activities during a typical year (1976 in this case) revealed that seven officers flew in support of the cadet flying training program, four officers served as squadron faculty officers and one as an associate air officer commanding, and others served as assistant coaches in basketball, rugby, soccer, and track. Our instructors regularly entertain cadets in their homes and participate in a variety of cadet social activities. This extra effort is rewarded in the classroom as it allows the instructors to achieve a sense of shared experience with the cadets they teach. More important is the fact that the instructors' involvement allows the cadets to observe and interact with officers as they live and work within their chosen profession. These duties take time and energy throughout the academic year and summer months, but they also serve to integrate the instructor into the Academy mission more fully.

It is usually in the second or third year of a tour that selected instructors may be invited to return to graduate school, earn a PhD, and commit themselves to a second tour at the Academy.

Each instructor undertakes minor administrative duties during the first semester; these increase in scope and difficulty throughout the tour. By the time he or she begins the third year at the Academy, the instructor carries major administrative duties that are essential to the efficient operation of the department. Many officers receive important assignments on faculty and Academy committees as well. These administrative and policymaking tasks also serve to prepare the officer for greater staff responsibilities in succeeding Air Force assignments.

These same administrative skills are often used during summer tours of temporary duty with various Air Force agencies during the instructor's last two summers at the Academy.

During the fourth year of the tour, the instructor is encouraged to compete for a limited number of research opportunities that will enable him or her to integrate the skills acquired in graduate school and enhanced here at the Academy. In most instances, the research adds significantly to the body of knowledge that is used in the department or elsewhere in the Air Force. As the tour draws to a conclusion, the officer actively plans future assignments to ensure the best possible use of the experience and intellectual growth acquired at the Academy.

During an assignment to the Department of History, an officer has enjoyed the intellectual, cultural, social, and athletic stimuli found at the Academy and has become better prepared for increased responsibilities in future Air Force assignments. The greatest satisfaction, however, derives from a personal involvement, in the classroom and out, in educating future generations of Air Force leaders.

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PART II:

THE BASIC WORLD HISTORY PROGRAM

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V. WHY WORLD HISTORY?

Alfred F. Hurley

A previous chapter described the development of our core courses in history and touched briefly on the forces which shaped them. In this essay, I propose to be more explicit in depicting the evolution of our World History offering. This course, now eleven years old, has come the closest among our many attempts to meet the obligation given us by the Academy's founders, as a result of their global experiences in World War II, to introduce our cadets to the study of the world outside of the United States.

Almost ten years elapsed between the planting of the idea of teaching a World History course and its appearance in our curriculum. Professor William H. McNeill broached the idea during a seminar in this department in 1959, four years before his famous *Rise of the West* was published. Regrettably the department did not immediately perceive the potential of McNeill's idea. Rather, we first had to undergo a series of experiences akin in some ways to those many historians may now be encountering as they try to cope with the interrelated problems of properly educating their students, effectively introducing them to the potential of our discipline, and stirring the interest of a reasonable number in registering for additional courses.

When Professor McNeill told us about world history in 1959, this department was only five years old and the Academy's curriculum was a core curriculum. A program of academic majors lay in the future, while the faculty strove to put the ideas of the founding fathers about the core into an effective form. The history department enjoyed relatively smooth sailing in carrying out its

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assignments in military and U. S. history, subjects the faculty was rapidly becoming qualified to teach and whose significance to our cadets was self-evident. Least satisfactory was the department's response to its charter to introduce cadets to the study of broader fields than their own national experience and that of their future profession.

That study, at the time of Professor McNeill's visit, had evolved into a one-semester Western Civilization course, covering topics ranging from ancient Greece through the rise of modern Germany, supplemented by lessons on oriental civilizations and the evolution of art and music. A second-semester course, Recent World History, focused on the Atlantic Community during this century, with single lessons on other civilizations.

These courses attempted to do too much and at too fast a pace, so much so that a proposal to omit a scheduled lesson in the "Western Civ" course to allow cadets to complete a now forgotten obligation led the course chairman to comment facetiously, "if we miss one lesson, we'll miss five hundred years." Most of the instructors found the teaching of the "Western Civ" course an endless round of less than satisfactory preparations for each class, inevitably compounded by student bewilderment as to what the course was all about. Our efforts to introduce cadets to other civilizations led the chairman of a departmental committee to note that we had put ourselves in the position of trying to cover all aspects of three major civilizations in three successive lessons!

In this confused context, the idea of a World History course had no immediate support. Professor McNeill recently reminded me how his proposals about the potential for world history were met with unprintable comments from one of the department's Americanists, who questioned the relevance of the study in the core program of any subject other than U. S. or military history. I have since come to see that the Americanist was not as narrow as his remarks implied; he simply was frustrated by the unteachability of what we were attempting. In any case, the Western Civilization and Recent World History courses soon disappeared. The department tried to meet its obligation to prepare cadets for global service by a variety of devices that eventually culminated in a clear-cut and very manageable offering in Modern European History.

It would be gratifying to say that the force of McNeill's argument was personally evident to me at the time, but such was not the case. Recent graduate school training had given me some appreciation of what McNeill was trying to do. For example, Professor Cyril Black was then laying the foundation for his

influential work on modernization as a unifying theme in history, an idea I encountered in seminars with Black at Princeton.

It was not until a subsequent assignment that the full force of McNeill's and Black's ideas hit me and made me understand what the founders of the Academy had in mind. A three-year tour of flying duty and planning work with the U. S. Air Forces, Europe, the command involved in activities ranging from the Azores to Pakistan and from Scandinavia to the Congo (now Zaire), followed my Academy assignment. A host of incidents, most of them personally experienced, stirred an imagination which had been shaped by historical study. Some incidents grew out of the imperatives of Soviet power encountered in flights through the Berlin Corridor and the deaths of brother officers shot down in unarmed aircraft. Others stemmed from Air Force involvement with other peoples--the hostility between Arab and Israeli that hampered flight planning; seemingly bizarre legal codes in the Middle East that could severely penalize even the most innocent of automobile drivers; the tensions between whites and blacks in Africa that propelled several friends into the tricky evacuation of European settlers from Stanleyville; the seeming superficiality of the modernization proclaimed by the advertising of Coca Cola and Esso products; and the profoundly difficult modernization at work in educating recent peasants to maintain aircraft and electronic gear. Perhaps most evident was the tenuity of the American position everywhere. I was reminded of this fragility every time I drove past the museum at Mainz, on the Rhine, which perpetuates the memory of the Roman legion that once guarded that river barrier against barbarian intruders from the East. The fragility was also demonstrated by the forced withdrawal of the American military from bases in France and North Africa.

The explanation by McNeill and Black of those overseas experiences might have remained only personally helpful but for this author's unexpected appointment as Head of the Department of History in 1966. When I returned to the Academy, I encountered a disturbing sentiment outside the department, stemming from a misperception that much of its work had little meaning for cadets and for the needs of the Air Force.

A series of actions was undertaken to clear up that misperception. A case in point was our review of our course in Modern Europe. Unquestionably, a well-trained faculty was teaching it at a high standard with an excellent text and an abundance of supporting materials. Still, too many cadets were telling us that they could not understand why such a course was required. Equally important, I had no more than a partly satisfactory explanation for them after my own experiences abroad.

The student questioning gained greater force in the light of two long-term considerations. Every Academy department could now offer majors, but the history department had not overcome the aversion to our discipline inspired either in high school or by our own mistakes. Also, the department would soon have the chance to offer its top majors a cooperative master's degree program with a leading university. The school we wanted to work with was Indiana University. Its internationally known area history faculty could compensate for our shortcomings in that regard, while we could give our majors graduate work in military and U. S. history. First, though, students would have to be introduced in their core program to the rich possibilities of area history. Modern European history could never be more than a partial introduction.

Without students, the cooperative M.A. and the major as well would soon flounder. Without students who appreciated the purpose of all their core courses, the department's contribution to the preparation of all cadets promised to be ineffectual. Importantly, too, the author found among some of his colleagues a shared belief, growing out of their own operational service, that our history offerings should try to explain the world in which our students would serve. In this regard, a new overseas experience seemed certain for all of us. The expanding war in Southeast Asia began to draw a stream of faculty members into that combat arena. It began as well to sensitize some members of the Academy community to the deficiencies of a U. S.- and European-oriented curriculum. In sum, a receptive context for McNeill's suggestion of almost ten years before had arrived, and we began to consider dropping the offering in Modern European History in favor of a more comprehensive survey course.

Somewhat ironically, McNeill's and Black's sophisticated works could not directly help us teach a required course to freshmen or sophomores. At the suggestion of the chairman of our freshman program, we found a remarkably durable answer in the textbook of Professor Leften Stavrianos, then of Northwestern University. The straightforward theme of the text enabled instructors to avoid most of the problems of the too-ambitious Western Civilization and Recent World History courses. Its organization allowed us to supplement daily teaching with introductory lectures by department area specialists on particular areas of the world in support of the course theme. That at once reduced the instructors' apprehension about unattainable levels of preparation, kept our work focused on a theme, and enhanced student awareness of departmental resources.

This is not to imply immediate and full departmental acceptance of the Stavrianos approach. Until our area specialists

could come to see that the course was only a starting point, they often tended to be alienated by the cursory treatment of their areas of competence. Student acceptance finally won over the specialists who found in the course otherwise unavailable opportunities to arouse the interest of students in further work with them.

Part of the malaise hampering the department's effectiveness had been the lack of a first course in the core sequence which could change cadet attitudes about our discipline. In 1966, the U. S. History survey was the first offering, and student reaction was no more than lukewarm. Although the entrance examinations of cadets who wished to validate U. S. History consistently proved otherwise, many cadets believed that their high school preparation in the subject sufficed. One of the ultimately beneficial results of an Academy-wide curriculum review in 1969-1970 was an opportunity to experiment with the new World History course in the leadoff position and to move U. S. History to the junior year where it could be taught as a more sophisticated course. The success of the experiment, it must be emphasized, was critical because Military History, dependent as it is on the European context of World History, could not be the first course.

Student attitudes toward the U. S. History offering have been demonstrably better ever since the move, and World History has proved its mettle as the first course.

