

Programs and Practices: Students' Historical Understandings in International Baccalaureate, Advanced Placement and Regular World History Courses

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Abstract: World history has become increasingly important and has often been a required course for high school students in the United States. This multi-case study provides examples and descriptions of students' demonstration of historical understandings. It also includes multiple perspectives and experiences of world history students and teachers, and analyses of International Baccalaureate, Advanced Placement, and regular World History program curricula. Methods and data sources used in this study included participant observations, focus group interviews, student artifacts, and program curriculum documents. The types of historical understanding varied among the three World History programs' courses, ranging from identifying cause and effect relationships to the inclusion of multiple perspectives in history. The most unique type of historical understanding displayed by students was the acknowledgement of historical humility in International Baccalaureate History. Findings of this study have implications for pedagogical and curricular approaches to teaching world history.

Key words: Historical Understanding, International Baccalaureate, Advanced Placement, World History

The purposes and outcomes of K-12 history education in the United States differ greatly across states, academic programs, schools, and teachers (Dunn, 2000; Shemilt, 2000; Stearns, 2000). These differences have sparked debate about the purposes, objectives, and assessment of K-12 history education in the United States and abroad (Dunn, 2000; Shemilt, 2000; Stearns, 2000). Political, economic, and social agendas have also influenced social studies and history education (Dunn, 2000; Levstik, 2000; Stearns, Seixas & Wineburg, 2001). Synthesis of the various influences can reveal the overall purposes for history education, which in turn determines the content and skills included in the curriculum. For example, a synthesis can help determine whether an emphasis was placed on certain historical figures and events to enhance national narratives, or whether historical analysis and interpretation are emphasized in order to facilitate students' critical thinking skills and understanding of multiple perspectives. The forms of historical understanding developed by students are directly influenced by the emphasized purposes (Lee, 2005; VanSledright, 2014). These same purposes and outcomes that have influenced history education in general, have influenced world history education as well.

World history has become increasingly important and has often been a required course for high school students in the United States (Bain & Shreiner, 2005; Cavanagh, 2007; Finn & Davis, 2006; Harris, 2012). This multi-case study provided an analysis of specific International Baccalaureate (IB), Advance Placement (AP), and "regular" World History (RWH) program curricula and detailed views of the students' historical understanding. The term regular is used for the non-IB and non-AP World History class because that is the term used by the teacher participant.

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IB, AP, and RWH are three programs commonly found in high schools in the United States and American/International schools abroad (Bain & Shreiner, 2005; Cavanagh, 2007; Martin, Maldonado, Schneider, & Smith, 2011). The three programs have distinct objectives and curricula that influence their implementation by history teachers and guide students' learning outcomes.

This study inquired into the learning objectives and outcomes of historical understanding included in each of the IB, AP, and RWH programs. Although qualities of historical understanding have been detailed extensively in the relevant literature, research that ties historical understanding to particular world history programs in secondary education remains limited, particularly with regards to IB History (Davis, 2001; Dunn, 2010; Harris, 2012; Lee, 2005; Lee & Ashby, 2000; Levstik & Barton, 2008; Seixas, 2004; Stearns, Seixas & Winebrug, 2000; Wineburg, 2001; Wineburg, Mosborg & Porat, 2005; VanSledright, 2014; Yeager & Frost, 2001). This multi-case study provides teachers, curriculum developers, teacher educators, and educational researchers with a broader perspective on student learning outcomes of these three programs in one high school on the Great Plains. How students in the three programs demonstrated evidence of historical understanding within a unit on the Cold War was examined through triangulation of student and teacher interviews, content analysis of student artifacts, and content analysis of curriculum documents.

The various purposes of history education that support the IB, AP, and RWH programs' courses influence teachers' approaches to help students develop historical understanding. Although most states adopted Common Core Standards, there are different world history curricula that have inherently different course content, objectives, and assessment protocols. Common Core Standards do not guide IB or AP World History programs. These three world history programs are frequently found in schools across the United States and in International/American schools abroad and are used in the school in which this study was conducted.

This article includes a discussion of the historical understanding of students in the three World History programs. It aims to contextualize the background of the programs, practices, and outcomes. Also included is a description of the methods of inquiry, findings, and discussion, followed by conclusions and potential implications of this study for world history students' understanding.

Conceptualizing Historical Understanding in World History Education

World history has been included in American education since the nineteenth century (Marino, 2011). Over the last two centuries it has evolved from ancient history and classical studies to modern history that includes a focus on 19th century Europe and the World Wars (Marino, 2011). The current approach has included the purpose of aimed understanding of the interconnectedness of the history and people of the world (Marino, 2011). Rather than defining world history, the National Standards for World History aimed "to encourage students to ask large and searching questions about the human past, to compare patterns of continuity and change in different parts of the world, and to examine the histories and achievements of particular peoples or civilizations with an eye to wider social, cultural, or economic contexts" (Dunn, 2000, p. 122). Though not everyone agrees with the National Standards for World History because of political agendas and ideology, this description is supported by objectives of historical understanding identified by researchers and some world history programs (Nash, Crabtree & Dunn, 2000). For example, the National Standards for World History description relates to Stearns' definition of historical analysis and the purpose of world history: "Historical analysis is empirically formed, it cannot float above some available (if not always remembered) facts, and it must include knowledge of how to use and to assess facts" (2000, p. 422). This definition goes beyond memorizing

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facts by including learning how to assess the value and reliability of varied perspectives in the past and present. VanSledright (2014) refers to these skills and thinking practices as second-order concepts. The next section of the article identifies various models and purposes of world history education followed by descriptions and definitions of historical understanding.

Models of World History

Researchers Dunn (2000) and Bain and Shreiner (2005) identified models or patterns of world history. These models helped to identify the purpose and approach to teaching and learning world history. Dunn (2000) found that world history classes often follow the Western Heritage, Different Cultures, or Patterns of Change models which provide a description of different approaches to world history and implementing the history course. The Western Heritage Model was Eurocentric and focused on the impact of Western civilization on the world (Dunn, 2000). It also aimed to promote national unity and a shared value system in the United States based on the premise that the West is the instigator of many of the values and inventions found today and is superior in global affairs (Dunn, 2000).

The Different Cultures Model derived from the multicultural education movement in the United States (Dunn, 2000). It did not contest the Western Heritage Model, but aimed to include the study of other civilizations by region, minority groups, and their contributions in addition to Western civilization (Dunn, 2000). This model often structured the study of world history by teaching units based on regions of the world (Dunn, 2000).

The third model, Patterns of Change, focused on an inquiry approach to understanding historical questions and patterns across time and space (Dunn, 2000). This approach did not limit the study of history and its disciplinary practices to particular regions, as the Different Cultures Model did, but was based on the premise that a comparative approach to contrasting civilizations was pedagogically sound because it allowed for higher order thinking and generation of historical narratives (Dunn, 2000). The Patterns of Change Model incorporated critical thinking and analysis more than the other two models because of the holistic approach it promoted to connecting a phenomena across time and space (Dunn, 2000).

Similar to Dunn's models of world history, Bain and Shreiner (2005) identified and described four patterns of world history currently implemented in the United States: Western Civilization Plus, Social Studies World History, Geographic History, and Global History. Bain and Shreiner (2005) reviewed state standards and curriculum documents and found that of the four patterns, Western Civilization Plus was the most commonly found approach to world history education. This approach to world history is very similar to Dunn's Western Heritage Model.

