

The Global Dimension in Saudi History Textbooks for Grades 4-12

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Abstract

The present study tried to find out whether Saudi history textbooks for grades 4-12 contain global themes, in which grade levels global themes are introduced, the percentage of global themes, local history themes and Islamic history themes, and which global history themes are taught. A checklist of global history themes was developed. Those are: global systems, historical periods, ancient civilizations, world empires, world religions, human immigration, major wars, colonization and liberal movements, exploration expeditions, history of science and technology, the Industrial Revolution, international organizations, political and economic treaties and unions, conflicts, current global issues, social, economic, political and technological changes, emergence of the new world system. It was found that 68.5% of the themes were Islamic, 30% of the themes were local (focused on Saudi history), and only 1.5% of the themes in the nine history textbooks were global. It was concluded that the global dimension is completely ignored in Saudi history textbooks for grade 4-12. Therefore, this study recommends that Saudi history textbooks be reviewed and re-structured and global history themes be integrated.

1. Introduction

Due to technological progress and the information and communications revolution, the world has become a small village. The political, economic, cultural, educational and technological systems in different countries, societies and cultures have become connected to each other and dependent on each other. The student is no longer a citizen of his local community, but rather he belongs to a wider world. Hence, many researchers and specialists have called for the necessity of adding courses in international or global studies to the secondary school curricula (Zevin, 1993). Zevin believes that students' knowledge of the Western culture is not enough to prepare them to participate in an interdependent world. Greenberg (1989) recommended teaching world history instead of teaching the history of Western civilizations, with the need to take into account cultural, religious and ethnic pluralism in the United States when designing history courses. At the undergraduate level, Vadney (1990) emphasized the need for developing programs in world history as an independent major at the University of Manitoba in Canada. Pike (1997) also recommended teaching global topics in history courses because of the interdependence of the world and the peoples who live in it. She recommended using a spiral approach that revolves around a specific topic. Teaching some important topics in world history will develop in students a broader understanding of successive historical periods and their relationship to each other, and thus students will become more involved and interested in world history.

To highlight the importance of incorporating the global dimension into history courses, the results of some studies indicated that adding a global dimension to history courses has led to an improvement in students' information, skills, and achievement, and to the development of positive attitudes towards it. For example, the results of Al-Sabbagh's (2003) study in Saudi Arabia showed that teaching a unit on international understanding to tenth-grade female students in Saudi Arabia contributed to developing their concepts of international understanding. Amuleru-Marshall (1990) reconstructed history curricula at all grade levels, adding topics revolving around the culture and history of Africa

and African Americans. The new program was tested on a selected sample of seven classes in seventeen schools in the Atlanta area. At the end of the year, the results of the training were positive, and the information of students in the experimental group was higher than in schools that did not participate in the study. The students reported that the new topics were important, increased their motivation, and were a source of pride for them. The majority of teachers reported that the program was important, and that students' responses to it were positive.

Given the importance of teaching world history and integrating it into history courses, many researchers in many countries have provided guides showing teachers, administrators, and parents the basic global topics that can be selected and integrated into history courses, with many models from which to choose. They also laid out the foundations for selecting global topics, the objectives of teaching them, the methods, activities and educational resources that can be used in teaching those topics, methods for evaluating them, examples of assignments and models for preparing lessons, the foundations of successful teaching, methods for designing global history courses, methods for improving the teaching of global history, curricular frameworks, and history-centered curriculum. These studies include the Bradley Commission on History in Schools (2002), Danzer and Others (1987), and Arias, Hitchens and Roupp (1998). Pike (1997) recommended the need to follow the spiral approach in teaching world history, which relies on the subject as a focus, rather than teaching history according to chronological order or according to regions. This introduction focuses on understanding world history and makes contemporary events meaningful to the students. Five axes were identified for teaching world history: (1) the geographical aspect of history (2) patterns of human organizations (3) belief systems (4) revolutions (5) technology.