Over time, our course critiques have indicated that slightly more than one-third of cadets question the relevance of history at the beginning of their first course here. After taking the World History course, more than half of those cadets (specifically, as many as 20 percent of our enrollment) change their minds and judge history to be worthwhile. In general, our critiques register gains in cadet appreciation for history through our entire sequence of core courses. This upward movement in fundamental approval unquestionably depends on many factors beyond the World History course itself. The point is that the upward movement begins with that subject. Equally suggestive is the fact that cadet enrollments in the history major have risen from three in 1966 to 250 at this writing. Within that total number of majors, about one-third have declared an area studies concentration.

Our World History course has been a gratifying success. The members of this department no longer need any persuasion as to its appropriateness; nearly all served in Southeast Asia during the Vietnam war and will personally attest to the value of the insights afforded by the course. That joint experience is not shared in other history departments, but recent newspaper

headlines make a remarkable case for the importance of the subject. The revolution in Iran, the undeclared war between the Peoples Republic of China and recently unified Vietnam, the recent problems in U. S.-Turkish relations, and even gasoline shortages have many of their roots in world history. Students everywhere know too little about those roots. If they are to be able to comprehend the complexities of the world which they are about to enter, historians must help to enlighten them.

ERIC

VI. THE OBJECTIVES OF WORLD HISTORY INSTRUCTION

Donald M. Bishop

The objectives of the course in World History at the Air Force Academy inevitably reflect the dual nature--educational and military--of the Academy's mission. The specific motivation behind the inclusion in the core curriculum of Western Civilization or European History and the area elective (to 1968) and the course in World History (from 1968) has been to give cadets an understanding of the world that only a study of its past can provide. This understanding is a necessary part of the preparation of officers who will spend parts of their careers abroad and perhaps be called upon to make decisions in an international environment. At the same time, a course in world history can provide cadets with the intellectual development which the study of history provides.

The basic objective of the course may be simply put--to teach some of the world's history. A topic so vast in scope presents the historian with a formidable task in the choice of material and emphasis. Since the first offering of the course, therefore, the department has used a text recognized for its thematic arrangement of world history. The author quotes Nikolai Gogol's discussion of "universal history" at the beginning of his text:

> In its true meaning, universal history is not a collection of separate histories of all the nations and states without general connection or common purpose; nor is it a mass of occurrences in a lifeless

> or dry form, in which it is too often presented. . . .
> It must assemble in one all the nations of the world, separated by time, by accident, or by mountains and seas, unite them in one proportionate, harmonious whole and from them compose one magnificent poem.

What Gogol called a "poem" may be alternately labelled an "organizing principle" or perhaps a "theme." Warren Wagar enumerated ten of the most prominent "views" in his *Books in World History*. These include "The Hand of Providence," "What Goes Up Must Come Down," "Good Tidings," "The Golden Thread," "The Ages of Man," "Compare and Contrast," "Great Men," "Great Forces," and "The Idea of Mankind." The view adopted by the author of the text used at the Academy most nearly adopts the structure which Wagar labels "interaction." The text is not a history of Europe, or Asia, or Africa, or any other region. It is rather a history of the interaction of those civilizations with one another. Beginning with a survey of the major civilizations of the world about 1500, the author notes that one region, Western Europe, stood on the brink of a great expansion. He then traces the technical, social, political, and intellectual developments in the rise of the West through the nineteenth century. By that time Europe's physical power, confidence, and the course of its interaction with other regions--from the voyages of exploration through imperialism--had led to the emergence of a genuine world civilization ("global ecumene"), the "Europeanization" of several regions of the world (North and South America, Australia), and the assertion of a Western hegemony over other regions (Africa, the Middle East, East Asia). The author discusses the impact of the Western dominance on other civilizations at length. In the first years of the twentieth century, however, various internal forces at work in Europe led to the World Wars. The stresses in Europe as a result of the wars weakened its hegemony and caused a reaction against European control by other peoples. In the post-war period we have seen, then, the "decline" of European political control, even though the continued appeal of nationalism and other European political philosophies testifies to the fact that the European dynamic still influences the world.

The day-to-day objectives of classroom teaching largely revolved around the elaboration and exploration of the text theme with cadets, concentrating on their ability to discern an argument in the reading, to integrate specific facts with larger concepts, and to develop their spoken and written ability to explain past events. As with any history course, however, the transfer of specific knowledge is only a single dimension of instruction. Teaching in the course has other educational goals and objectives.

In his response to a recent inquiry from the Rockefeller Foundation's Commission on the Humanities on the place of humanistic study in American public life, the Academy Superintendent, Lieutenant General Kenneth L. Tallman, enumerated a number of objectives for humanities education at the Air Force Academy. It seems appropriate to frame a discussion of the objectives of the world history course with a wider reference to these general goals.

Education in the humanities, General Tallman noted, helps develop:

-- the ability to reason.

-- the ability to communicate ideas effectively.

-- an understanding of the values which our military institutions defend, such as human rights and the dignity of the individual.

-- an understanding of the broadly human effects of military policies on our nation and foreign societies.

-- paradigms of leadership appropriate to a free people, in which authority is exercised in the spirit of liberty.

-- an ethical dimension for military people.

-- a spirit of inquiry necessary to avoid blind adherence to narrow doctrines and outmoded formulas.

-- the capacity to synthesize the sometimes conflicting values and norms of a free society, such as individual self-expression and personal freedom, with essential military qualities like self-discipline and cohesion.

These objectives, of course, are addressed in Academy coursework in philosophy, English, and foreign languages as well as history. Effective communication is, for instance, the special interest of the Department of English, as the discussion of ethics is the purpose of a core course offered by the Department of Philosophy. The tensions between the norms and values of American society and those of the military profession must be rationalized in the *entire* curriculum in the humanities and the social sciences. Nonetheless, history instruction for all cadets at the Air Force Academy may fairly claim to address each of the general objectives enumerated by General Tallman for the humanites.

▶ All history courses contribute to *the development of reasoning ability* in the historical mode, emphasizing the

interpretation of current events in the light of past ones, and the interconnection of human affairs in cause and effect relationships. We believe, however, that the choice of a course with an explicit organizing concep: facilitates the ability of students to learn to reason because a broad theme aids the development of the ability to compare and explain.

▶The *ability to communicate* can be developed by any history course, here or elsewhere. The Academy uses the traditional methods of essay questions and written papers to develop these skills. In recent years, stimulated by the decline in cadet preparation in English, the department has been involved in a lengthy consideration of the general problem of communication. We realize that, in common with most historians, we have given considerable lip-service over the years to the idea that history is a superior vehicle for the development of communicative skills. On reflection, however, we were unsure whether our courses accomplished as much as we claimed. We tasked students to write well and rewarded them with high grades when they did. But what were we actually doing to help a student *improve* his writing?

The several specific initiatives made by the department in the past few years--improved cooperation with the Department of English, the development of effective writing requirements, formal instruction on writing papers and essays in the course, the involvement of instructors with individual cadets--are more fully explained in the next chaper. We judge that these actions are not yet matured into a fully effective program, but we hope that they have begun to improve the role of history in developing communicative skills. A point may be worth making in this regard As long as we failed to challenge the conventional wisdom that history courses help students improve their writing, whatever contributions our course did make were somewhat fortuitous. When we became persuaded that more effort was needed, the first step in developing a program was to define our hopes for cadet writing as a formal course objective. It was only after we came to regard cadet writing as a confirmed pedagogical goal that many diverse ideas on the subject began to be formulated into a coordinat d program.

▶History courses, especially those in Western civilization and American history, have long sought to impart an understanding of the *values* of the United States in particular and Western civilization in general. Such courses were long considered vital elements in the formation of any educated man or woman precisely for their role in the realm of values. We believe that our World History course conserves this traditional objective. The particular structure of the course revolvas

around the rise of Europe, beginning about 1500, to a position of world hegemony in the nineteenth century, and its decline after World War I. In discussing the rise of Europe, the essentials of Western values must be addressed. The Industrial Revolution, for instance, cannot be explained without reference to the rise of social conditions favoring individualism (itself with a long pedigree) and entrepreneurship. Similarly, the French Revolution had a genesis in Enlightenment thought and in political and social conditions favoring the emergence of nationalism.

It may be that this particular course structure makes the teaching of these essentials of Western values even more effective. The course structure makes the values of Europe more explicit by comparison. A comparative study of Europe and China in the sixteenth century as prelude to China's subjugation in the nineteenth century inevitably requires the student to consider what values, ideas, and forces in the West--technology, mercantile esteem, Christian assertiveness, competing nation-states, for instance--led to its rise and its willingness to assert its superiority at a later time. We should remark as well that such comparisons lead the student to recognize both the laudable and the ignoble in the Western tradition.

▶ The understanding of *the broadly human effects of military policies on our nation and foreign peoples* is perhaps the special strength of the Academy's core course in military history. The course in world history, however, also serves this goal. The course offers many examples of the subtle, far-reaching impact of military power on societies. Having developed the themes of the interaction of the West with other civilizations and cultures, it is natural for instructors to allude to the fact that Air Force officers continue this interaction into the modern age. The cadet's future role as an intermediary is made explicit in an article,"Officers in a Foreign Culture," now used to close the course on a current note. Here the objective to understand the effects of military policy on foreign peoples may blend with *the ethical objective*. All history courses, by examining the actions of men in response to the actual challenges of the past, help inform the ethics of the student. World history, however, places the ethical consideration in a worldwide perspective.

▶ Critical here is the next objective, the development of *a spirit of inquiry* "to avoid blind adherence to narrow doctrines and outmoded formulae." That concept has always had special meaning for the Air Force, emerging as it did after a long struggle against ground-oriented military doctrines; course-work in military history has the development of such a critical faculty as a prominent objective. The relevance to world history is this: it is clear in retrospect that much of the military

activity of Western nations in other regions of the world in this century was sanctioned by a variety of "conventional wisdom," ethnocentric in its character, having origins in Social Darwinism and the concept of the cultural superiority of the West. In recent decades military operations in the Suez and in Vietnam were influenced by the unconscious assertion of the rectitude of Western superiority. The Academy course in world history will not lead to the end of human antagonisms founded on arrogance, but it may better inform a group of future leaders of the nature of recent world history. The recent crisis in Iran may offer a convenient example. A military leader informed by world history might more clearly perceive the Iranian revolution as a crisis caused by the competition within Iran between modes of Western thought and social organization and a different set of values stemming from Iran's Moslem heritage. This perception might lead him to reject specious analyses of Communist agitation or oil conspiracy, and to propose dimensions to American policy which address real problems.