There has been a conflict between practicing historical thinking leading to the creation of historiography and a standard curriculum that supports an American collective memory (Levesque, 2005; VanSledright, 2002). Historical thinking leading to the creation of a historiographical interpretation requires students to examine, interpret, think critically, analyze, and synthesize the resources they use (VanSledright, 2014). Those in opposition to the historiographical approach, in particular those from the conservative political right, believe that this approach to teaching history has confused students about their national history because their historical understanding has clashed with the national narrative (Nash, Crabtree, & Dunn, 2000). They have further charged that this confusion will affect students' degree of nationalism (Nash, Crabtree & Dunn, 2000). This conflict has posed a problem, especially in states that have administered standardized end-of-year exams covering what VanSledright (2014) calls first-order understanding (e.g. Wilson's "Fourteen Points," 19th-century immigrant job types, etc.).

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Historical Understandings

There has been no precise or consistent definition of historical understanding. How teachers and students have interpreted historical understanding varies and changes across time (Voss and Wiley, 2000; Wineburg, 2001). One view of historical understanding based on Kintsch's (1998) situation model of understanding came from the mental representation of a text that included previous knowledge or identification of a relationship between concepts (Voss and Wiley, 2000). Furthermore, other researchers state that understanding may be demonstrated by identifying cause and effect relationships, while other types of understanding may identify relationships in terms of category membership or connections to a larger understanding of the concept (Parker, 2012; Wineburg, 2001).

VanSledright (2014) described historical knowledge as historical understanding (substantive, or first-order knowledge) and strategic knowledge. Substantive historical knowledge was more content based of knowing the who, what, when, where, why, and how surrounding events and individuals' decisions (VanSledright, 2014). Strategic knowledge was the method of critical thinking practices used to achieve substantive knowledge (VanSledright, 2014). Often substantive historical knowledge can lead to a single narrative-based understanding of the past, which has not always portrayed the complexity of historical events and the decisions made surrounding the event (Lee, 2004). Vansledright (2014) argued that both types of knowledge are interdependent and that the inclusion of strategic knowledge can lead to deeper understanding of second-order concepts or meta-historical concepts (Lee, 2005). Second-order concepts include identifying progress/decline, change/continuity, historical significance, rational understanding, and evaluating evidence - what many have termed "doing history" or doing the work of historians (Lee, 2005; Levstik & Barton, 2008; Wineburg, 2001; VanSledright, 2014). VanSledright (2014) argued that historical competence includes both historical understanding and thinking; there cannot be one without the other. Thus, historical understanding was defined as the inclusion of both the content, or first-order understandings, and the thinking practices, or second order concepts, which lead to a historiographical account (VanSledright, 2014).

VanSledright (2014) and Wineburg (2001) identified that it has been a problem that most of the history assessment practices in the United States emphasize first-order understanding, as it has been easier, faster, and cheaper to assess. To assess second-order concepts, or historical thinking, requires document-based questions (DBQs) and historiographies, which tend to take longer to assess and can be more costly (Vansledright, 2014). The new Common Core Standards for English Language Arts & Literacy in History/Social Studies include historical skills that contribute to students' ability to analyze primary and secondary sources, compare multiple perspectives, and write argumentative narratives supported by evidence (Common Core State Standards Initiative, 2013). Current dependence on multiple-choice standardized tests, however, does not allow for students to portray their analytical skills (Haney and Scott, 1987; Wineburg, Smith and Breakstone, 2012; VanSledright, 2014). The implementation of writing and thinking historically or "doing history" using DBQs and historiographical narratives falls more in-line with these important Common Core Standards.

As doing history involves writing, Voss and Wiley (2000) measured historical understanding by analyzing the content of students' essays. They analyzed the organization of the essay, the number of connections made (e.g. how often were connective words like "influences", "leads to", or "causes" used), and the originality or transformation of information from the text (Voss & Wiley, 2000). Monte-Sano (2012) identified five characteristics of an effective historical argument: factual and interpretive accuracy, persuasiveness of evidence, sourcing of evidence, corroboration of evidence, and contextualization of

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evidence. Determining the level or type of historical understanding has led educators to identify strategies that enhance student learning (Monte-Sano, 2012; Voss & Wiley, 2000). The methods and findings in Monte-Sano's (2012) and Voss and Wiley's (2000) research were relevant to this investigation of IB, AP and RWH programs because they helped identify and code students' forms of historical understanding displayed in their course work. Some of these forms of historical understanding were identifying historical significance, historical empathy, understanding multiple perspectives, causation, continuity, and change.

Historical Significance

Historical significance was defined as how people select, organize, and periodize events and individuals (Bain, 2000, Levstik, 2000; Seixas, 1997). Personal interests and cultural experience have influenced individuals' placement of historical significance (Levstik, 2000; Seixas, 1997). Various approaches have been used to facilitate students' identification of historical significance. For example, Bain (2000) had students create a time capsule with items that were significant according to one of these four categories: "(a) Rare, first-time, or last-time events, b) Impacts many people in many places, (c) Impacts many areas of human life, (d) Effects last across time" (p. 344). Through class discussion, students used these criteria to determine significance of the included items (Bain, 2000). Seixas (1997) studied students' ratings of historical significance of world events and found that students integrated their personal interests. Levstik (2000) found that it was difficult for students of varying ethnic groups to understand historical significance in a history curriculum that excludes multiple perspectives and cultural groups. For this reason it is important to include varying historical perspectives and their historical significance (Levstik, 2000). Levstik (2000) observed, "teaching and learning national history should include study of the different systems of ethno-racial classification used in the nation, including consideration of the various constituencies empowered or disempowered by these classifications" (p. 285). These studies, and many others, illustrate that there are varying influences on students' understanding of historical significance.

Historical Empathy and Perspective Taking

Historical understanding can also include historical empathy and perspective taking. These aspects of historical understanding help students to place themselves in the time and place of historical events or to periodize the events and the decisions leading to these events. Davis (2001) defined historical empathy as being derived from active engagement in thinking about people, events, and situations in their context, as well as from interpreting their meanings in an abstract time.

Developing historical empathy takes practice (Wineburg, 2001). When studying people, cultures, events, and decisions of the past, there is the risk of judgment based on present day criteria (VanSledright, 2001). Not only should individuals base their understanding of events and people on the culture and context at the time they occurred, they also need to reflect on their own current positionality because this lens influences their interpretation of past events and decisions (VanSledright, 2001).

Wineburg (2001) stated that the study of history and perspective-taking is crucial in today's age of diversity and globalization. "Coming to know others, whether they live on the other side of the tracks or the other side of the millennium, requires the education of our sensibilities" (Wineburg, 2001, pp. 23-

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24). It requires students to seek historical understanding from the perspective of different individuals, cultures, and societies across time.

Chronology, Continuity, and Causation

Identifying causation, change, and continuity requires second-order concepts (VanSledright, 2014). Wineburg (2001) states, “The question of cause lies at the heart of historical inquiry” (p. 145). Individuals’ perspectives, experiences, and interests help them to identify historical and current events. Wineburg (2001) explained that “chronology was more than discrete dates—dates were held together by trends and themes, patterns and perspectives (p. 144).” Some themes revolve around politics, the economy, or cultural/social trends, such as the changing role of women or the oppression of minorities. This type of chronological approach - identifying themes, patterns, and perspectives - aims to enhance cause and effect relationships, connecting the past to the present and, perhaps, to the future (Seixas, 2004; Wineburg, 2001).

Dunn’s (2000) Patterns of Change Model of teaching world history has also been relevant to chronology, continuity, causation, and identifying patterns. This approach to history used an inquiry approach to seek explanations for change at the local and global levels and tends to be socially inclusive by including multiple perspectives (Dunn, 2000). The Patterns of Change Model may help students develop an understanding of historical chronology and causation that assists them to see significant contributions and patterns of change from multiple perspectives (Dunn, 2000).

Research Questions

A content analysis of students’ work can help identify how they are expressing historical understanding and whether this understanding includes empathy and multiple perspectives developed from understanding of global processes and contacts in societies across time and space.