Adding a global dimension to history courses will help students at all levels understand the social, economic, and ecological changes that the world has witnessed and is currently witnessing. Studying the national and global dimensions in history courses will also help students link the history of their homeland to the larger international context. It will expand students' idea of the past and present, and will make the study of peoples, places, and events far away in time and space broader and more comprehensive. Students will gain historical experiences about the peoples of the world and all the components of different societies in the world. They will understand other civilizations and the driving forces of international affairs and dynamics. It will make the study of history more exciting. Teaching some important topics in world history will also develop a greater understanding of successive historical periods and their relationship to each other. Thus, students become more involved and interested in world history (Pike 1997). Increasing students' awareness and ability to shape the future will help them become cooperative, self-reliant learners, and will develop their ability to think critically, solve problems, and make decisions. Students will be able to find alternative ways to resolve conflicts, identify obstacles to understanding other cultures, and recognize the relationship between social changes and conflicts.

2. Need for Study

Despite the importance of integrating global topics into various curricula in general, and in teaching history to students in the primary, middle, and secondary levels in particular, there is no published Arab study on whether global topics are integrated into history courses taught to students in the primary, middle, and secondary stages in Saudi Arabia. Since the integration of global topics in history courses is mandated by the nature of the era in which we are living and the rapid political, economic, social, cultural and technological changes that the world has witnessed and is currently witnessing, so the current study will propose a general framework for global topics that can be included in history courses, and will show each of the textbook authors, supervisors and history teachers the global topics that history textbooks focus on and those that are ignored, so that the authors

add global topics in subsequent editions of reading books, especially since the Ministry of Education is currently working on developing the school textbooks in all subjects and for all levels.

3. Study Questions

This study aims to answer the following questions:

- 1) Do the goals of teaching history courses include a global dimension?
- 2) Do history courses in the public schools in Saudi Arabia contain global topics?
- 3) In which grade levels are global history topics taught?
- 4) What is the ratio of global topics offered by history courses in the public schools in Saudi Arabia to the local history and Islamic history topics included in the courses?
- 5) What aspects do global topics focus on in the history textbooks?

4. Limitations of the study

This study was based on a content analysis of the history textbooks taught at the primary, middle and secondary school levels, which include history textbooks for the fourth and fifth grades, edition of the year 1422H, history textbooks for the sixth grade, edition of the year 1424H, history textbooks for seventh grade, edition of the year 1422H, the history textbooks for eighth and ninth grades, published in the year 1423H, and the history textbooks for the 10th and 11th grade edition published in 1422H, and for the 12th grade published in 1424H. Analysis of other editions of history textbooks may lead to different results. The study also relied on an analysis of history textbooks assigned in boys' schools only. Analysis of history textbooks assigned in girls' schools may lead to different results. Therefore, the results of the content analysis of history textbooks can be generalized to the editions of the history textbooks referred to above.

5. Literature Review

5.1 Arabic Prior Studies

The researcher searched the King Fahd National Library, the Arab Education Bureau for the Gulf States, the King Abdulaziz City for Science and Technology, and the King Faisal Center for Research and Islamic Studies databases for Arabic studies and analyzed the content of history textbooks to determine the extent to which they contain a global dimension in. She found one study by Al-Sabbagh (2003), which she analyzed the content of secondary school history textbooks for girls in SA with respect to the idea of international understanding, and he proposed a model for international understanding in the secondary school history curricula for girls, and proposed unit for teaching international understanding to 10th grade female students in SA.

Another group of studies focused on human rights and basic freedoms in secondary education curricula in Arab countries, such as studies by Abdel Latif (1995), Al-Bukhari (1995), Salam and Abdel Moneim (1995), and Al-Sayeh (1995). Abdel-Latif, Al-Bukhari, Salam, Abdel-Moneim, and Al-Sayeh found that the secondary school Islamic education, history, geography, Arabic language, and foreign languages curricula in Bahrain, Tunisia, Egypt, and Morocco contain topics and issues related to democracy, human rights, and freedoms. There is no doubt that there are some Arab studies that were conducted or published in other Arab countries, such as Egypt and Jordan, that focus on global education, issues of peace and international understanding, and global education among teachers, such as studies by Al-Jazzar (1989), Obaid (1992), and Al-Qahtani. (1994), Mubarak (1984), Metwally (1986), and Yahya (2002), but the lack of a single database for Arabic educational research, similar to the ERIC database, makes it difficult for researchers to obtain the full text of that research, or at least its abstract.

5.2 Foreign Prior Studies

The researcher searched the ERIC database, Wilson Web, and the Google search engine for foreign studies that analyzed the content of history textbooks to determine the extent to which they contain a global dimension. She found a number of studies conducted in a number of countries around the world which are summarized below.