As has been noted previously in the initial chapter on the core curriculum, the first superintendent of the Academy, Lieutenant General Hubert R. Harmon, and the Academy's early planners believed that the foremost goal of humanities education at the Academy was "to provide the potential Air Force officer with a knowledge of the world about him, an understanding of the people in that world, and a skill in dealing with the people of that world." The Academy's World History course offers a foundation for the development of such knowledge, understanding, and skill. On reflection, it seems clear that such an educational goal can no longer be confined to the service academies; it is now imperative that such goals must come to characterize American education as a whole.

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VII. THE STRUCTURE OF THE WORLD HISTORY COURSE

Thomas A. Keaney and Malcolm Shaw

The effectiveness of the Academy survey course in world history rests, to an important degree, on three concepts. First, the course has a strong sense of *purpose*, resulting from the department's concern to teach a course which serves both educational and military goals. Second, the adoption of a text with an explicit organizing concept gives the course *structure*. The department's experience in world history over the last decade has increasingly confirmed the importance of an organizing concept, or theme, in an initial undergraduate course. The more ambitious the scope of a course, the more important is a guiding principle, or structure, to aid students in the organization of material. Finally, we believe that a course which is taught by a large number of instructors needs *system*--a comprehensive scheme of administration. The purpose of our survey was discussed in the two previous contributions. This chapter describes our efforts to give the course structure and system.

Text Selection for Course Structure

Since the first offering of "Europe and the World Since 1500" in 1968, textbook selection has remained a key concern. Individual department members have continually examined new texts and new course concepts. Interest and ideas are based often on the instructor's own graduate work or on the approach he or she has found favorable in the classroom. Formal evaluations of every available world history text are undertaken every few

years by an *ad hoc* committee of course instructors. These searches are not merely repetitive exercises, since the teaching personnel will have almost entirely changed between evaluations. Throughout these reviews, however, the criteria have remained essentially the same.

The selected text need not be all things to the course. Supplementary materials--a historical atlas, source readings, and handouts--can offset weakness in a text. The text must, however, present suitably a basic concept around which the course can be taught and made coherent for instructor and student alike. This is the principal concern.

Any book considered must fit several rather mechanical qualifications. The readings must be of suitable length to fit a one-semester course of approximately forty lessons, and be designed for college freshmen and sophomores. The book should contain maps, illustrations, internal divisions, etc., that will engage a student's interest. The major publishers design their texts with such needs in mind, so these criteria eliminate very few entries. Most texts also match the chronological time frame of our course (from around 1500 to the present). Some texts begin in antiquity, but they are usually available in two volumes with the second volume devoted to the post-1500 period. The existence of a course notebook accompanying the text has not been important because the department prepares its own. If we did not have this capability, an accompanying notebook would be an issue, because we have found the notebook to be an invaluable aid.

During the review process, textbooks are evaluated for interpretations, accuracy of information, use of summaries, links between chapters, liveliness of style, and other considerations. These evaluations are naturally subjective, and unanimity of opinion is rare. In judging whether a book is well written or poorly written there is usually some agreement; differences more often arise on matters of interpretation. A particular historiographic interpretation, however, is a small matter in the overall decision; disagreement over two specific criteria are more decisive factors in the evaluation. First, the book must contain a clear and clearly stated theme. Second, the text must be a true world history, not a modified Western civilization text. The two issues are closely connected.

Many available texts are styled as world history texts, but in fact are strongly rooted in Western civilization. They were originally written as Western civilization texts, with chapters added in later editions to include other areas of the world. Other texts appear to be organized as world history texts, but retain the themes and orientation of Western civilization.

courses. The results are seldom satisfactory. Inevitably, the non-European areas are treated in cursory fashion, most often by a chapter inserted between two chapters on Europe. In essence the objection to these books is that they negate the reasoning that led the Academy to adopt World History in place of a Western Civilization course. Two such texts are T. Walter Wallbank, Alastair M. Taylor, Nels M. Bailkey, and George F. Jewsbury, *Civilization Past and Present*, and Edward McNall Burns and Philip Lee Ralph, *World Civilizations*. This department has used both of these on a trial basis in honors sections but has come away less than satisfied with the results. They are world history texts only in the sense that each area of the world is introduced. To present a world history course as a series of separate areas, each with its own dynamic, or with the non-European areas treated as appendages of the European areas, does not do justice to the subject. Moreover, it thoroughly confuses students. In our experience, unless the text presents a vital and sustained theme to unify study of the areas, the account, no matter how rich in detail or profusely illustrated, will make little lasting impression on the student.

The most effective textbook must have an encompassing, perceptively stated theme of world history. Again, an understandable theme is necessary for the student, to provide a framework or context in which to classify and analyze the information he or she receives. Naturally, students may forget many facts, but without a theme, the ideas and facts that *are* remembered may become confused between cultures (if today is Thursday, it must be Africa) and centuries. The enormity of the task of teaching nearly five centuries of world history in forty lessons is evident. The process of teaching and assimilation demands a sound basic framework if the course is to be at all understandable.

The most satisfactory text we have found for theme and orientation is L. S. Stavrianos' *The World Since 1500*. A theme is clearly stated, used, and elaborated throughout the text. A distinction is required here. The overwhelming influence of Europe is recognized; in fact, Stavrianos' theme is that of western dominance and interaction with the rest of the world. What makes this a true world history is that Stavrianos treats each culture on nearly equal terms. Another book that fulfills the requirement for a theme is J. M. Roberts' *History of the World*. Here, however, a different problem arises. Roberts' theme is more elaborate and more richly developed than that of Stavrianos, but as a consequence it is much more difficult to understand and teach. For a freshman history student, Roberts is overwhelming in his comparisons and allusions, and assumes far too much prior knowledge of the material. To teach the theme of this excellent book would be as difficult, and take as long, as to teach the material itself. In some programs it would be excellent, but for

freshman students, most of whom are non-history majors, it is not the best choice.

Although Professor Stavrianos' text has been used throughout the existence of our World History course, it is far from the paragon of all desired criteria. It has several faults: it contains a number of inaccuracies not corrected through several editions; the maps and illustrations are inferior to those of most of the competition; and it has not been genuinely updated since it first appeared in 1966. This department's experience is that these deficiencies can be compensated for, but the lack of a theme cannot be. In these terms, Stavrianos is the best text available.[1]

The Academy's audio-visual equipment and the corresponding classroom environment can amply compensate for textual deficiencies in visual display. The World History budget is not extensive but does allow for the rental or purchase of various aids--viewgraph maps with overlays, films, and so on. These aids and special lectures are the means of bolstering weaknesses in the text while providing diversity in the course.

The Academy, with these qualifications, has found the Stavrianos text the best text available. As the course is taught year after year, however, the natural desire to do a better job leads to continued scrutiny of the text and a search for improvement. This is healthy, but also calls for a final note of caution. No one in the profession has admitted to finding the perfect text--least of all for a world history course. Furthermore, the instructors here and elsewhere have rarely been trained in world history; at best they will have an area expertise. This is an advantage for the course, but in evaluating various world history texts, instructors tend to be disappointed that the author is not sufficiently insightful or detailed when addressing the instructor's area. Since it is impossible for any author to know all regions equally well, it is inevitable that the coverage of some areas will be better than others. These are issues that the committees weigh in their evaluations. When another text is selected, it will not be because of increased richness of detail, but because of the text's superior analysis and integration of the areas into some whole.

The Student Coursebook

The idea that a student coursebook should be used in conjunction with the text in a core course is an old one at the Air Force Academy. The nature of the Academy's "total education," encompassing rigorous schedules of athletic and military training in addition to a full academic load, led to the development

[1]The USAF Academy does not endorse any specific textbook and these remarks do not constitute such endorsement.

of what were originally called "cadet notebooks." Influenced by educational research which demonstrated that time spent in study is more effective if the major concepts of a reading are identified for the student beforehand, the members of the department have for several years prepared coursebooks as cadet study aids for core courses in world and military history. (Coursebooks are not prepared for other courses. After two semesters of the study of history, aided by a coursebook, the cadet should have developed the ability to identify important concepts in a reading.)

The coursebook format is simple. Prior to each lesson students are given their reading assignment, the objectives of the lesson, specific "reading topics," significant identifications, lists of geographical references, dates where appropriate, and a number of "Topics for Consideration." The reading topics direct the attention of the students to the major theme(s) of each lesson or block of lessons. Other items help the cadets understand the specific knowledge they might find useful in developing themes and answering questions on the material.

The coursebook also includes a collection of supplementary readings by members of the department, past and present, which complement the textbook. A number of blank outline maps of the continents is also included in the book. The cadets are encouraged to complete these outline maps as they relate historical events to geographic data.

Course Administration: The "System" of World History

The Course Chairman. Our core course involves the efforts of some twelve instructors teaching up to 600 students each semester. A comprehensive *system* of course administration is aimed at ensuring that the instructors' talents are used to the fullest extent and that students gain as much as possible from the course.

The selection of the course chairman for World History, as with all our history courses, is made by the Professor and Head of the Department. Traditionally, the choice has been an experienced instructor with, wherever possible, a degree in European history. All of the Royal Air Force exchange officers who have served with the department have served as chairman of the course. Each of these officers has had many years of teaching, all have had degrees in European history, and most have had post-graduate teaching qualifications. Recently, the department has arranged for the course chairman to serve two successive semesters in that capacity. This guarantees continuity

and allows time for the chairman to follow through with any changes he has proposed.

The course chairman provides not only policy guidelines but also administrative instructions on major and minor matters, from teaching techniques to examination policy, from the provision of additional source material to an overall responsibility for the content of the student coursebook each semester. It is, however, vital to the success of our work that no attempt is ever made to impose a set pattern of treatment of any subject on any instructor in the classroom. The course chairman is concerned with the effective administration of the course; his influence over subject matter or the treatment of that subject matter by the instructors is scarcely noticeable. Academic matters and classroom approaches remain exclusively the responsibility of the individual instructors. There are no "school solutions" in the teaching of world history.