This review of the related literature encompassing historical understanding identified varied definitions and approaches to world history education. Much of the research and literature about world history education in the United States was designed to investigate regular and AP World History. This study inquired into how the aforementioned definitions and approaches to world history are included not only in AP and RWH, but also IB, an up and coming program in the United States. This study expanded on the identified research and literature reviewed by investigating students’ learning outcomes and their displays of historical thinking and understanding exhibited in each program.

The central focus of the study addressed the question: “What historical understandings demonstrated in a unit on the Cold War do students display in their IB, AP or RWH program courses?” A unit on the Cold War was selected for this study because it was taught in all three courses in the same semester and at the end of the school year, allowing time for students to have developed varied forms of historical understanding. Sub-questions of this study specifically addressed aspects of historical understanding and influences on historical understanding rather than the content of the Cold War: 1. How do students and teachers define world history? 2. What forms of historical understandings (e.g., historical significance, historical empathy, perspective taking, cause and effect) do students display in IB, AP, and RWH? 3. What are the programs’ purposes and objectives?

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Methods

This qualitative multi-case study used classroom observations, student and teacher interviews, and content analyses of student artifacts and program documentation to describe each of the IB, AP, and RWH course objectives and outcomes. Each course could have been a case study on its own, but student historical understanding is the focus that was investigated through three individual case studies, making this study a multi-case study.

Site

The site of this study was a public high school in a small Great Plains city that will be called Weber High School. Weber High School was selected because it was the only high school that offered courses in all three programs, IB, AP, and RWH, in the selected district and it was one of two high schools in the state to offer IB

IB, AP, and RWH courses were selected because of the similar world history curriculum and social studies objectives. Additionally, these classes or cases contributed to assessment of contextual understanding of history because they focused not only on American History, but also included global content and/or perspectives. Selection of these courses allowed the researcher to identify a commonly taught unit between all three.

Participants

Twelve IB students, six AP students, fifteen RWH students, and two teacher consultants from Weber High School participated in this study. The researcher implemented purposeful selection of participant consultants. The IB students were in grade 12. The AP and RWH students were in grade 10. Mrs. Lewis taught both AP and RWH and Mr. Voss taught IB. Mr. Voss had also previously taught AP.

Data collection and analysis

Data were collected during the second or spring semester of the school year. The time that the units on the Cold War were taught during the semester varied among teachers and programs. In addition, the duration of the units varied depending on the programs. The IB unit on the Cold War was taught over six weeks, from the end of March to the beginning of May. A total of 21 classroom observations were made during this time. The AP unit took place in May and was taught over four days, which allowed for four classroom observations. The RWH unit on the Cold War began in April and took about three weeks of class time. A total of 16 observations were conducted during this time period. The curriculum and objectives of each program influenced the depth and breadth of students' investigation into the Cold War. The length of the unit determined the number of possible observations.

Data collection used a triangulation approach including observations, interviews, and content analysis. Observations were made of the three courses while teachers facilitated units on the Cold War to gain first-hand experience with the students and teachers. This allowed for the recording of information concerning students' historical understanding as it occurred, similar to the methods used by Creswell (2009). A content analysis of the program curricula and objectives was conducted. In addition, students' work (artifacts) were collected and analyzed to identify their historical understanding through their language.

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A total of six focus group interviews were conducted with teachers and students. Both teachers volunteered and consented. All students volunteered and gave their assent along with parental consent. Two interviews were conducted with nine out of the twelve IB students. One interview was conducted with two out of the six AP students. Two interviews were conducted with five out of the fifteen RWH students and one interview was conducted with the two teachers. Focus group interviews afforded another opportunity for students and teachers to share their views of the program in which they are enrolled and to demonstrate their historical understanding.

Interviews were transcribed and then coded by hand. In vivo codes, which included the words used by teachers and students, were identified through analysis of the interview transcripts (Creswell, 2009). The transcripts were then read again to group coded data into organized themes. Observational field notes were also recorded and analyzed.

Triangulation of data was used to provide a deeper understanding of students' historical understanding (Denzin & Lincoln, 1998). "Triangulation has been generally considered a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation" (Stake, 2000, 443). Different kinds of triangulation can help the critical review of data. Denzin (1989) suggested that triangulation can be implemented by using: multiple perspectives (e.g. research, teacher, and students), using more than one research method (e.g., observations, interviews, and document analysis), or use multiple observers. In this study, triangulation of research methods (e.g., teacher and student focus group interviews, observations, and document analysis of the three classes of world history curricula and student work) was used as the basis for drawing conclusions and triangulation of multiple perspectives (e.g. research, teachers, and students) to reduce researcher bias and confirm results. Furthermore, all students and teachers who took part in this study were given the opportunity to review the report, a member-checking method used by Glesne and Peshkin (1992) and Stake (2006) to ensure accuracy and verify results,.

Using the methods of Emerson, Fretz and Shaw (1995), and Clandinin and Connelly (2000), data were first organized and analyzed by identifying patterns, categories, and themes. Initial identification of open codes was followed by focused codes and finally themes. Contextual perspectives of historical understanding were used to guide the data analysis. There was some subjectivity in the reported findings because at the end of the day the researcher decided what was pertinent to the study in order to best understand the phenomenon (Stake, 2000). However, all efforts were made to minimize the imposition of researcher bias during the analysis process by triangulating the data, viewing the data as closely to the intended meanings, and member-checking (Strauss & Corbin, 1998).

Though case studies are not often generalizable (Stake, 2000), this study sheds light on factors contributing to students' historical understanding in one school offering all three programs. The purpose of this multi-case study was to deepen understanding of the program objectives and student learning outcomes. This information is important because there are few or no high schools in the United States that do not offer one or more of these programs (Bain & Shreiner, 2005; Cavanagh, 2007; Martin, Maldonado, Schneider, & Smith, 2011). Findings may resonate with these schools given familiar circumstances (Stake, 2000).

Limitations

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The duration of the study was dependent on course schedules of the IB, AP, and RWH programs. The Cold War units lasted between four days and six weeks in the spring semester. Because this study focused on one complete unit of each course, determination and analysis of students' historical understanding could be accomplished during the relatively short time frame in which the units were taught. However, the explication of the process through which students developed their historical thinking could not be determined.

Findings and Discussion

Stearns (2000) emphasized the need for world history to enable the type of historical thinking that citizens need. The forthcoming analysis of IB students' work, interview transcripts, and course documents illustrates the achievement of students displaying historical understanding in terms of being critically thinking citizens.

International Baccalaureate History

The IB Diploma Program (IB) is a college preparatory program offering a curriculum that often allows students to receive college credit. It aims to promote "intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st Century" (International Baccalaureate Organization, <http://www.ibo.org/mission>, para #3). Currently, there is a choice of following one of two curricula: 1) Route 1: History of Europe and the Islamic World, which spans from 500 C.E. to the 15th century; or 2) Route 2: 20th century world history. Weber High School elected to focus on the Route 2: 20th century. The IB 20th century world history course's syllabus includes the following topics: (a) Causes, Practices and Effects of War, (b) Democratic States—challenges and responses, (c) Origins and development of authoritarian and single-party states, (d) Nationalist and independence movements in Africa and Asia and post-1945, Central and Eastern European states, and (e) The Cold War.

Currently there are 799 high schools in the United States that offer the IB program (IBO, World School Statistics, n.d.). The IB program has grown substantially in the United States, more so than in any other country in the world (IBO, World School Statistics, n.d.). This growth is due to federal legislation that aimed to raise academic standards (Bunnell, 2009). Weber High School first offered the IB program to students in 2008.

As part of analyzing students' historical understanding through interviews and their work, this study identified how students described world history. The following quotes from two interviews with IB students summarize their views of world history. Maria stated, "World history is the story created by different perspectives... The identity of society is created by history." Daniel said, "The purpose of history is not to simply narrate, but to construct based on the little tidbits [of information] we have about the past in the present." Bill:

I would say world history is predominantly not an anti-American class, but it broadens the perspective that students receive ...The purpose of world history is designed to enlighten students that what they initially learned is not always the truth...Like Columbus.