In Greece, Hourdakis (1996) conducted a study to determine the extent to which courses teaching the history of the ancient world contain a global dimension. The results of the content analysis of primary school textbooks showed that the ancient world was presented in a way that reinforced nationalist trends and focused on ethnicity, and did not contain any reference to other civilizations.

In a second study, Clarke and Others (1990) indicated that the social studies curriculum taught to primary school students in Canada does not broaden their experiences, but rather leads them to stagnation, because the curriculum used focuses on the familiar rather than global topics and preparing students for subsequent grades, unlike the history curricula taught in other countries such as Britain, Germany, Italy, and France, which have succeeded in teaching global history even to primary school students.

In a report prepared by Nakayama (1988) it was stated that social studies curricula in Japan had deteriorated due to their failure to keep pace with the changing trends of Japanese society that looked to the future, and the emergence of an internationalized society.

In another study, Croizier (1990) analyzed the revisions made to secondary school history textbooks in China to identify the way global history was presented from both historical and geographical perspectives since 1949, and to identify the impact of the revolution and culture on teaching history and geography. He found that history textbooks still focus on Marxist Maoist beliefs, political isolation, and Chinese nationalism and that contemporary liberalization has resulted in a more realistic and less isolated outlook than before.

Ogawa (1999) compared the way the situation in Japan today (especially the political aspect after World War II) was dealt with in the five most popular books in Japan and the United States and the most widely used books in teaching world history to secondary students in Georgia. The researcher found differences between the books of the two countries in the length of reference to Japan after the World War, and the total number of proper names and names that refer to the words “people” and “years,” in addition to differences in the length and content of the texts. For example, Japanese history textbooks emphasize Japan's foreign relations with the United States and China after the World War, and the anti-nuclear weapons movements. While history textbooks in the United States focused on the role of the United States and its policies in Japan, during its occupation of Japan between 1945-1951.

In the United States, the Michigan Department of Education examined ten curricula for teaching U.S. history to 11th grade students to see whether they reflect the pluralistic nature of American society, whether they develop an understanding of the world's interdependence, and whether they are pedagogically good. They found that the books focused on Africa, Eastern Europe, the Middle East, Asia, Latin America, and Canada. They were pedagogically well prepared, and they covered topics such as blacks, American Indians, gender equality, Hispanic Americans, bilingual individuals, the gifted and talented, and the disabled.

Fleming (1990) evaluated the efforts of the states of California, New York, and the National Commission to teach social studies in the schools. He found that teaching history is inherent in the

school curriculum from kindergarten until grade 12. A large portion of time was allocated to teaching world history, especially in the sixth, seventh, and tenth grades. The curriculum for the tenth and twelfth grades focused on the problems and issues of the world today using an open approach. The New York State curriculum devoted a large portion of time to developing the global dimension, especially in ninth and tenth grade under what is called “Global Studies.” The National Authority for Social Studies developed a course called “Social Studies for the Twenty-First Century,” in which the history and geography of the world and the United States constitute the cornerstone. This course is taught in three grades: the ninth, tenth and eleventh grades.

A report by the Oklahoma Department of Education issued in 1994 regarding the method of distributing the courses offered at the secondary level stated that the curriculum in Oklahoma allocated half a unit for world history, one unit for American history, half a unit for Oklahoma history, 4 units for the English language, two units for mathematics, and ten units for other courses.

It is clear from previous studies that other countries in the world have varying interest in the global dimension. In this regard, Farmer (1993) stated that the concept of global education is not new, but it has not been fully integrated into the curriculum. He recommended that history courses emphasize two aspects: teaching for a global dimension, and teaching for a world-mindedness.

6. Theoretical framework

6.1 Global dimension

A global dimension is everything that revolves around the history of other countries such as China, Japan, India, Pakistan, Russia, Britain, Germany, Italy, Greece, France, Spain, Canada, other countries in Asia, Europe, Africa, the Americas, or Australia, including topics, pictures, and illustrations in the textbooks prescribed for the different grades of the various stages. The global dimension also refers to any topics drawn from the world's political, economic, social, ideological, scientific, technological, and cultural history that are integrated into history courses.