Block Conferences and Instructor Notes. Teaching the world history course is in some ways a humbling experience because it reminds us daily of the limitations of our overall knowledge of such a vast subject. New instructors face a very difficult task. They are asked to teach a new subject to a group of new students; their uncertainty is coupled with doubt as to the most appropriate method of teaching a particular lesson.

The course chairman, therefore, convenes "block conferences" at regular intervals. Attended by all the course instructors, experienced and new, these conferences provide opportunities for the instructors to discuss approaches to sequences of lessons. Instructors with expertise in a particular field, or those who have enjoyed success with a particular lesson, share their ideas on possible teaching approaches with their colleagues. Other instructors are encouraged to comment upon or add to the points presented.

Block conferences at which ideas were shared sometimes lasted up to three hours. It was finally realized, however, that some of the purposes of the conferences could be equally well served by the preparation of written notes.

These notes not only provide new instructors with concise suggestions to aid in preparing classes; they also form a reserve of the observations and suggestions that have proved of value to instructors in the past. Again, these notes form a permanent record of the thoughts of, say, an expert in Japanese history or Russian history. This is especially valuable at the Academy because most of our instructors serve here for a limited period of time, perhaps four years at the most. The

notes thus provide the department with the benefit of experience even if specific officers have moved on to other Air Force assignments.

Once again it is important to realize that no one believes or maintains that these notes provide the solutions. They do attempt, however, to suggest to the new instructor, or to the instructor who feels weak in a given area, some feelings, impressions, and approaches which have proven successful in the course in the past.

Audio-Visual Materials. It is at the block conferences that the instructors also review the audio-visual materials which are available for each lesson. Closed circuit television monitors are placed in each classroom to aid in the presentation of these materials.

The crucial factor in the selection of audio-visual materials is their relevance to the lesson, but time is also spent on considering just how this material can be integrated fully into our lessons. No effort is made to persuade all instructors that they must or should use the material under discussion for, in the final analysis, no attempt is made to standardize our classroom presentations. Nevertheless, if there is audio-visual material which is considered to be of acceptable quality, we consider just how this slide or that film clip might be best integrated into the lesson.

Workshops. For several years the department has held workshops for world history instructors before the commencement of the autumn term. A special feature of the workshops has been the visit of a distinguished teaching historian to contribute his or her special perspective on teaching. These visiting historians have included William McNeill, Leften Stavrianos, Peter Sugar, Robert Byrnes, John Thompson, and Howard Mehlinger.

In the early days of the Academy we sought from the visiting dons the benefit of their long teaching experience, and teaching is still the focus of their participation in the workshop. More recently, however, this role has been combined with that of a critical reviewer. The visitors consider our coursebook, look at our examination procedures, visit classes, and, in general, analyze what we are doing. Spending two or three days with us, they take a critical look at our efforts to make world history valuable and stimulating to our students.

Examinations. The examination committee devotes a great deal of time to preparing examinations for students.

Five different versions must be prepared for each of the three course "graded reviews" (hour tests), i.e., an examination must be prepared for the morning and afternoon of each successive day and a fifth examination for students who have missed the previous scheduled times. A single final examination (three hours and fifty minutes) is also prepared.

Over the years we have settled on a combination of objective (i.e., multiple choice, fill-in, and map questions) and subjective (essay) questions, believing both modes to be useful in evaluating the progress of students in the course.

Teaching Practice. It is Academy policy to limit strictly the number of students in any class. Indeed, most of the regular classrooms hold no more than 22 students. For some 30 of the 42 hours in our schedule, cadets meet classes in small groups of 22 or fewer. These small numbers offer great advantages for both staff and students. For the staff it means that classes can be handled in the form of a seminar rather than in the form of a lecture. All students will have been tasked with a given reading project the night before the lesson is given. Thus a seminar/discussion approach serves our purpose well. Each instructor has a chance to be a little closer to his group, and hopefully the student, both the bright and the less able, will take advantage of the greater opportunity offered in these 22-person classrooms. The obvious difference of this approach to the one normally present at a parallel American university, with enormous groups of students in an equally enormous auditorium, requires no comment.

We do on occasions, however, bring several classes together (never more than 76 students at a time) in a horseshoe-shaped room to listen to a "lectinar," a special lecture. It may help our readers if we examine for a moment the way in which a typical lectinar presentation is prepared. Seeking to bring together thoughts on the English Revolution, the American Revolution, and the French Revolution, one recent lectinar presentation not only carried the spoken works of the presenter but included video-taped clips from the short educational version of the film "Cromwell," continued with slides and view-graph transparencies prepared by our Department of Audio-Visual Services and by the instructor and concluded with clips from the BBC television production on "Civilization." Kenneth Clark's observations contained in the edition entitled, "The Smile of Reason," in which Clark commented on the importance of John Locke, Voltaire, and the Enlightenment, brought the performance to its end. This lectinar, rehearsed at considerable length, attempted to provide students with an introduction to the work of Professor Bernard Bailyn on "The Ideological Origins of the American Revolution." One can readily appreciate that these performances are immensely popular and, we

believe, provide a worthwhile change from our classroom seminar sessions.

The choice of the subjects which are given in lectinars and the choice of the instructors to give the talks is made by the course chairman after considering the teaching staff at his disposal. One should add that the course chairman may, however, call on any instructor in the department to give these lectures.

Writing Skills. Over the past three years, the department has increased its traditional concern that history courses contribute to the development of effective writing skills. A number of measures aimed at making the traditional essay questions and term paper as effective as possible have resulted, and they have been complemented by a number of other initiatives.

An instructor from the English department visits our department regularly to explain the specific standards of written English--grammar, organization, and exposition--that are required in freshman English courses. Each instructor in his own grading can then expect cadets to meet required freshman standards. As part of this effort, the Department of English provides each history instructor with the Academy style manual, the *MLA Handbook*, and the freshman text, Edward Corbett's *The Little Rhetoric and Handbook*. Corbett's text includes an informative section on writing essay examinations; the discussion of his criteria for good essays during an early history lesson serves to reinforce the instruction in English and gives cadets and instructors alike a standard for their preparation and grading.

Each student is also required to complete a long essay, a "term paper," on a historical subject of his own choice. This essay of some three thousand words provides each student with a chance to achieve one-fifth of the total grade awarded for the semester's work. We devote an entire lesson in the course to preparing cadets for this assignment, and each instructor meets with each cadet at least once to discuss the paper as it progresses. The paper is somewhat shorter than the written assignments at some other universities. We believe, however, that a short paper demonstrates analytic skills as well as a long one. Furthermore, cadets must give this short paper structure (the use of a thesis statement, purpose of the careful organization of subtopics) if it is to be effective.

More recently we have also required each of our students to complete an expository essay from notes taken on the material presented in one of the lectinars, dealing either with the entire lecture or part of it. The purpose of the exercise

is to improve the students' notetaking ability, for we find our freshmen deficient in this regard. This exercise carries relatively little weight in the course grade, but it assists the instructor in identifying cadets with special problems in notetaking or writing. The students are chosen at random from within each class until all have completed one essay. They have one week in which to complete this work.

Individual instructors are also encouraged to attempt their own ideas on the improvement of writing. One successful experiment, tried in an honors section, was to require cadets to write an interpretative review of a Western traveler's account of a foreign society (e.g., James Riley's *Sufferings in Africa*); the concept behind this initiative was to give cadets a written project directly associated with the course's structure.

During the 1978-1979 academic year, we developed a closer relationship with the Department of English concerning the writing skill development of the entering class. The Academy does not offer any remedial writing program, and all students, with few exceptions, must complete the full load of regular courses within four years. Recognizing the limited time available to improve cadets' writing skills, the Department of English received permission to have the bottom half of the class in verbal aptitude scores enrolled in English 111 (English Composition) during their first semester. As a result of the teaching of basic research techniques, documentation, and essay organization, these students were better prepared to meet the writing requirements in World History the following semester. On the other hand, the top half of the class, which was enrolled in World History its first semester, proved more verbally apt overall and appeared able to meet the writing requirements of the history term paper without the experience of a prior semester in a freshman English writing course.

Because all of our students must take three basic courses in history during the freshman, sophomore, and junior years, and because each of these courses has a writing requirement, we have initially explored the development of progressively more challenging requirements in each of these courses. The essential aim of such a program would be to develop the student's critical, conceptual, and communicative skills at increasing levels of difficulty. Definition of appropriate exercises and tasks, however, has not yet been agreed upon.

In these few words it is scarcely possible to do more than touch upon the periphery of the organization of the World History course and provide tentative answers to questions the department faces.

There are many other questions, of course. How can we ensure that the students receive a comparable course standard of instruction? What can we do to ensure that our examinations are equally difficult--or equally easy? How do we ensure that our cadets are equally well-prepared for their lessons? Are we attempting the impossible in suggesting that we can teach world history in 42 lessons?

All these questions and many others deserve answers. It would be our observation that we are a long way from the perfect resolution of our problems, but after some eleven years we are beginning to solve some of them. Our World History course has a clear purpose and structure; we believe that our system of administration helps us come close to meeting our purpose.

ERIC

VIII THE WORLD HISTORY HONORS PROGRAM

Russell W. Mank, Jr.

A major concern of the faculty over the years has been to challenge each cadet in all his courses. This was a major motivation, for instance, for the curriculum enrichment program, which allowed cadets with appropriate backgrounds to accelerate their progress through the core curriculum. In 1968, the Department of History initiated another program--offering selected cadets with strong backgrounds in history the opportunity to be separately sectioned into honors sections in their basic courses. The department's experience with honors courses was later generalized throughout the faculty.

The first honors course in world history was taught in the spring semester of 1968. Convening in a seminar classroom, the cadets combined an accelerated study of the basic text with an in-depth examination of the history of different cultural regions. Each cadet selected one area of the world--the Middle East or East Asia, for example--as his personal area of interest, and completed an individual reading program in that area as a complement to the textbook. Throughout the one-semester course, the student related his specific area or country to the framework of world history developed by the author of the text, that is, the rise, domination, and retreat of Western European nations.

During the eleven years that the history department has conducted the program, the number of enrolled students has varied from a minimum of 26 during the spring semester, 1968, to a maximum of 164 in the fall semester, 1971; generally, 60 to 70 students have been enrolled in the course.