These descriptions highlight the themes and codes identified in this study. Many of the students' descriptions of world history were illustrated in their work portraying their historical understanding of

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the Cold War. These descriptions identify the inclusion of multiple perspectives, the identification of cause and effect relationships, and the creation of historiographies. Furthermore, it is understandable why IB students describe these characteristics of world history because Mr. Voss, their teacher, described world history as “the story of people reflecting the interconnectedness of the globe.” His view supports the inclusion of multiple perspectives, identifying significant events leading to cause and effect analysis, and includes the creation of narratives.

The assignment. The main assignment or student artifact in IB that was analyzed was a two-section assessment activity that included three questions. The first section asked:

When did the Cold War begin? Part A) Please offer seven plausible dates and a brief (couple of words) description for each. Part B) Pick three of the seven and offer a rationale justifying why the Cold War began at that particular time. A strong paragraph should suffice for Part B.

The second section of the assessment activity included two questions, of which students chose to answer one. The questions were:

Who won and who lost the Korean War? Please explain. Discuss the war from the perspectives of each of the major actors involved. (A paragraph or two for each of the following: the U.S.; China; South Korea; and North Korea should be sufficient. If in doubt as to whether you have written enough, ask if your answer demonstrates that you have a decent handle on various foreign policy objectives before the war as well as the outcomes of the war itself. Also, your answers can go beyond the material that has been covered, but your answer must be plausible.)

Compare and contrast the U.S. policy of containment pre-1950 and post 1950. Your essay should include a discussion explaining the policy, how and why it was implemented, and how it changed after 1949.

These questions required students to identify the historical significance of events and policies. They required students to identify cause and effect relationships, change over time, and multiple perspectives. These questions went beyond knowing the facts and required the need to synthesize information to support a “plausible” argument.

Cause and effect. Identifying cause and effect relations was prominent in the IB students’ work. Additionally, some students identified cause and effect relationships in reference to current events. Several students identified historical significance, while others demonstrated historiography and created their own narratives identifying the significance of cause and effect events or decisions.

In terms of why something happened, students discussed the motivation behind historical decisions concerning the Cold War. They demonstrated an understanding of causation that went beyond explaining sequence of events. For example, Maria in a short answer response traced the roots of the Cold War to the Bolshevik Revolution and explained:

Some historians suggest that the Cold War dates back to as early as the Bolshevik Revolution in 1917, when the U. S. and Western nations supported the Whites. The communist Reds took power instead, and they resent the Western Powers for trying to influence Soviet Russia. They also distrusted the West from this point on, leading to uneasy alliances during WWII, as well as difficulty in cooperation at the end of the war.

Maria clearly identified the cause and effect relationship between the West's involvement in Russia's civil war and distrust and cooperation 40 years later with one particular term. She used the word "leading" to indicate the cause and effect relationship. She also used "traced back to" and "thus" (Voss & Wiley, 2000). These types of connecting words used to identify cause and effect were common among IB students.

Every artifact of IB History student work that the researcher had permission to analyze included the display of cause and effect historical understanding. This theme and type of historical understanding was expected due to the central and sub-questions of the study. However, a more unique theme related to historical understanding of cause and effect relationships concerned the connection to current events.

Current events. One of the purposes of identifying cause and effect relationships is to recognize past events and how decisions shape current events in local and global communities. In the focus group interviews, two IB students identified the need to apply history to understand current events. Also, in some of the work the students provided, they demonstrated the ability to explain cause and continuity of past and present events and decisions. Mike explained, "It [history] describes how we got to where we are now." Phan stated, "I'm a factual type guy, I define historical understanding as the ability to apply concepts to current events... We may be able to draw parallels from WWII and now." Daniel, in his written work, referred to factors that contributed to South Korea's current economic status:

...In the aftermath of the War [Korean War], the assured defense of South Korea by the U.S. also meant that South Korea could grow its economy into the small powerhouse it is today....North Korea, however, as an impoverished dictatorship as harsh as any, can really only be said to be a victory for the North Korean leadership and not the general populace.

Daniel included what he knew about the current state of North and South Korea in his explanation of who may be considered victors of the Korean War. Phan also included current events in regards to the Korean War. "Thanks to post-war economic aid from the U.S. and Japan, South Korea is now a prosperous democratic state (ever living in fear of an attack from the North, of course)." He referred to the current state of South Korea by using the words "is now." Although all of the students' work identified cause and effect relationships, Daniel and Phan were the only students to refer to current events and situations in the world today.

Historiography. It appears that all of the IB students were able to analyze resources and identify multiple perspectives. However, a few students were able to create their own narratives of the Cold War, effectively practicing historiography, the work of the professional historian. Phan said:

We focus on where the conflicts are and try to resolve it by setting the [scene] before, after and during the conflict. So as long as I have reasonable information and I can make an argument for a certain reason why something happened and that argument is fairly substantive, then it is history I have created.

Two students were able to create narratives during an in-class extended response without the use of the primary sources they had studied previously. Jeff wrote:

Russia would later come to view Europe the same way after the Marshall Plan had become introduced/proposed. The rule that countries accepting aid from the US had to submit financial records effectively banned the USSR from taking advantage of it.

Instead, Russia did two things which forever affected Cold War relations: it countered the Marshall Plan with the Molotov Plan, which would provide economic security for Soviet influenced communist countries in Eastern Europe; it also organized a coup in Czechoslovakia, which had seemed interested in the Marshall Plan. This aggressive and potentially considered expansionist action shrank Republicans in the US concerned about cost of the Plan out of their economic conservatism and propelled the Marshall Plan into action. Without the coup, a preventative measure against the Marshall Plan, the plan may never have come to fruition. This great wrong nonetheless marks a decidedly derisive climate and permanently defined the two “camps” during the Cold War, especially as economic support systems become military alliances.

Jeff’s response was one of the most elaborate and supported explanations of the cause or start of the Cold War. He weaved together the events leading to the Cold War into an argumentative narrative base on evidence he has studied previously, though he was not able to pull in evidence from those primary sources. Yet, many of the indicators of effective historical arguments were present (Monte-Sano, 2012).

Multiple Perspectives. The IB program goals included historical empathy and perspective taking. IB students’ description of world history often included words like “multiple perspectives”, “different viewpoints”, and “a broadened perspective.” As Cliff explained, “It’s about how history is written by those in power. So a reasonable definition of world history should not only include the victor’s perspective of events, but also the losers.” Most students described the perspective of countries (or their leaders) at war. Inclusion of perspectives beyond conflicting countries was limited and not included in the unit on the Cold War. Individual countries’ perspectives and motives were included, but roles of minorities, women, children, etc., were not. This may be due to the nature of the Cold War as a topic, rather than due to the IB program.

Some students discussed how their views have changed over the course of their IB education. Not only are IB students aware of historical humility, they are open to various perspectives which can be part of historical humility. Bill stated, “The purpose of world history is designed to enlighten students that what they initially learned is not always the truth.” In this statement, Bill was referring to his experience in elementary and middle school and the reliance on textbooks and the lack of multiple perspectives. Nikki provided an example of Columbus being portrayed as a great explorer, but later they learned that he “directly or inherently caused the enslavement and death of millions of Native Americans.” This new knowledge and perspective made students like Nikki question and evaluate resources for bias, including the typical textbooks they had used. The students realized that the textbooks they had been exposed to in the past lacked varying perspectives and may not have portrayed an accurate account. Furthermore, Maria explained, “When we can’t study or include multiple perspectives, then we acknowledge that we can’t or that multiple perspectives do not exist and to be aware of the limitation.” IB students have learned that if multiple perspectives are not presented, then it may be a limitation to their understanding of events.