Several guides that identify the global historical topics that can be added to history curricula have been proposed. These topics vary from one country to another, according to the country's location, culture, and goals. For example, the Louisiana State Curriculum Guide (1987) recommended that the following units should be added to the history curriculum: Prehistoric, Ancient World, Medieval, Early Modern, Late Modern, and the nuclear age.

Shephard, Corbishley, Large & Tames (1995) designed a program for teaching history (which is part of the History for Schools Project) stipulating that the history courses taught throughout Britain, which were reviewed, should cover three units of study: (1) The Roman Empire as an example of an era or turning point in the history of Europe before 1914, (2) The Middle Ages, (3) Islamic civilization.

Roupp (1996) mentioned examples of global topics that can be taught in world history courses, such as arts, religions, environment, civilizations, cities, political systems, philosophy, literature, trade, and technology.

Crabtree and Others (1992) mentioned the following topics for global history units: (1) How civilization began (2) Classical civilizations in the Mediterranean basin, India, and China (3) The expansion of agricultural societies (4) The beginnings of the modern world (5) The world in the 20th century Nineteenth (6) of the world at the present time. Hanson & Brooks (1993) determined. The topics of ancient history that should be taught to the sixth grade are as follows: (a) The emergence of

human societies (b) Ancient civilizations in the Near East and Africa such as Egypt and Mesopotamia
(c) The ancient Greeks (d) The ancient civilizations of China and India (e) Rome.

Grahn (1997) recommended that the history of the Caribbean and Latin American countries should be integrated into world history courses.

Global topics that can be included in history textbooks can be summarized as follows: (1) World systems (2) Historical eras in the world (3) Other ancient civilizations (4) Empires (5) Other religions and beliefs (6) Human migrations (7) The most important wars in the world (8) Colonialism and liberation and independence movements in the world (9) Expeditions (10) History of science and technology (11) The Industrial Revolution (12) Political revolutions and the emergence of new countries (13) International organizations (14) Political and economic alliances and blocs (15) Conflicts in history (16) Contemporary international issues (17) Political, social, economic and technological changes and the emergence of the new world order.

7. Methodology

7.1 Study Population

This study was based on an analysis of the objectives of teaching history in public education in Saudi Arabia, as stated in the curriculum document issued by the Curriculum Development Center at the Ministry of Education, and the instructions contained in the introductions to history textbooks for the nine grades (4 to 12). It also relied on an analysis of the topics included in history textbooks taught to students in the fourth grade until 12th grade. The publications mentioned in the “Limitations of the Study” were used in the analysis process. Note that two hours a week are allocated for teaching history in each grade level.

7.2 Research Instrument

To limit and classify the global topics included in the objectives of teaching history and the content of history textbooks prescribed to students in the Kingdom a valid and objective manner, the researcher developed her own model of what should be included in the list of global history topics from which authors can choose to include in the history textbooks, relying on some approaches that have proposed global historical themes such as Shephard, Corbishley, Large & Tames (1995), Roupp (1996), Hanson & Brooks (1993), Grahn (1997) and others.

7.3 List of Global History Topics

The list of world history topics consists of the following:

- 1) Global systems such as political, economic, social, cultural, technological and ideological systems, feudalism, land ownership and agrarian reform, democracy and dictatorship, communism and capitalism.
- 2) Historical eras in the world, such as the prehistoric period, pastoral society, the Renaissance, the Middle Ages, the Industrial Revolution, the period between the First and Second World Wars, and the modern era.
- 3) Other ancient civilizations such as the Greek, Roman, Chinese, Mayan, and Aztec.
- 4) Empires such as the Roman, Persian, Chinese, Russian, etc.
- 5) Other religions and beliefs such as Christianity, Judaism, Buddhism, Hinduism, communism, and others.
- 6) Humanitarian migrations, such as the migration of Chechens and Circassians, to earn a livelihood, the migrations of Europeans to the Americas, Canada, and Australia, due to wars and famines.
- 7) The most important wars in the world: World War I and II, the Vietnam War, the Korean War, the Napoleonic Wars...etc.