The history department taught the Honors Program each semester that the basic World History course was offered. When it was taught during the cadet's first semester at the Academy, the history department selected students from volunteers based on verbal aptitude scores (SAT and ACT), on scores achieved on a qualifying history examination administered during the preceding summer, and on the number of previous history courses taken in high school. When the cadet took the course during his or her second, third, or fourth semesters, the cadet's cumulative grade point average was also used as a determining factor; generally, a minimum 2.7 GPA with a "B" in freshman English was required. Again, the cadet had to be a volunteer and had to have passed the history qualifying exam.

From 1968 through 1974, the basic textbook for the course was L. S. Stavrianos' *The World Since 1500*. This world history text had a central theme which the student could grasp; additionally, the student could relate his specific area of the world to the Stavrianos time period. Since 1975, the history department has tried several other textbooks in the course with mixed results. The Honors course has served as a testing ground for alternative texts being considered for the basic course. In 1975 the Honors course used Edward M. Burns and Philip L. Ralph's *World Civilization*, Vol.II; neither the instructors nor the cadets liked the book. They viewed it as basically a Western civilization text with other areas of the world grafted on. J. M. Roberts' *History of the World Since 1500* was used for two semesters. The instructors generally praised it, but the students found it too sophisticated and lacking a central theme.

The cadets in the Honors Program were expected to undertake a more rigorous writing program than those in the basic course. During the semester cadets wrote three or four book reviews, took one or two graded reviews (hour examinations), wrote an interpretive essay, presented oral reports in class, and completed an oral and a written final examination. Prior to 1975, each Honors section met no more than twice weekly; this gave the cadet sufficient time to accomplish the additional work. Since then, because of administrative changes, the cadets have had to meet five times every two weeks. Consequently, the quantity of work in the Honors Program has decreased; nevertheless, it is still a demanding course. While the number of written book reviews has diminished, the number of hour-long examinations has increased.

The instructor divided the world into seven areas: Western Europe, Russia, Africa, the Middle East, East Asia, Latin America, and North America. The students selected an area that interested them and read four books, one from each of the following periods: pre-1500, 1500-1763, 1763-1914, and 1914-present.

The instructor assigned each student to an area specialist from the history department who met with the cadet to discuss the major events occurring in the specific area in the different historical periods and to assist the cadet in selecting appropriate readings for the above time periods. The cadet integrated that information into his oral report in class.

The oral final exam has been the capstone of the course. During the last week of the semester, each cadet met formally for 30 to 45 minutes with two or three officers, generally the course instructor, the area specialist, and one other instructor, who asked conceptual questions about the course material. The purpose of the oral exam was to encourage the student to integrate his area of specialization into the larger framework of world history. It also helped to fulfill one of the major course objectives--to read, synthesize, and make judgments about world history. The student could take a point of view and defend it. The cadet also completed a written final examination composed primarily of objective questions. The oral exam, however, contributed considerably more weight toward the final grade than did the written exam.

The strengths of the Honors Program are several. It challenges the gifted cadet. As in the basic course, it broadens the cadet's knowledge of the world in which he or she will serve as an Air Force officer, and helps develop an appreciation of other nations' political, social, economic, and cultural systems. It sharpens the cadet's analytical, writing, and speaking skills because of the very small class size and because of the personalized attention he or she receives from the instructor and the area specialist. The Honors cadet is better prepared to master the other core courses in the Social Sciences and Humanities Divisions at the Air Force Academy.

IX. AREAS OF CONCERN

Carl W. Reddel

Within the broad purpose and intent of teaching a history course with a global perspective, the department has several areas of concern. They relate to teaching and to the knowledge, skills, and values that our course provides. Some of those concerns, already addressed in part above, deserve further explanation, because they are not fully resolved and are considered by us as worthy of periodic reexamination.

History and geography. To state that American freshmen are largely ahistorical and lack the knowledge assumed in the education of earlier generations has become a commonplace, a commonplace with which teachers of history can live only in some discomfort. Our experience in recent years adds an additional concern. Students appear, to coin a new word, not only ahistorical but also "alocational," that is, they lack the ability to locate sites--or even nations and regions--of both historical *and* contemporary significance. As a result we have given attention to the inclusion of some basic geographical knowledge in the course. A reading at the beginning of the course introduces cadets to such ideas as the "narrow seas" and patterns of settlement. Throughout the course cadets must locate sites in their atlases and are tested on this knowledge.

In recent years we have been concerned by the lack of an atlas to portray effectively and graphically global developments of historical interest. In today's world of satellite communica-

tions and electronic media, students frequently encounter graphic portrayals of events and personalities. It may be that the conventional historical atlas, or textbook, has diminished in its impact upon the student because of this. For this reason we have a special interest in publications such as the recent London *Times Atlas of World History*, edited by Geoffrey Barraclough, which we hope to use in the near future in one format or another.

Chronology. A matter of equal concern is development of the student's chronological knowledge and perspective. So-called key dates in world history are largely missing from the ready inventory of the student's storehouse of knowledge accumulated in high school.

One member of our department relates how one of his history professors used to tell his classes, for effect, that "history is what's left when the facts and dates are taken away." He meant to distinguish between mere chronology or mere antiquarianism and history, which incorporates the art of explanation. We believe, however, that the study of history must integrate both facts and themes to be accurate and meaningful. Chronology is an important process in this integration. Therefore, in each lesson cadets are required to learn a few dates. Some of these dates are repeatedly emphasized by the text and in the teaching of the course. Obviously, this measure does not by itself provide a chronological perspective; for that we rely on the largely chronological organization of the course itself. But it does require the student to develop disciplined integrative thinking. Unfortunately, we have not developed fully satisfactory testing devices to assess the student's development of a chronological perspective, although the essay questions can provide some measure.

Attitudes. The development of writing skills, as discussed in an earlier chapter, appears a relatively simple task when compared with the attempt to affect the students' attitudes. During a workshop which he conducted for us in October 1978, Professor Howard Mehlinger called attention to the fact that history courses can develop knowledge, skills, and values. He observed that in our course we possessed both objectives and methods of evaluation for the knowledge component (facts and basic themes) of the course, but that we did not approach with similar specificity and confidence the problem of how values and attitudes are formed in the course. Certainly, Professor Mehlinger cut right to the core of an important concern, but its successful resolution must remain an open question until we have either the means or experience to integrate facts and course themes along with their effect on students' perception into a single course package.

The course unquestionably offers the potential to affect the students' perception of the world in which they live, and we do make an effort to develop their consciousness as participants in the historical drama being continually played out on the world stage. We encourage the development of student sensitivity to events at large, to the play of history, and to what the philosopher William Barrett has seductively described as the "constant tug of its possibilities upon our lives." Obviously, a course in world history must have some effect on the students' perception, with or without a stated objective to that end. Perhaps all courses in the humanities have the underlying hope, if not the stated conviction, that they will have such an effect.

Our current lack of systematization in this area does not illustrate a lack of concern; rather it exemplifies our consciousness, as members of the historical profession, that perceptions and values are perhaps not, or even should not be, an objective of a teaching historian. Nonetheless, the essential structure which underlies the course provides an explanatory pattern for understanding the course's possible effect on students' perceptions, whether or not the individual instructor has this objective in mind while teaching.

The solution may perhaps be that the focus of a course in world history must be the students' self-understanding. The problem of self-understanding, an essential part of education in the most meaningful sense, might be most simply expressed as an identity problem. We are concerned with the students' identity as citizens of the world, or less pompously, as members of the human race. In other Academy history courses, students learn to identify professionally, as future military officers in a military history course, and as American citizens in a course on American history, but in the World History course we encourage their search for a place in the broader stream of the history of human experience.

Only reluctantly do young American students appear willing to join in a common identity with other peoples. In short summary, they never do fully, for to do so would be to lose, perhaps, their national identity. But they can achieve a sympathetic posture. The flexibility inherent in this posture seems possible only by indirection, by the discovery of the ethnocentrism of other peoples, and by bringing to the students' attention the notion that the interaction of peoples--with benign and destructive effects--is a process which has been in motion in a large way for at least five centuries. In the structure peculiar to our course, the process is aided by following the thread of Western European development and eventual global hegemony, and by lengthy analyses of the impact of that hegemony on other societies.

Use of department area studies expertise. The transmission of values and the development of a global perspective cannot be successfully and fully communicated in detachment from direct human experience. Unable to transport students to other contemporary civilizations, we promote the dimension of vicarious experience by using instructors who have the highest possible degree of direct experience in the various major civilizations studied in the course. We try to bring to the department officers with foreign service. And we maintain a number of area specialists. The presence and support of area specialists, instructors who have studied, lived, and traveled in the areas about which they teach, aids the completion of our teaching tasks in World History. When teaching full time in the core course, the area specialists provide their own classes with an unusual advantage, that of the values and insights peculiar to their areas of expertise. But we also create opportunities for them, as experts in their area, to address all members of the course at least once each semester, normally in repeated presentations to groups no larger than seventy-six students. Out of this direct contact with area specialists, students sometimes discover an interest in a specific culture other than their own. This may lead to a choice of electives dealing with a particular culture or to a specific sequence of courses designed to provide the student with an area concentration within either a history or a political science major.

However, the course is deliberately planned for *all* students, whatever their academic major or interest. Our essential concern is that the course remain for all students a general introductory course. It should develop a global perspective founded on factual data and historically sound organizing principles and themes, which the cadet should come to understand well enough to communicate clearly, orally or in writing. Historians at large do not agree on a "clear and distinct idea that will define what is relevant," but several ideas continually surface and receive repeated consideration. Meaningful courses could be built around any number of these ideas, singly or in combination. The process of inquiry among historians as they consider new organizing principles for surveys, alluded to in the introduction to this report, will no doubt result in several viable kinds of courses for the next generation of students. But more important, perhaps, is the belief among those who teach the past with a concern for the present and the future as well, that the world's complexities can be understood, if not mastered, and that some confidence in the planet's unknown future can be developed out of surety in understanding its past.