In conclusion, the inclusion of multiple perspectives in education and particularly in the teaching of history is vital for a number of reasons. Not only do multiple perspectives provide for historical interpretation, they also build skills that are applicable to interpreting events and politics today. Multiple perspectives contribute to people in society being informed and making informed decisions. Moreover, the inclusion of multiple perspectives in education recognizes the diversity found in our schools and classrooms. When we seek to understand the multiple perspectives and experiences of our diverse

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student population, we are more likely to tap into their funds of knowledge and build upon their current understanding of society, which includes peoples' social histories.

Historical and intellectual humility. Historical and intellectual humility is an in vivo code and the most surprising type of historical understanding discussed by IB students.

Intellectual humility is defined as how we come to hold and retain our beliefs. It is constituted by a state of openness to new ideas, receptivity to new sources of evidence and the implications of that evidence, and willingness to revise even deeply held beliefs in the face of compelling reasons (Barrett, 2012, para. 1).

Several IB students in the two focus group interviews discussed historical or intellectual humility in two different ways: (a) as changing historical evidence and narrative and (b) learning about one's own knowledge, beliefs, or bias. Mike, an IB student, described intellectual humility as, "realizing you have been wrong before in your views and that other people could be wrong in a similar way that you've been wrong and they are making big decisions that could easily have been a mistake." Cliff and Jeff, together, by finishing each other's sentences explained,

Humility is being aware that you can be wrong and that your views and assumptions are not always of the truth...you can't make conclusions on insufficient bodies of evidence. In history, more than any other subject that I am taking in IB, I felt that I had to have enormous amount of evidence.

Other IB students also discussed intellectual humility. Their descriptions of intellectual humility reflect Barrett's definition. Several students in the focus group interview provided examples or explained how interpretations of history change when new evidence is released. The following discussion demonstrates their understanding of historical humility. Mike:

The Orthodox view is that Stalin was using North Korea as a satellite state so they could go into South Korea. The Revisionist's stance was the U.S. was pressuring Mao so much that he felt the need to support North Korea.

Cliff said, "This is intellectual humility because what we know changes as new theories come out. Our ideas are not rigid."

Related to historical humility, IB students in both focus group interviews discussed Value, Limitations, Orientation, and Purpose (VLOP) as a tool to analyze documents and speeches in the past and present. VLOP terminology is used in the International Baccalaureate Organization History Guide (2008) in reference to a primary source analysis question that will be included in the IB History exam. IB students were also aware of the benefit of using these analysis skills in life. Use of these skills in life helps us to be engaged and to think critically about society in the past and present. For example, Nikki explained:

When I am watching something on Fox and they say, "The President was recently uncovered to have a relationship with a terrorist." I consider the source and ask, "What are they trying to accomplish? Who is this coming from? How credible is their information?"

This critical thinking and application to a real situation is an ultimate goal of history and social studies education. The IB students demonstrated this behavior.

Collecting, interpreting, and analyzing resources to offer an explanation or tell a story is part of what historians do (Lee, 2005; Levstik & Barton, 2008; Wineburg, 2001; VanSledright, 2014). IB students were able to provide in depth descriptions of historical events. They were able to interpret and create their

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own historical explanation and apply these skills to explain the significance of historical events to current events with historical humility. Furthermore, they were able to discuss various perspectives or lenses of history. As Bill states, "What the IB excels at is the synthesis level questions. It is asking you to take this information you have learned and decide what you can infer about society." IB students know that what they are learning in school can be applied to current events and society.

Advanced Placement World History

AP is a program organized by the College Board, a non-profit association that aims to help students attain college success (The College Board, 2010). AP World History is the secondary education equivalent to an introductory level college course in world history. The College Board's AP Program has been offering college credit courses for over 50 years; however, AP World History was introduced in 2002.

AP formerly focused on "habits of mind". Examples of these habits were: constructing and evaluating arguments: using evidence to make plausible arguments, understanding diversity of interpretations through analysis of context, point of view, and frame of reference, and seeing global patterns and processes over time and space while connecting local developments to global ones" (College Board, 2010, p. 10).

However these "habits" changed and have now been described as "The Four Historical Thinking Skills." These skills include: (a) crafting historical arguments from historical evidence, (b) chronological reasoning, (c) comparison and contextualization, and (d) historical interpretation and synthesis.

The literature review section of this paper illustrated that there are varying definitions and approaches to teaching world history. Although there were some consistencies, this variation was observed in AP World History among the subject students and teacher. Below are two excerpts from AP World History student interviews that described their definitions of world history.

Shaista:

World history is basically everything that has ever happened like major events that happened in the world since humans have been here. ... It explains why they are the way they are now...I think that in earlier times it's basically the world, but as time goes on, closer to our time, it is a Western perspective.

Gladys:

It's everything that has evolved or changed as far back as we know, and how we have grown as human beings because we talk about how civilizations have changed from different societies and different eras....And some of the old, ancient societies are still going on in some regions. It is good to learn about them because everybody is at different stages of development.

These two views demonstrate how varied the approaches to world history can be. Shaista recognized the Western emphasis in modern history and Gladys' description was more in line with the description or purpose offered in the AP course description.

The breadth of the AP curriculum is broad compared to other world history programs. This breadth is underscored in the AP guide, which is from approximately 8000 B.C.E. to present day. As Gladys stated, "It's everything that has evolved or changed as far back as we know."

The AP World History teacher, Mrs. Lewis, described world history similar to the course guide:

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My definition of world history, and this may be part of my definition of historical understanding too, is the interactions that have happened among groups at different times in history. What are the threads and themes that we see that occur throughout human history? And, what are the cause and effect relationships?

Mrs. Lewis's inclusion of thematic organization, interaction among groups of people, and identifying cause and effect relationships were all part of the stated purpose of AP World History, with the exception that the AP course description uses "continuity and change" instead of "cause and effect" (College Board, 2010, p. 4). The description of world history by Mrs. Lewis and Gladys was in agreement with the Patterns of Change Model described by Dunn (2000).

AP students and Mrs. Lewis primarily described and/or demonstrated two types of historical understanding: identifying cause and effect relationships and the inclusion of multiple perspectives. Although Mrs. Lewis mentioned identifying "threads and themes" in world history, this aspect of teaching and learning world history was not discussed or demonstrated in student work. Another factor described by Mr. Voss and Mrs. Lewis was the focus on content rather than historical thinking. Mr. Voss and Mrs. Lewis described this focus as conflicting with their pedagogical and philosophical approach to teaching history, which they describe as actively doing history.

The assignments. AP World History students were given two assignment/assessment tasks during the four days they inquired into the Cold War. The amount of time they had to cover parts of the Cold War was considerably brief. This more than likely impacted students first-order understanding (VanSledright, 2014), but since the unit on the Cold War came at the end of the year, students should have been able to demonstrate second-order, or meta-historical concepts (Lee, 2005; VanSledright, 2014).

The first assignment required students to "Describe, compare, associate, analyze, and argue for or against" the Cuban Missile Crisis. The second assessment task was a 15 question multiple-choice quiz. The identified themes and primary forms of historical understanding that was identified was cause and effect relationships, multiple perspectives, and a conflict over the amount of content to cover versus analytical skills.

Cause and Effect. Gladys: We do learn about cause and effect. Today we were talking about the Korean War and how today it is still at the place that we left it; at the division and communist. We talk a lot about how it is today....It [historical understanding] is understanding how the whole world got to be where it is today. Ya, like what we are learning now. How WWI caused WWII and WWII led to the Cold War and the list goes on and on.

Researcher: How did WWII cause or lead to the Cold War?

Gladys: Ya, there was lots of tension. Even though we were Allies with Russia.

Shaista: We don't like each other. We were like frenemies.