- 8) Colonialism and liberation and independence movements in the world: Colonialism in the countries of Africa, Asia, and Latin America.
- 9) Expeditions: Explorers and travelers, discovering America, Australia, and the unknown regions of Africa.
- 10) History of science and technology, the most important inventions and inventors.
- 11) The Industrial Revolution and the resulting economic and social changes.
- 12) Political revolutions and the emergence of new countries such as the French Revolution, the American Revolution, etc.
- 13) International organizations such as the United Nations and its subsidiary organizations, OPEC...etc.
- 14) Political and economic alliances and blocs such as NATO, the Warsaw Pact, the Commonwealth, the European Union, non-aligned countries, the African Union, NAFTA, and GATT.
- 15) Conflicts in history as religious conflicts in Ireland, the Philippines, Kosovo, and Bosnia and Herzegovina, economic conflicts between America and the European Union, civil wars in African countries and Latin America. Korea with America, Cyprus, Kashmir, Panama Canal.
- 16) Contemporary international issues as refugees, illiteracy, poverty.
- 17) Political, social, economic, and technological changes and the emergence of the new world order, such as the collapse of the Soviet Union, the disintegration of the Yugoslav and Czechoslovak federations, the secession of East Timor, the emergence of the European Union, the unification of Germany, the occupation of Iraq, and the disruption of Afghanistan.

7.4 Instrument Validation

The researcher gave the list of global topics to a number of colleagues specialized in history, history curricula and teaching methods. They were asked to review the global topics contained in the list, and to indicate the degree of importance of each topic to the global dimension in history textbooks using a rating scale consisting of “very important, important, moderately important, and unimportant. The reviewers were also asked to make the necessary amendments to the topics. Based on the reviewers’ comments, I deleted the topics that the reviewers considered “unimportant” or “moderately important,” and kept the topics that were considered “very important” or “important”.

7.5 Content Analysis of the History Textbooks

First, title pages, introductions, indexes, tables of contents, chapter titles, questions, and references were excluded. The number of pages allocated to global topics and the accompanying maps, pictures, and illustrations, even if full pages are devoted to maps and pictures were calculated. Using the definition of the global dimension and the list of global topics, the researcher examined the goals of teaching history issued by the Ministry of Education, and the instructions contained in the introduction of the history textbooks, to find out if there is anything that shows the importance of introducing students in the different grades to global history. The list of global topics was also used to examine history textbooks, page by page, based on the general theme in each textbook for each grade. The main headings and sub-headings within the chapters in each textbook for each grade level were also analyzed. According to the number of pages devoted to global topics, topics of Islamic history such as the biography of the Prophet, the caliphs, the Umayyad state, the Abbasid state, Andalusia, the Crusades, and local topics that revolve around the history of the Kingdom in each of the nine books. Then I calculated the total number of pages devoted to the global dimension, the Islamic dimension, and the local dimension in the history textbooks for the nine grades. The percentage of global, Islamic and local dimension topics in history textbooks combined was calculated.

7.6 Reliability of the Content Analysis

To verify the extent of accuracy and consistency in the process of analyzing and classifying global, Islamic, and local topics in history textbooks assigned to general education grades, a second analyst who holds a doctorate degree in curricula and methods of teaching history participated in analyzing the topics. The analyst analyzed all lessons in all books according to the definition of the global dimension used in this study, and the global topics included in the list. The analyst also reviewed the objectives of teaching history in the curriculum books issued by the Ministry of Education, and the instructions contained in the introductions to history textbooks, and searched for everything that could indicate the global dimension. After completing the process of analyzing and classifying the topics in the history textbooks, the results of the two analyses were compared. There was a 100% agreement between the two analysts in determining the number of pages and types of global topics in each textbook due to the scarcity of global topics in history textbooks for the nine grades (see the results of the study).

8. Results and discussion

8.1 Results of the analysis of the objectives of teaching history

The results of the analysis of the objectives of teaching history at the general education levels in the Kingdom and the information contained in the introductions to the history textbooks assigned to the general education levels showed that there was no observation indicating the development of global awareness among students as a goal of teaching history to students in any grade or stage.

8.2 Results of the content analysis

The results of the content analysis shown in Table 1 show that the history textbooks assigned to grades 4 to 12 in SA devoted only 10 pages to the global dimension (i.e. 1.5%) in the nine history textbooks combined. The books focused on the following global topics: three pages were devoted to Qadianiyah and communism, colonialism (3.75 pages) and the communist invasion of Russia, Yugoslavia, Albania, and China (2.75 pages), and half a page to the United Nations. This means that the history textbooks did not pay sufficient attention to the global dimension.