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X. THE FUTURE OF WORLD HISTORY

Edward P. Brynn

The principal thrust of the nine essays preceding this one has been specific and pragmatic. Each sheds light on a system of instruction which has been in operation for more than a decade, has proven effective, and has earned a place in the course curriculum of the Air Force Academy. The evolution of the World History program at the Academy has, however, taken place during a time of soul-searching for departments of history at other institutions of higher learning. The era of "Western Civilization" courses had already given way to myriad offerings, often defined by what faculty members anticipated students would find immediately interesting. This unsatisfactory state of affairs has in turn led to debate on some type of core course in which world history can perhaps play an important role. At this point, to pose questions about "the future of world history" might seem presumptuous and uninstructive. But to the extent that history must "sell itself" to a generation of students and teachers dismayed by the failures of the bright pedagogical promises of years past, it may be useful to conclude this study of the program at the Air Force Academy with some questions and projections.

Traditional historiographical approaches and courses are dissolving. Distinguished historians have decried the disappearance of curricula which demand that students--all students--come face to face with recorded human experience as it manifested itself in one or all of the great streams of civilization. "Western Civ," which introduced most of us to the challenges and hazards of our complex world, has fallen victim to electives, to vocation-

ally-oriented course offerings, to distracted and distracting teaching techniques on the part of certain instructors, to budget considerations, and to a sensitivity, often misplaced, about celebrating the European achievement at the expense of other parts of the world. The drift away from structured and integrated curricula, however, has apparently reached the point on many college campuses where even some students want educators to intervene on the side of stipulating course requirements at least for a core program. This phenomenon, uneven and perhaps not well-established on the American university scence, invites historians, whose own academic world has suffered more than most from the decline of a disciplined curriculum in the liberal arts, to contemplate the means by which to recover lost ground. Is there a way to arouse students to the value of history courses which provide a background essential for an intelligent understanding of the world in our time? Is familiarity with the past of value in coping with contemporary problems? Does history--as taught by assessing the achievements and failures of individuals and institutions, in one age and from one age to another, and by comparing civilizations--provide useful tools for making intelligent choices for our own future and for the societies of which we are a part? If answers to these questions are in the affirmative, then world history deserves an important--indeed, a central--place in the college curriculum.

A number of historians have argued compellingly and eloquently that the need exists. Yet to observers outside the academic profession, and even to some outside the "history corner" of this profession, these arguments often appear self-serving. Certainly Americnas as a whole seem to be retreating from the challenge of integrating the larger world into their own experience. Students study abroad in numbers only half as large as was the case five years ago. American businessmen are being repatriated from Europe and Latin America. Our military personnel are less likely these days to be posted abroad. The study of foreign languages has declined disastrously. More and more Americans are satisfying the requirement to go abroad by traveling in large groups to distant beaches, withdrawing into hotels where they rarely confront the local citizenry and culture. Even our Foreign Service is coming home; budget cuts, improvements in long-distance communication, centralization of the decision-making process and simple frustration with the problems of the world mean that more than one-half of our diplomats are now residents of the Washington area.

These developments support the belief that we are entering a new age of insularity if not isolation, and that the need for a discipline such as world history is therefore diminished. Much is made of the experience in Vietnam, where our innocence of Asian and world history before undertaking that crusade cost us

dearly, and where, it is argued, we suffered such blows to our pride and to our confidence that we have opted subsequently to retreat from the global scene.

Possibly this picture is overdrawn. Economic and social forces of which we are now becoming aware are beginning to dictate the style of our life at home in a way we could not have imagined a few years ago. Interdependence is not simply a "buzzword." From where the author of this piece sits can be seen a Niger basin village. In it a team of Peace Corps volunteers, supplemented by a medical program supported by a major American university, have dramatically raised life expectancy by the introduction of preventive medicine. The story only starts here, because the increase in population demands higher productivity of the fields, development of a market economy, and more efficient exploitation of energy resources. American technology may play a role at each point, and many of those who have chosen to help mankind on the banks of the Niger find additional satisfaction in the search for a long-hidden heritage which constitutes a vital part of America's past.

The central question remains: how should world history be presented as an object of study? Here the experience of the Air Force Academy is particularly valuable, and my own acquaintance with that particular program over a decade encourages me to hazard some comments about the future of world history as an effective method of promoting the objectives of a liberal education. The thoughts presented here for the most part reflect what the program at the Air Force Academy has come to see, through a process of trial and error and through the valuable contributions of perhaps seventy instructors over the years, as critical for the future health of the program there, and by implication, at other educational institutions.

The first requirement would seem to be to enlist the service of history instructors whose academic qualifications, experience, and attitude bring to world history unusual credibility and marketability. Students may or may not be impressed by the academic credentials of their professors, and in an age which rewards historians for research more than teaching, this skepticism seems justified. In the past, world history has suffered from an indifferent or even hostile teaching situation; too often it has been taught by teaching assistants or by young instructors eager, sometimes too eager, to escape as soon as possible to their own courses. The recruitment of instructors for service at the Air Force Academy is a substantial challenge, for it means finding officers who are both dedicated to a military career and competent in an academic environment. The challenge is balanced, however, by a real bonus, for the chance is good that the system will place before cadets instructors whose careers, attitudes, and motivation

testify eloquently to their conviction that history is important professionally and not only interesting as an area of knowledge. Generally they will have seen service overseas and therefore have been afforded an opportunity to study firsthand the interaction between a society and its heritage. Beyond these qualifications, every officer invited to serve one or more tours of duty at the Academy is expected to fill personally all the "squares": he or she grades the exams, counsels the students, and prepares the lesson plans. The instructor will be expected to teach within the program on a continuing basis, even if also teaching a more specialized area. In this sense core courses enjoy a special position in the history program; they are the focus of the department's teaching responsibilities, not the periphery. Such a departmental commitment encourages cadets to see World History as an important part of their Academy experience.

The much abused term "relevance" comes to mind here. Most historians bridle silently at the very word; for more than a decade it has served as the tripswitch for those who would replace the standard history courses with new and often contrived offerings, or who would do away with the history program altogether. But relevance is important; the student must be encouraged to see the connection between world history and his own career as he conceives it. This process may involve some spadework onerous or distasteful to the instructor, because it is certainly not sufficient today to quote Thucydides or Acton on the importance of history. At the Air Force Academy, powerful impressions result from demonstrating to cadets that leaders of their profession came by their capacity for superior judgment because they had absorbed some of the fundamental lessons of history. It is not easy to play the same tune to an audience in a civilian university, but it can and must be done. Most of us who value history as something more than an exercise in knowledge for its own sake (a sublime but unmarketable pitch) were impressed at some point by a professor who related history to what we then aspired to do in life.

Take another consideration. Too many Americans are ill-equipped to express themselves clearly, to analyze diverse material, to make maximum use of their energy and time. Of these, the communication process is the most serious. The problem is well known to educators, and of late it has been widely advertised. Blame is placed on English teachers, on a permissive academic environment, on television. The problem may be that students are not encouraged to pursue subjects in their academic curriculum which permit, and indeed demand, that their communication skills be honed and tested. If for no other reason than this, world history should be accorded an important place in the curriculum, for no other course offers

young people so many opportunities to read, to write, to analyze, to compare, and to grapple with the human condition. The Academy's several initiatives to develop writing skills are perhaps the most important ancillary feature of the World History course.

The Academy experience also suggests that students should be exposed to world history early in their college experience. From time to time groups of cadets were enrolled in the World History course toward the end of their Academy career. Most of them had selected majors in the sciences; few were inclined to see that exposure to history was likely to play an important role in their careers as Air Force officers, let alone in their area of special interest. The writing skills of these cadets, which the World History program at the Air Force Academy does much to develop, were often inadequate, and they were often ill at ease with longer reading assignments. The soon-to-be fulfilled dream of graduating transcended almost every other consideration, and the history instructor pulled against a strong current of disinterest and distraction.

Overspecialization in any academic area too early in students' university careers constitutes a problem for the survival of liberal arts, and the impact on history is more deleterious than most. World history in particular, which can impress students with the dramatic aspects of history--the impact on a nation of a strong leader in a crisis; the aura of a strange society suddenly coming into contact with powerful "mainstream" civilizations; the quest for "roots"--must be placed before students before they begin to reject or compartmentalize disciplines not immediately related to vocational interests. If the world history course also teaches communication and analytical skills, the investment of students' time will pay rich dividends whatever the later direction of his education. All these dividends are compromised if world history is conceived of as a "capstone" course.

The Academy experience has placed considerable emphasis on theme to manage the content of world history. In a dozen or more universities historians committed to the principle that world history is important and can be made to work are engaged at this time in shaping courses built around a major underlying, unifying theme. The World History program at the Academy has also done this within the academic environment peculiar to a service academy. Perhaps some professors will anguish at the violence to history they perceive done by forcing the material into a thematic structure. These debates were muted at the Academy by the fact that it is strictly an undergraduate institution with each discipline dedicated to producing career officers, and not scholars of any particular hue. At the freshman level, it matters not so much

which of several quite viable themes is adopted for World History; it matters a great deal for the future of the program that students be able to integrate the extraordinarily diverse material readily. Analysis is not possible if comparisons cannot be made; comparisons are difficult without generalization. In American graduate programs fear of generalization has undermined teaching effectiveness and, one might add, has promoted a hothouse variety of research on scholarly minutiae agreeable to the publish-or-perish syndrome but quite useless to the practitioner of the teaching arts.

For reasons independent of the discipline of history itself, the environment in which World History is taught and learned at the Air Force Academy is not marked by intradepartmental debates on the viability of employing a thematic approach, although differences of opinion often arise as to one basic theme or another. This is, of course, the grist of which conversation and debate are made when academics meet, but I doubt that such arguments matter a great deal to the undergraduate student, who is grateful to have a scheme which reduces the richly varied diet of world history to something a bit more manageable. The Academy experience suggests that a comprehensive model or framework for the world history program is vital, and if the program is shouldered by more than one instructor, it would seem wise to agree at the outset on a model sufficiently detailed to permit students to relate each new lesson to it. This model should be described clearly at the outset and repeated, with suitable elaboration, in the context of each new chapter or topic. The comprehensive theme should also influence testing materials, and it should permit the student to write a paper based on comparison and analysis of a particular topic within the context of the course theme. The sublimation of a professor's special view of the past is a worthy sacrifice to ensure that the student is presented a history program he can absorb and enjoy.

Before its decline in the 1950s and 1960s (as a subject to be taught to freshmen and sophomores on the college level), "Western Civilization" presumed an identity between the West and the concept of modernization, and assumed at the same time the inevitable "modernization" of non-Western cultures. World history is likely to prosper if it employs a less rigorous teleology.