Gladys: Ya, frenemies.

Shaista: We don't have the same values. Like they were communist and we were not. Basically we had different views. We got along for one thing and we basically decided to help each other, use each other, but then it's over. And, WWII, we dropped a bomb on Japan and that started the weapons race.

This vignette demonstrated Shaista and Gladys' explanation of the cause and effect of the relationship between the United States and the Soviet Union during World War II and the Cold War. Although they did not go into much detail or provide an in depth explanation, they did identify a cause (America

dropped two atom bombs on Japan) and the effect (the arms race between the United States and Soviet Union).

Gladys and Shaista also tried to explain continuity and change in world history. Shaista described addressing document-based questions on the AP exam.

Shaista: What stays the same and what changes. Like between two countries, what is the same about them and what changes about them? What has changed over a certain amount of time? Like how they rose to power.

Though they talked about continuity and change and a comparison between two countries, they were not really able to provide an example, despite this key emphasis in the AP World History curriculum documents and Mrs. Lewis's description of historical understanding. On the sole quiz AP students took during the Cold War section or unit, the following multiple-choice question was the closest to a comparison question between two countries, or in this case, individuals across time.

Which of the following was NOT a commonality which existed between Napoleon's invasion of Russia in 1812 and Hitler's invasion of Russia in 1941?

- a. Both Napoleon and Hitler had been formerly allied with Russia.
- b. Both Napoleon and Hitler traveled and fought alongside their troops.
- c. Both Napoleon and Hitler had the most well equipped army of their time.
- d. Both Napoleon and Hitler had supporting troops from other nations under their direction.

The answer: both Napoleon and Hitler were ill-prepared for the Russian winter (AP World Quiz Chapters 37 & 38, 2011, p. 3).

This type of question really did not allow for higher-order thinking or identifying threads across time, though it did require students to identify commonalities between Hitler's and Napoleon's strategies in their invasions of Russia. This type of question did not require students to identify the historical significance of the individuals or the event, cause and effect relationships, or multiple perspectives. It was merely a description and identification of facts.

Another assignment required students to write a short answer response in which they described, compared, associated, analyzed, and posed an argument for or against one of these conflicts: the Korean War, the Cuban Missile Crisis, or the Vietnam War. Very few students were able to provide much detail or analysis in their answers. The following sample of student work in Figure 1 illustrates one student's knowledge of the Cuban Missile Crisis. This work is demonstrative of the work produced by many students produced.

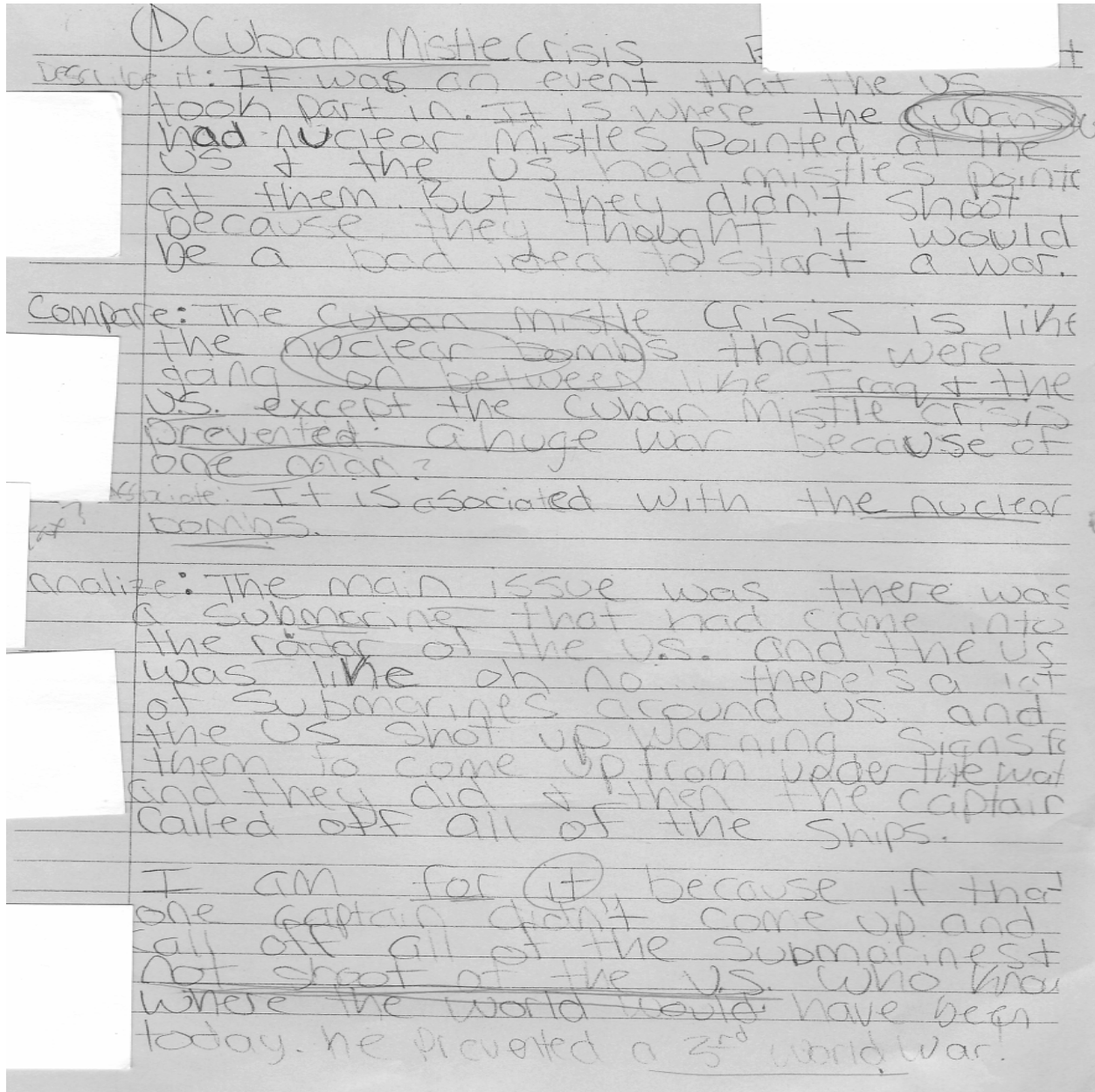


Figure 1: Sample of AP student work

The AP student compared and associated the “Cuban Mistle Crisis” (sic) to “nuclear bombs that were going on between like Iraq and the U.S. except the Cuban Mistle (sic) Crisis prevented a huge war because of one man.” Although the student placed Soviet submarines off the coast of Cuba, with “mistles” (sic) pointed at the U.S, and the Soviet submarine captain retiring after the U.S. fired warning shots, she did not identify the significance of the event or establish cause and effect relationships. Another student associated the Cuban “Missile” (sic) Crisis to “the blocking of trade with China and the U.S. during WWII.” It is unclear as to what aspect of the trade blockade the student was comparing the

Crisis to, but her response did not appear accurate. Perhaps the student meant the trade blockade with Japan prior to WWII.

As demonstrated above, when asked to compare the Cuban Missile Crisis to any reasonably similar event, most students were not able to offer a quality response. Other replies from AP students were: "Compare it: well you see Cuba has a dictatorship with a strong military government right now which kinda relates to the missile crisis;" and "Compare it...This event is a perfect example of the Cold War. The arms race between the U.S. and U.S.S.R. could tip into nuclear war at any time. Only compromises and a universal want to avoid war would keep the Cold War cold."

Some AP students demonstrated knowledge of some Cold War events, but sophisticated historical analysis was not apparent. Even though students were able to include factual knowledge, much of the time it was not accompanied by relevant analysis. One of the concerns of the AP curriculum identified by Mr. Voss and Mrs. Lewis was the amount of history content that needed to be covered. This concern is also acknowledged by other AP teachers and the AP of the College Board (Packer, 2011). They claimed that coverage leaves little room for historical analysis.