Table 1: The total number of pages allocated to each history topic in each grade level

| Grade level | The main topics and subtopics in the textbooks | Pages |
|-------------|--|-------|
| Grade 4 | Biography of the Prophet | 25 |
| Grade 5 | History of the Islamic State | - |
| | ▪ The Rightly Guided Caliphs | 17.5 |
| | ▪ The Umayyad state | 8 |
| | ▪ The Abbasid state | 6 |
| | ▪ The Umayyad dynasty in Andalusia | 4.5 |
| | ▪ The Ayyubid state | 5 |
| Grade 6 | History of the Kingdom of Saudi Arabia | 41 |
| | ▪ The Ottoman Empire | 2 |
| | ▪ History of the Kingdom | 38 |
| | ▪ The Palestinian issue | 2.5 |
| | ▪ The Arab League | 0.5 |
| | ▪ Muslim World League | 0.5 |
| | ▪ United Nations | 0.5 |

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|----------|--|--|
| | | 44 |
| Grade 7 | <p>The biography of the Prophet and the history of the Rightly Guided Caliphs</p> <ul style="list-style-type: none"> ▪ The Prophet’s biography ▪ The Rightly Guided Caliphs | <p>-</p> <p>40.5</p> <p>27</p> <p>67.5</p> |
| Grade 8 | <p>Islamic history</p> <ul style="list-style-type: none"> ▪ The Umayyad state ▪ The Abbasid state ▪ The Umayyad dynasty in Andalusia | <p>-</p> <p>22.5</p> <p>23</p> <p>23</p> <p>68.5</p> |
| Grade 9 | <p>Aspects of Islamic history</p> <ul style="list-style-type: none"> ▪ Crusaders and Tatars ▪ The Ottoman Empire ▪ History of the Kingdom | <p>-</p> <p>16.5</p> <p>10.5</p> <p>46.5</p> <p>73.5</p> |
| Grade 10 | <p>History of Islamic civilization</p> <ul style="list-style-type: none"> ▪ The Prophet’s biography ▪ Islamic conquests during the era of the Rightly Guided Caliphs ▪ Conquests during the Umayyad era ▪ Conquests during the Abbasid era ▪ Conquests during the Ottoman era ▪ Factors affecting the rise and decline of nations ▪ Internal aggression against the Islamic world in the Middle Ages (deviant religious sects) ▪ Internal aggression against the Islamic world in the modern era <ul style="list-style-type: none"> ○ Qadianism ○ Nationalism ○ Communism ○ Colloquial ○ Divergence ▪ External aggression against the Islamic World in the Middle Ages (Crusader and Mongol aggression) ▪ External aggression against the Islamic world in the Modern Era <ul style="list-style-type: none"> ○ Colonialism ○ Communist invasion in Russia, Yugoslavia, Albania, and China ○ The Palestinian issue ▪ Orientalism ▪ Christianization | <p>-</p> <p>30</p> <p>8</p> <p>3.5</p> <p>2</p> <p>2</p> <p>3.5</p> <p>10.5</p> <p>-</p> <p>-</p> <p>2</p> <p>3.25</p> <p>1</p> <p>1</p> <p>1</p> <p>11</p> <p>-</p> <p>-</p> <p>3.75</p> <p>2.75</p> <p>5.5</p> <p>1.5</p> <p>2</p> <p>94.5</p> |
| Grade 11 | <p>History of Islamic civilization</p> <ul style="list-style-type: none"> ▪ Islamic systems <ul style="list-style-type: none"> ○ The political system ○ Administrative system ○ Financial system ○ The judicial system ○ Scientific life | <p>-</p> <p>-</p> <p>10</p> <p>23.5</p> <p>7.25</p> <p>15</p> <p>7</p> |

| | | |
|---|---|---|
| | <ul style="list-style-type: none"> ○ Islamic educational system ○ Sharia sciences ○ Cosmic sciences ○ Islamic architecture ○ The prosperity and spread of Islamic civilization | <p>15</p> <p>14.5</p> <p>8</p> <p>11.75</p> <p>9</p> <p>121.5</p> |
| Grade 12 | History of the Kingdom of Saudi Arabia | 106.5 |
| Grand Total of pages in the nine history textbooks | | 642 |

This result is consistent with the results of studies by Hourdakakis (1996), Clarke and Others (1990), Nakayama (1988), and Croizier (1990), which focused on teaching the local dimension and ignored the global dimension (see the literature review section above).