For a decade the Academy has constructed its program on a theme shaped by Professor L. S. Stravrianos of Northwestern University. The theme of increasing interdependence orchestrated by the expansion of the European West after 1500 has met cadets' requirements for a model at once comprehensive and straightforward. The cadet can apply this theme to the task of explaining the rapid disintegration of the Inca Empire, the derangement of the Sub-

Saharan African cultures, and, what is very important in the cadet's education, the responses of various non-Western societies to the challenge posed by Western modernization. This approach, for instance, might help him to cope with questions raised by the current turmoil in Iran.

It is of course futile to "predict" the future by reading the past. But each cadet is expected to draw certain conclusions from his reading in history about long range consequences of major historical developments. This is a process which the cadet should be able to see as he follows a historical theme from the more distant to the more recent past. The cadet should, moreover, be able to delineate the impact of history on major contemporary developments and to project in general terms some possible future trends.

The problems posed by the scope of world history can be attacked by use of different models, and the approach adopted at the Air Force Academy may not be equally useful elsewhere. But there must be some theme, and some emphasis. The attempt made in some universities, and in many textbooks, to treat world history in terms of an equality of all civilizations and cultural entities measured in terms of world importance, achievements, durability, and genius raises serious problems. The idea that all streams of human achievement are equally distinguished neglects the important consideration that world history taught to Americans cannot offer the same perspective as world history taught to the citizens of India or Brazil. Granted that the selection process for demonstrating the development of world history is arbitrary to some degree, it still remains a valid assumption that for Americans, Askia cannot be equated to George Washington, or the battle of Seringapatam made as important as Waterloo. The quest for identity, which these days sends intrepid Americans to some remote corners of the world, should not serve as an excuse for maintaining that measuring the importance of cultural and civilizing influences is strictly subjective. A realistic measurement of our contemporary world must reflect the fact that in the last half millenium the West has played the decisive role in terms of economic development, social change, ideology, and political and demographic expansion.

The achievement of Europe and its offshoot cultures has been decisive in shaping our modern world, for good and for ill, and American students will not derive from world history full value if the program spreads its resources too thin or attempts to celebrate isolated achievements which in the long run meant little except as an enrichment of the heritage of an otherwise remote tribe or nation. In short, the focus should be on relating salient forces of the non-Western world to our own. To dwell on what "might have been" had a promising city state not been extinguished by nearby barbarians, or to fantasize how history

would have developed had Europeans stayed at home for another century or so, is beside the point. The student interest in these questions will enrich his life in the process of answering them, but the questions and the answers will not equip him to judge in an intelligent way his relationship with his world. The violence done to world history by forcing students to see it through a well-constructed prism is much less a danger than the derangement which comes from treating every event or theme or historical character in isolation.

The future of world history? The foregoing observations, combined with the preceding nine essays, suggest that, based on what has transpired at the Air Force Academy, world history can be molded into an effective academic discipline. That considerable achievement does not amount to much, however, if those who have control over what is taught in our colleges--administrative personnel, concerned alumni, public and private sources of financial support, and molders of public opinion--are not persuaded that world history is vitally necessary. It is not too difficult to demonstrate the value of such an education for future officers, although even here the drive towards "specialization" sometimes leads to the premise that the armed forces can get along with a small group of officers trained in the basic liberal arts curriculum. The wider question cannot be answered except by soliciting the personal impressions of those in and outside the academic community who are convinced of the utility of world history.

The vantage point of the writer lies outside the university community, in the Foreign Service. This officer has been stationed in parts of Asia and Africa where American values have made a light impression on the local cultural and political landscape and where living conditions, language considerations, and the political and social atmosphere reinforce a sense of apartness. Nevertheless, whatever the trend towards isolation perceived by some observers of the American scene, the number of Americans arriving in such places to take up extended residence is growing steadily. Most of them arrive prepared to contribute signal service to their host nation, impatient as Americans are to get on with the program, and convinced that they bring a special expertise which the country needs (usually true) and wants (not always true). Time after time they bring with them programs conceived in Washington by well-meaning people out of touch with the rhythms of other cultures. A cautionary note that time should be taken to learn something about the history and culture of the country is politely (and sometimes not so politely) ignored; there is not time to "waste." Soon enough tempers begin to fray: the program is misunderstood by the host officials; the schedule dictated in the plan falls away; toes are stepped on; the host is called naive and even stupid; the American is labeled insensitive.

By dint of persistence and intervention from outside, perhaps, the project is completed, although ompletion does not always guarantee its utility. Other programs are abandoned.

This twice told tale is of little interest in itself. What is interesting is that many people who are bruised and battered by this unfortunate experience learn a valuable (and expensive) lesson. Many of them absorb the lesson, proceed with a study of history and politics on a formal or informal basis, and then return to the scene of their early debacle. This officer has seen this scenario repeated often enough to discern a pattern. But what an inefficient procedure! The expenditure of physical and psychic energy, the waste of money and time, the distractions and discomfort caused for colleagues, and the deleterious impact on the image of the United States in the country concerned are all considerable.

The future of world history is tied to what we want to think of ourselves, and are, as Americans. More than ever before, the concept of a liberal education must include, and even emphasize, an international dimension, and the study of history is an integral part of this study. We Americans have enormous responsibilities at home and abroad. One of Vietnam's many unhappy lessons is that we cannot meet these responsibilities as ill-equipped as we have been recently in fields such as history. One of the happy lessons of history is that such ignorance can be reduced. There is no assurance that the nation will meet the challenge. One of the fond hopes of this writer is that it will. The future of world history will serve as a better barometer than most to measure the adequacy of America's response to the challenge posed by an unsettled world.

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COMMENTARY

William A. Orth

(Editors' Note: The following commentary from the Dean of the Faculty provides a necessarily broader perspective than that of the historian on the nature of world history in a military education.[1] This broader perspective is valuable in that the World History course is but one part of a highly structured and extensive core curriculum which includes other courses in the basic sciences, engineering sciences, social sciences, and the humanities. The direction of this core curriculum poses special challenges and opportunities for the administrator, particularly in terms of its overall relationship to the unique purpose of the U. S. Air Force Academy: that of producing competent, effective career officers. The following commentary on the relationship of world history to the rest of the Academy environment appropriately places the teaching of history in the context of the institution's overall professional goals.)

The preceding chapters provide an excellent capsulized view of the World History program at the Air Force Academy, a dynamic program in a dynamic setting. Internal and external pressures, with respect to both the Department of History and

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[1]The faculty at USAFA has approximately 550 officers in sixteen departments. The Dean is also responsible for various support elements, such as the Academy Libraries and Audio-Visual Services.

the Academy itself, tend to create an environment of change. This is both healthy and dangerous. Healthy, in that a constant evaluation of the total program and its subsets is necessary to ensure that our education evolves with the times and does not become stagnant. Dangerous, in that short periods of faculty assignment to the Academy tend to put a premium on rapid change, which has a tendency to accelerate change rather than obtain a more evolutionary solution.[2]

The World History program is an excellent example of the development of a concept to meet the needs of our student body. Its origins and history of development are clearly covered in Chapter V. It was interesting to note the ten-year period of gestation for the idea of a world history course as it now exists. One must wonder--particularly as an administrator--which ideas being discussed and rejected today will come to fruition as an obviously appropriate course of action ten years from now!

It was readily acknowledged in the first four chapters that history, along with all other academic disciplines, is dependent to some degree upon the existing environment. Implied in this are the sociological conditions in our country, the effects of those conditions on the complexity known as the student, the equally complex faculty, and the policies and direction of an institution serving national needs. From a dean's perspective, these are areas of interest, and this commentary will address this broad environment and its relationship to academic disciplines such as history.

Society in general has survived several significant events during the life of the Academy: the Cold War period of high international tensions, followed by the current period at least partial detente; the revolution in weaponry, which is at the very least perceived now to be sufficient for the destruction of a significant part of mankind; the Vietnam war--unpopular at best; and the internally devastating episode of Watergate. One consequence of the sum of these events seems to be a loss of interest in personal integrity and the inception of a "what's in it for me" philosophy in the high school and college-level population.

The results of these societal changes can be seen in all college student bodies, including cadets at the Academy. Preparation in many subjects is poor. Declining SAT entrance

[2]As noted in Chapter IV, assignments to the faculty are normally for four years.

scores--now reversing slightly at the Academy--are mute evidence of a decline in preparation. The Academy still obtains highly competitive students, with almost seventy percent of the freshman class having graduated in the top ten percent of their high school class. But the exposure to many basic courses, especially in English, history, and other areas of the humanities is less than in the past. A proliferation of courses and minicourses in high schools, coupled with the movement toward student-designed schedules, has resulted in bright students with excellent potential arriving at college ill-prepared for freshman courses.

The specific effects on the discipline of history are covered elsewhere in this report. Reports from other disciplines would reflect the same decline in preparation. Perhaps more serious are the expectations brought to college. In particular, expectations that a college education will include only courses which students like, and for which they can see the relevance, are likely to produce a college graduate ill-equipped for a professional career. Added to these expectations is a desire for light academic loads, pass-fail grades, and "fun" courses with little academic depth.

Last year the Academy conducted a rather extensive survey of student attitudes towards academics.[3] It reinforced an earlier conclusion drawn from a survey of alumni. Students who initially disliked the requirement of taking certain core courses responded favorably to these same courses in retrospect. This trend begins during the junior and senior years at the Academy and generally becomes stronger with the passage of the years following graduation. Engineering majors--who sometimes complain about the number of humanities courses--and history majors--who often make the same complaints about engineering courses--both seem to realize the advantages of a broad-based curriculum at some later point during their careers. But the problem of student perception remains and continues to exert pressure for change.

The faculty at most institutions (and the Academy falls into this category) is one of the stabilizing influences. Even though the percentage of tenured faculty at the Academy is low compared to other colleges and

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[3] Entitled "Cadet Attitudes Towards the Academic Program," this unpublished survey was conducted in November 1975 and involved 2145 cadets.

universities, the tenures are the only individuals with extensive corporate memory.[4] Fortunately, the Academy is blessed with dedicated individuals who chose careers as tenured faculty members. Their continuity provides a stabilizing force in matters concerning curriculum. And due to strong support from the Air Force, the brightest and best of Air Force officers have an opportunity for a four-year teaching experience at the Academy. As with all institutions, both internal and external forces are continually pressing for change. Faculty councils and curriculum committees tend to damp the cyclic nature of these changes.