Multiple perspectives. The AP World History guide include historical empathy and perspective taking as goals of their programs. Although neither were included in any of the work AP students produced, during the interviews they discussed the inclusion of multiple perspectives in world history. Historical understanding in world history can take many forms. Shaista described it as:

Understanding history from different viewpoints and not just thinking from the American side. We bombed Japan because of what Japan did to us. We have to know basically why they did what in all different countries. It's not just thinking ignorantly and saying America is the best. It is understanding all viewpoints.

Although multiple viewpoints were not illustrated in Shaista's, Gladys', or any of the AP students' work, students still verbalized the importance of multiple lenses contributing to being informed citizens.

Gladys: Mrs. Lewis really makes a point of knowing different perspectives.... We read a lot of first hand experiences from a lot of different perspectives. Like when we did the WWI and we read from a soldier from this country and a soldier from that country.

Shaista: Yea, Mrs. Lewis tries to make sure we get all the different viewpoints. For WWII, she showed the video from the American side and the German side and I think Japan. They show why they did what, so we understand better.

Shaista explained that Mrs. Lewis wanted to make sure students were presented "balanced perspectives" and were "informed," which addresses Mrs. Lewis's pedagogical content knowledge and purposes of social studies education.

It was interesting that AP students recognized the importance of multiple perspectives in history and Mrs. Lewis provided varied perspectives from the participants (individuals or states) involved in an event. Despite not explicitly discussing multiple perspectives being part of world history, Mrs. Lewis did mention that world history is "the interactions that have happened among groups at different times in history" and she presented varying views of events like the World Wars to her students.

Content versus analytical skills. One of the topics debated in history and social studies education is whether the focus should be the breadth or depth of covering content—as much information as time allows versus examining in detail a particular event or theme. World history courses easily deteriorate into survey courses relying on memorization (Stearns, 2000). Teacher vernacular refers to this as the

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“Plato to NATO” or “Stone Age to the Rock Age” approach, as seen in the AP course. By covering less content in a given semester or year and examining some of the content more closely, students’ ability to analyze events and develop a deeper sense of historical understandings increases.

According to Mr. Voss and Mrs. Lewis, the focus on covering the content in AP history classes hindered them from providing opportunities to help students develop skills that allow them to do history—to ask guiding questions that contribute to historical inquiry—and to help students develop their own understanding of the significance of historical events in today’s society. As Mrs. Lewis stated, it is not just quicker, but necessary to simply deposit the information that students need for the College Board AP exam prior to the end of the semester. Mrs. Lewis explained that giving the information to students was the most efficient method to cover the curriculum. She commented that this contradicted what she was taught in her teacher training and opposed her personal educational philosophy.

Regular World History

RWH is commonly taught in the 10th grade in the United States. In this article the term regular was used because that is the term the teacher in this study used to describe her non-IB and AP course. Western Civilization Plus is the most common approach to world history in the United States with over fifty percent of the states incorporating this model (Bain & Shreiner, 2005). The Western Civilization Plus model was based on the initial approach to teaching history in the United States by focusing on the rise and fall of civilizations, starting with ancient river valley civilizations to modern history with a focus on the rise of Western powers, but also including some non-Western cultures and civilizations. The inclusion of these non-Western cultures was conducted in a manner that did not disturb the narrative of the rise of the west (Bain & Shreiner, 2005). This was the approach that was typically followed at Weber High School. Weber High School changed the course’s name from Western Civilization to World History approximately ten years ago.

RWH at Weber High School is a district required 10th grade survey course covering the Renaissance to present-day. Common to many of the states there was no state mandate of the completion of world history for graduation, but many school districts within the state required it for graduation (Bain & Shreiner, 2005).

The students in RWH provided their own definitions. Jenna, Clive, and Delta respectively believe world history is:

Jenna: The history of the world; the events that happened in the world...basically to understanding the history of what went on in the world.

Clive: I believe world history is the covering of events to keep us from doing the same events over again...So we don’t screw it up.

Delta and Clive described world history as also including learning from others.

Clive: US history covers more of the basics of just the US, and yeah, we can learn from that, but we can learn more from learning what other countries have done.

Delta: Because they go about it in different ways. Everyone has problems and different ways to handle things.

Delta: We should take world history so we know where we came from; we take world history so we can recognize everything people did for us, for freedom, for life.

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Jenna, Clive and Delta started their descriptions of world history in a very basic manner, with “History of the world” and “events.” Then they identified one purpose of studying world history, which was to learn from past mistakes. When asked about the differences between American and World History, Delta and Clive recognized the value of multiple perspectives and learning that there are “different ways to handle things.” Delta also hinted at a sense of belonging and perhaps national identity when she said, “We take world history so we can recognize everything people did for us, for freedom, for life.” It is interesting that she associates these entities with world history.

Delta was the only student to portray a view of world history, and perhaps her national feelings, that are related to the Eurocentric focus included in her RWH. This perspective was closest to the Western Heritage Model (Dunn, 2000) or Western Civilization Plus (Bain & Shreiner, 2005).

Mrs. Lewis taught both AP and RWH. Although Mrs. Lewis described world history as “the interactions that have happened among groups at different times in history,” she continued to state that RWH takes a very Eurocentric view. Mrs. Lewis:

Our curriculum for our regular world is very Eurocentric. So it may be defined as, “What did Europe do and how did the rest of the world react to it?” But, I do not prefer that.... The book [textbook] and the mega chart that they [the school district] follow are very Eurocentric, even though they try to include other things. The problem is that our textbook is extremely, extremely Eurocentric. That is our main resource and we struggle to get outside resources. They talk about other groups, but in a way that says, “Here is what Europe did and this is how other groups reacted to it.” Not, “What was this other group doing before the Europeans did anything?”

Like many world history classes offered in high school across the United States (Bain & Shreiner, 2005), there was still a focus on Western civilization at Weber High School.

In a focus group, Kelly and Beth described world history similarly to their peers with one difference. Beth stated, “It’s learning about different people in different time periods, in different places.... Like wars and stuff that happened in other countries.... World history is about all over the world, and US history is about the United States. Kelly shared, “I don’t think we studied anything about the US. It was stuff that happened in other places.” Kelly and Beth described world history as events, different people and time periods, but they also claimed that there was not U.S. history included in world history. However, the very unit observed, The Cold War, included the United States as a major player.

These descriptions included the themes identified in RWH. They included identifying multiple perspectives, identifying cause and effect relationships, skills, and emphasis on content (events) rather than analysis. Two other themes identified in RWH were factors affecting students’ development of historical understanding and the pedagogy used to facilitate students’ historical understanding and skills.

The assignments. During the three weeks RWH students inquired into the Cold War, several assignments and assessment tasks were included. This class by far required students to produce the most work or artifacts. The assignments and tasks are described below.

Primarily in RWH, students demonstrated historical understanding by going beyond factual knowledge and including historical empathy/perspective taking and identification of cause and effect relationships.

Historical empathy. As part of her teaching philosophy and pedagogy, Mrs. Lewis often included questions that made her students think about the perspective of the people they were studying and why they did what they did in history. Delta, Clive, and Jenna described their way of expressing historical empathy. Their description is quite similar to Davis's (2000) definition.

Delta shared, "Mrs. Lewis asks why would they do this. 'Why?' makes you think about why they would do it. There is not really a right or wrong answer. It makes you think about if you were in their position." Clive said, "I know when I am learning about it, I try to imagine as if I were there and picture what everyone is seeing. So that way maybe I can get a better understanding of why they did it and try to put myself in the other guy's shoes." Jenna explained, "Basically, you put yourself in their position to know why they made the decisions they made." Delta also added:

But then again, you can't fully understand because you were never there. Like it makes me, I want to say "I understand", but we will never fully understand what anyone went through in the genocide, the Holocaust, anything like that. But it makes you recognize the people who did it. And it makes you think about what you would want to do, but not necessarily what you would do if you were in the situation because you don't know what you would do for sure if you were put in that situation.