Regarding the local dimension, 30% of the pages of the textbooks for the nine grades was allocated to the history of Saudi Arabia from the earliest times to the present. 68.5% of the pages in the history nine textbooks was allocated to the Islamic dimension, distributed over a number of Islamic topics: 15% for the biography of the Prophet, 8% for the Rightly Guided Caliphs, 5% for the Umayyad state, 5% for the Abbasid state, 4% for Andalusia, 5% for wars (the Crusaders and the Tatars), 2% for the Ottoman Empire, 19% for the Islamic regimes, 3.5% for the misguided groups in the Middle Ages and the factors influencing the decline of nations, nationalism, vernacularism, Westernization, Orientalism and Christianization, 1.2% (8 pages) for the Palestinian issue, and one page for the Arab League and the Muslim World League together.

The results of this study are consistent with the results of Al-Sabbagh’s study (2003), in which she found that history textbooks for the 10th, 11th, and 12th grades for girls in the Kingdom focus mainly on the history of the prophets and messengers, the biography of Prophet Muhammad, his jihad and patience, and examples of notable figures in the Islamic history, the historical periods they went through their glorious deeds, and their impact on the eras in which they existed, and on the Islamic conquests in various eras, and the manifestation of forms of aggression against Islamic lands in various historical eras, and on the history of Islamic civilization in the basic, cosmic, industrial, and urban sciences, and the virtues of Islamic civilization on the world in general and Europe in particular. As for the dimensions of international understanding under study, which are global problems and the role of the United Nations in solving them, human rights and freedoms, conflict and the arms race, humanity and the environment, and international cooperation as a necessity to solve problems, they were not addressed at all in the girls’ secondary school history textbook.

The results of the content analysis showed that the Islamic history textbooks prescribed for boys in the different grade levels focus on the biography of the Prophet, the Rightly Guided Caliphs, the Umayyad and Abbasid states, the Crusades, etc. The students learned how Islam spread in India, China, North Africa, and Andalusia, but only half a page is devoted to informing the students about how Islam spread in Southeast Asian countries such as Indonesia, Malaysia, and some East African countries through trade. The textbooks do not mention in which century Islam spread in these countries, what their conditions were like before Islam, and what they became after the entry of Islam. It was noted that history textbooks do not teach students how Islam spread in European countries such as Chechnya, Kosovo, and Albania, how Islamic minorities appeared in America and other regions of the world, and what the conditions of Muslim minorities in the world are. They do not focus on contemporary Islamic issues, such as conflicts between Muslims and non-Muslims in countries of the world such as the Philippines, India, Chechnya, and Kosovo. History textbooks focus on imams in

previous eras, and do not introduce students to Muslim scholars from Islamic countries in the modern era, such as Ahmed Deedat, Muhammad Assad, Abu al-Ala al-Mawdudi, and others, nor do they introduce them to Islamic organizations in other countries of the world, such as America.

The results of the analysis showed that the nine history textbooks combined devoted only about 4 pages to the topic of colonialism. The textbooks did not mention how the Arab countries were colonized, which ones were under British colonialism, which ones were under French colonialism and others, nor how Arab countries resisted colonialism or how they gained their independence. Nothing was mentioned in the nine history textbooks about the history of the ancient civilizations that appeared in Egypt, the Levant, and Mesopotamia, such as the Babylonians, Chaldeans, Assyrians, Phoenicians, Pharaohs...etc.

It should be noted that the nine history textbooks were written in a non-objective manner, especially when talking about communism, nationalism, colloquialism, Westernization, Orientalism, Christianization, and so on. History textbooks are supposed to narrate historical events and facts in an unbiased style. In addition, the above-mentioned topics in particular were written in general terms, not mentioning names, locations, dates, or details of events. For example, when talking about the collapse of communism, the following was stated in the 10th grade textbook, p. 91:

Since the intellectual doctrine of “communism” and the principles upon were it based contained the factors that destroyed it as they were in conflict with how God created people. it collapsed after seventy years of its emergence - praise and gratitude be to God.