The last aspect of the environment is the institution itself. In the preceding parts of this report, you were introduced to the Academy by a close observation of its relationship with the history curriculum. This relationship is a microcosm of our total academic environment. Its basis is the same as for all disciplines, with several fundamental concepts as guides.

First, the Air Force Academy exists to fulfill a mission: to provide instruction and experience to all cadets so that they graduate with the knowledge and character essential to leadership and the motivation to become career officers in the United States Air Force.

Second, the Academy is an undergraduate teaching institution. This does not imply an absence of research--indeed research is a part of the effort of every department--but rather an emphasis on the quality of the undergraduate education. Extensive formal training in teaching is provided for newly assigned instructors, with a continuing education program following the initial effort. This is critical for the Academy; we do not have the luxury of allowing instructional expertise to develop over a period of several years. We need good teachers--and the best they can give on the first day of class!

Third, our graduates enter a single profession, the United States Air Force. They are professional officers

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[4] As noted in Chapter IV, "The History Faculty," permanent professor and tenured appointments are provided for by law and Air Force regulation respectively. Title 10 of the U.S. Code authorizes 22 permanent professors at the USAF Academy. These permanent professors are appointed by the President. USAF Academy regulations stipulate that total tenure appointments may not exceed ten percent of the entire assigned faculty of approximately 550 personnel.

who we hope will serve a full career. Although they have majored in a variety of disciplines--to include history--they are career officers, and will be called upon to serve in diverse assignments and in many different locations. This common profession, this common purpose, allows us to have a core program more extensive than most institutions. Air Force officers require a broad, balanced background in the humanities, basic sciences, social sciences, and engineering. Upon this background they will continue to build their base of knowledge throughout their lives. Our majors program acknowledges differences among individuals and permits enough specialization to meet the requirements for the different majors. Professional accreditation adds some problems. Flexibility is somewhat reduced by the requirements of these external agencies. The value of accreditation is high--for the graduates and the institution--so this price is paid. But the core, our required curriculum, makes up most of the course load. In the same manner that history must be a part of any educated officer's background, so must engineering be a part of the same education in a technologically advancing Air Force. The Academy curriculum was founded on that principle, and the concept remains strong today. This is not to say that discussions concerning generalization versus specialization are no longer in vogue. Far from it! These discussions will continue as long as there is an Air Force Academy.

The last institutional consideration may well be the most significant. The most precious resource at the Academy is cadet time. This leads to an endless quest for the most appropriate mix of academics, athletics, and the military--the dilemma of Athens and Sparta.[5] Individuals with high integrity and with the same goal, the best possible institution, are unable to agree in this area. It is further complicated by the dual nature of much of the academic curriculum. For example, military history--indeed world history--is as much a part of the military education of an officer as it is a part of the academic education. This search for the optimum mix, coupled with the elusiveness of the goal, contributes to the dynamic nature of the institution. Our challenge is to make it a positive contribution.

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[5]This concern was addressed by Professor Richard A. Preston of Duke University in his lecture "Perspectives on Military Education and Military Professionalism," the USAF Academy's 22nd annual Harmon Memorial Lecture, on 12 September 1979. Copies of the lecture are available from the Department of History.

World History is, of course, only one of many core courses which the cadets are required to take. Seen from the perspective of the profession for which the cadets are preparing, all of our core courses have the common purpose noted earlier in this report which goes far beyond the practical knowledge they contain. World History makes a singular contribution in this regard. It provides an invaluable perspective on human affairs and adds to the overall background so necessary to be able to ask the right questions.

It is on this level that the teaching of history--and of every other discipline at the USAF Academy--finds common ground with the goals of other academic institutions. We all share in the responsibility to participate in the mainstream of the national academic community by exchanging ideas and experiences in our attempts to achieve these goals. This report is part of such a dialogue with other individuals and institutions actively engaged in pursuing these educational goals.

You have read, from the historians' perspective, about the environment and its effect on the development of the current world history program. In this commentary I have shared a few thoughts from an administrator's perspective. The current history program serves the Academy well. But as with any group of professionals, satisfaction is a far distant vision, perhaps a mirage. The Department of History continues working to review, to refine, to revise its programs. Its driving force is the desire to provide the best possible education to those students, the cadets, who share with us this period of time. No Dean of the Faculty could ask for more.

APPENDIX

COURSE CALENDAR

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Course Calendar - Spring 1979

EUROPE AND THE WORLD SINCE 1500

Text: L. S. Stavrianos, The World Since 1500: A Global History, 3rd ed. (Englewood Cliffs: Prentice-Hall, 1975).

Lesson	Location	Topics and Readings
	Part I: The World of Isolated Regions	
1	Classroom	COURSE INTRODUCTION AND ADMINISTRATION Readings: "Course Introduction" "How to Use the Coursebook"
2	Classroom	THE NATURE, METHOD, AND UTILITY OF HISTORY Reading: "The Nature, Method, and Utility of History"
3	Lectinar	A GLOBAL VIEW OF THE WORLD IN 1500 Text: xiii-xv, 1-7 Reading: "History and the Influence of Geography"
4	Classroom	THE MOSLEM WORLD IN 1500 Text: 8-22
5	Classroom	THE CONFUCIAN WORLD IN 1500 Text: 23-30 Reading: "Pre-Modern Japan"
6	Classroom	THE NON-EURASIAN WORLD IN 1500 Text: 36-49 Reading: "The Americas Prior to European Expansion"

Lesson	Location	Topics and Readings
7	Classroom	EUROPE IN 1500 Reading: "Europe Before the Renaissance"
8	Lectinar	THE RENAISSANCE Text: 50-56, 63-70
9	Classroom	THE REFORMATION ERA Text: 56-62, 70-76
10	Classroom	METHODS IN HISTORY PREPARATION FOR WRITTEN PROJECTS AND EXAMINATIONS
11	Classroom	EXAMINATION #1
	Part II: The World of the Emerging West	
12	Lectinar	EUROPEAN EXPANSION: IBERIAN PHASE Text: 77-99
13	Classroom	EUROPEAN EXPANSION: DUTCH, FRENCH, BRITISH PHASES Text: 100-116
14	Classroom	EUROPEAN EXPANSION: RUSSIAN PHASE Text: 117-129
15	Classroom	THE SCIENTIFIC AND INTELLECTUAL REVOLUTION Text: 149-158, 187-190
16	Lectinar	THE ENGLISH REVOLUTION AND THE AMERICAN EXPERIENCE Text: 182-187, 190-193
17	Lectinar	THE FRENCH REVOLUTION TO NAPOLEON Text: 193-199 Reading: "The Lower and Middle Classes in the French Revolution"

Lesson	Location	Topics and Readings
18	Classroom	NAPOLEON, THE WARS AND THE LEGACY Text: 199-203
19	Classroom	THE INDUSTRIAL REVOLUTION Text: 158-173
20	Classroom	EXAMINATION #2

Part III: The World of Western Dominance

Lesson	Location	Topics and Readings
21	Lectinar	EUROPE IN THE NINETEENTH CENTURY Text: 201-209 Reading: "Europe in the Nineteenth Century"
22	Classroom	WESTERN IMPACT ON EAST ASIA Text: 276-294
23	Classroom	THE AMERICAS AND THE BRITISH DOMINIONS Text: 309-332
24	Lectinar	WESTERN IMPACT ON RUSSIA Text: 211-228
25	Classroom	WESTERN IMPACT ON AFRICA Text: 295-308
26	Lectinar	WESTERN IMPACT ON THE MIDDLE EAST Text: 230-245
27	Classroom	GLOBAL ECUMENE AND THE ROOTS OF WAR Text: 131-147, 333-347

Part IV: The World of Western Decline and Triumph

Lesson	Location	Topics and Readings
28	Lectinar	WAR AND REVOLUTION, 1914-1918 Text: 347-365

Lesson	Location	Topics and Readings
29	Classroom	EUROPE BETWEEN THE WARS Text: 384-407
30	Classroom	THE DRIFT TO WAR Text: 407-435
31	Classroom	EXAMINATION #3
32	Lectinar	WORLD WAR II Text: 436-453
33	Classroom	TO THE COLD WAR Text: 483-500
34	Lectinar	CHINA IN THE TWENTIETH CENTURY Text: 284-287, 379-382, 492-496, 500-503
35	Classroom	WESTERN RETREAT FROM SOUTH ASIA Text: 261-275, 376-379, 454-459
36	Classroom	WESTERN RETREAT FROM SOUTHEAST ASIA Text: 459-463
37	Classroom	THE MIDDLE EAST IN THE TWENTIETH CENTURY Text: 366-376
38	Classroom	AFRICA IN THE TWENTIETH CENTURY Text: 463-471
39	Lectinar	LATIN AMERICA IN THE TWENTIETH CENTURY Reading: "Latin America in the Twentieth Century: Diversity and Unity"

Lesson	Location	Topics and Readings
40	Classroom	DECLINE AND TRIUMPH OF THE WEST THE COLD WAR Text: 496-503
41	Classroom	CURRENT CRISES Reading: "Crisis in South Africa"
42	Classroom	OFFICERS IN A FOREIGN CULTURE Reading: "Officers in a Foreign Culture"

CONTRIBUTORS

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Lieutenant Colonel CARL W. REDDEL (BSEd, Drake University; AM, Syracuse University; PhD and Russian Area Certificate, Indiana University) is Tenure Associate Professor and Director of World and Area History. Entering the Air Force as an administrative officer, he served in France before coming to the Academy. The department's Russian area specialist, he won a fellowship from the International Research and Exchange Board (IREX) and studied at Moscow State University in 1975. Between his most recent Academy assignments, he served in Ankara, Turkey, with the American military mission. He has published articles on Russia in *Topic: A Journal of the Liberal Arts* and *Air University Review*.

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The report describes an undergraduate survey course in world history required for cadets at the U S Air Force Academy. The course, "Europe and the World since 1500," is a thematic treatment of the interaction between major regions of the world since the end of the fifteenth century, with the rise of Western civilization and the impact of that civilization on other regions of the world as topics. The report describes in turn the educational environment of the Academy and the conception, objectives, development, and administration of the course by the Department of History.

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