The authors did the same thing in the 10th grade textbook when talking about Orientalism, pp. 118-119, and Christianization, pp. 119-121. No names were mentioned in the textbook, nor when and where they appeared. They did not give examples of their writings and activities.

Furthermore, the content analysis revealed that history textbooks in the Kingdom do not focus on participation goals, i.e., they do make students part of the Islamic issue or the conflict between Muslims and non-Muslims, and what Muslim minorities are exposed to, and discuss with them the role they can play in resolving such conflicts. The textbooks do not develop in the students a sense of emotional participation, by giving examples of the conversion of entire villages in some countries from Islam to Christianity due to missionary activities, or the weapons that missionaries use in the process of proselytizing, or educating students about their role in resolving some conflicts and preventing their occurrence, or their role in spreading Islam, or what they can do to confront stray groups or missionary activities.

It should be noted that history textbooks focus on memorization, and retrieval, and do not develop students’ critical thinking skills. For example, when talking about Orientalists and Christianization, the authors state their own impressions and make their own judgments about Orientalists and missionaries, and did not give students a opportunity to make their own judgments and the activities they would like to carry out. Textbooks also do not train students in academic skills such as analyzing, organizing, and comparing information.

9. Recommendations

The results of the current study showed that history textbooks primarily focus on Islamic history (the biography of the Prophet, the Rightly Guided Caliphs, the Umayyad and Abbasid states, the Umayyad state in Andalusia, the Crusades, the Tatars, and the Ottoman Empire), followed by the history of the Kingdom, with a scarcity of international topics scattered here and there, which together constitute only 1.5% of the topics in textbooks for the nine grades combined.

The results of the analysis showed that the history of the Kingdom is taught in three grades, namely grade 6, 9 and 10, and that the biography of the Prophet is taught in three grades, namely the fourth, 8th, and 10, and the Umayyad and Abbasid states in three grades, which are the 5th, 9th and 11th. Therefore, this study recommends the re-distribution history courses across grades and adding one or two courses in which world history is taught. World history can be taught either in one class, or as continuous and sequential parts are taught in successive classes, so that the content of the global history course covers some world systems, some historical eras in the world, the history of some regions of the non-Islamic world, some ancient civilizations and empires, human migrations, the most important wars in the world, colonialism, liberation and independence movements in countries of the world, especially the Arab and Islamic worlds, explorations, the history of science and technology, the industrial revolution, some political revolutions, international organizations, some political and economic alliances and blocs, models of political, economic and social conflicts in history, some contemporary international issues, the new world order and contemporary political, social, economic and technological changes, with the necessity of following the chronological and thematic approaches in arranging global topics so that students see and understand the historical conditions that currently prevail or that prevailed in different regions of the world in the same time period, and compare them and link the time periods to each other.

In addition, this study recommends rewriting the history textbooks so that they provide accurate information in which dates are specified in the Hijri and Gregorian calendars, in which the names of countries, places and flags are mentioned, and in which events are presented in an objective manner that enables students to analyze, compare, criticize, and judge them for themselves. Thus, the study of history has a role in developing the skills of historical, chronological, critical thinking, and understanding history better, students' knowledge and enthusiasm for learning national and world history increases.

Adding global topics to the history curricula requires preparing criteria for selecting global history topics, a detailed guide for teaching global history topics, methods of teaching them, and the sources that can be used, and creating an online database that contains digital images representing different regions of the world, to be used by teachers and students in the process of teaching and learning different aspects of world history.

10. Conclusion

Given the nature of the era in which our students live and globalization of cultures, economies, and societies, it has become necessary to offer courses in world history, or to add a global dimension to history courses at various grade levels, to develop students' global awareness and help them understand the world. History courses should make students feel that they do not live outside their era, or live in isolation from the events going on around them. They must inform them of contemporary problems, challenges and issues that transcend the borders of countries, and provide them with information about the political, social and economic aspects in the Arab, Islamic, non-Islamic and non-Arab worlds. They should also help them understand the differences between their Islamic, Arab and local history and the history of other countries and cultures. Hence, this study limited global topics to history textbooks and found that they are rare. She recommends that there is a need to add global historical topics to the various courses, along with the need to choose topics that suit our goals, reality, and culture.

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