In this vignette, students emphasized understanding the situation and perspective of historical individuals. Furthermore, Delta recognized that she could not fully understand the historical events and individuals they studied because she was never there. As Davis (2000) claimed, historical empathy is thinking about events and individuals in their context, "a time that no one can really know" (p. 3).

Kelly and Beth also described trying to understand the perspective of Hitler or countries involved in the Cold War.

Beth: Understanding different ideas, what other people thought when they were doing whatever they were doing. Like Hitler, what was he thinking about when he was doing it? What did he want out of dominating? How did the citizens or victims feel?

Researcher: Did that happen at all in the Cold War unit? Where you looked at different perspectives of people or countries?

Kelly: Yeah

Beth: We looked at different sides of the war. Like the USSR, United States, and Germany. We looked at the different sides and what was going on in those places. The USSR and the nukes that were pointed at us and how it was frozen, I guess. You looked at both sides of what happened.

Researcher: What was the USSR's view?

Kelly: I think their point of view was they wanted more power and we had it.

Beth: Yeah, we had more money and stuff and the USSR was pointing nukes at us, threatening us, but wanting us to give in to them.

Researcher: And what was our view, what was the United States' view?

Beth: We didn't give up. We just kept pushing.

Beth and Kelly identified particular perspectives in their description, but when questioned about the perspectives of countries involved in the Cold War, they did not accurately acknowledge the countries or their perspective motivating events during the Cold War. Furthermore, Beth's description seemed to include a lack of perspective taking or historical empathy, and perhaps the inclusion of nationalism, because of her mention that the USSR was "threatening us" and "we didn't give up" as her explanation of the USSR and US' perspectives during the Cold War. The identification of us and them (US and USSR)

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supports Bain and Shreiner's (2005) and Dunn's (2000) model of world history that does not disturb the American narrative.

On a Cold-War quiz, one question was, "Why did the Soviet Union/East German government feel the need to build the Berlin Wall?" Trying to portray multiple perspectives, most students stated because "people were escaping" or they "wanted to keep capitalism and communism separate," or "they wanted to keep communism in." However, students were not able to explain why or to include the perspective of countries and leaders in further detail.

Another assignment required students to either select a resident of Key West, Florida, or a resident of Cuba to represent in a "letter home" to family during the Cuban Missile Crisis. Students were to write a letter from the perspective of one of the residents, and all but one student selected to write from the perspective of the resident living in Key West. Although the assignment offered a choice of perspective, most students chose not to take or were unable to take the perspective of a Cuban resident.

The last assignment that students worked on in class that included perspective taking was a worksheet analyzing a primary document produced by the Central Intelligence Group in the United States in 1947. The worksheet broke down the document by paragraph to help students identify what each paragraph was conveying. The final question asked students to, "Describe the point-of-view of this document. How could that point of view impact the tone and information of the document?" Many students were not able to answer this question, and those who did responded in vague, incomplete, or unsubstantiated ways. Although these students identified perspective taking as an important aspect of world history, a very small percentage of students were able to explain the perspective of others in much detail, especially in written assignments.

Cause and effect relationships. Another type of historical understanding was cause and effect relationships. Students discussed identifying cause and effect relationships in world history, particularly related to understanding modern events. Mrs. Lewis also included cause and effect relationships in her description of world history though there is little evidence of students identifying cause and effect relationships in their work aside from one direct question about the Cultural Revolution in China during the unit.

After reading and doing a jigsaw activity with five handouts of information, students were asked to respond to the following question, "How did the Cultural Revolution impact China?" Students were required to identify the significance of events and/or individuals concerning the Cultural Revolution and many students were not able to elaborate on their responses. Most students responded with "it brainwashed teens," and one student mentioned the effect of "brainwashed teens" on familial relations. Two students acknowledged the limits on freedom of speech and the threats of imprisonment for complaints against the government. One student responded,

The Cultural Revolution impacted China by "brainwashing" teens and tearing families apart. Also the people of China's homes and possessions were torn and ruined. Nobody really felt safe anymore, unless they were with Mao. Even people that were not into the old government were terrorized because a loved one was involved.

This response was the most elaborate. The student identified the Cultural Revolution impacting families and requiring obedience to the government through terror. However, her response included generalizations and she did not provide any connection to current events.

Jenna and Clive described cause and effect relationships in terms of understanding events and issues today. Jenna explained, “You don’t know all the facts but you have to know certain facts from back then to know what you are doing now.” Clive:

Well, I know my dad works nights, so he is up when I get home getting ready for work, and he has the radio on and he listens to political radio and stuff. And I can understand more of what they are talking about because they refer back to other stuff and I can go, “Hey, we just learned this” and I can go back and remember what I learned and help relate that to today’s issues.

Jenna and Clive recognized the importance of understanding events in history in order to fully understand current events in society, but when asked to provide an example of how past events related to what he heard on the radio with his father, Clive was not able to cite an example of when he had made that type of connection. Students were, however, aware of how historical understanding can contribute to their comprehension of current social, political, and economic issues. Furthermore, Jenna described the advantage of historical understanding contributed to her ability to analyze past events and make decisions. These traits are one of the five standards of historical thinking drafted by Crabtree and Nash (Nash, Crabtree & Dunn, 2000). The fifth standard states, “Historical issues analysis and decision making—identifying issues that people have confronted in the past and present, bringing historical perspectives to bear on these issues, considering alternative actions people might have taken, and assessing the consequences of decisions made” (Nash, Crabtree & Dunn, 2000, p. 177). While Jenna and Clive described some of these elements of historical thinking, they were not able to provide an example.

Conclusions

How do the IB, AP, and RWH programs’ courses facilitate learning outcomes? *The IB History Guide* explicitly states that the purpose of studying history should take a historiographic approach by engaging the past “through exposure to primary historical sources and through the work of historians” (IB History Guide, 2008, p. 4). The *AP World History Course Description* also includes a similar statement that the course “emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence” (College Board, 2010, p. 4). No purpose statement concerning students’ learning outcomes is included in the applicable state and the local school district documents for RWH, although that is not to say that individual teachers do not include a purpose statement in their courses.

One of the aims of the IB course is to “encourage the systematic and critical study of: human experience and behavior; physical, economic and social environments; [and] the history and development of social and cultural institutions” (IBO, 2008, p. 7). This aim factors in political, economic and social aspects of historical understanding. The College Board’s *AP World History Course Description* (2010) identifies understanding “global processes” as an aim, but does not specifically address varying causes and effects of historical events. If the IB and AP courses were to be categorized in terms of a model identified by Dunn (2000), they seem to follow the Patterns of Change Model. Approaches or models closely related to RWH may vary among districts and teachers, but district standards and curriculum guides seem to use a Western Civilization Plus model (Bain & Shreiner, 2005).

Although there were common purposes found in all three World History programs, students’ learning outcomes demonstrating these aims vary greatly. All the students express historical understanding in terms of cause and effect relationships and the need for multiple perspectives. The research and analysis reveals that students’ work samples and explanations fell into different types of historical

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understanding ranging from first-order understanding to second-order concepts (VanSledright, 2014). However, IB includes purposes that strive to include students' identity and reflection of who they are and what they know in reference to the past and present.

It is apparent that IB students approach world history by creating narratives that include investigating and analyzing varied sources or perspectives that contribute to their understanding of global events in the past and present. Maria claimed, "You see yourself a lot," and noted that she was able to learn about her own lens and biases through analysis of resources and perspectives. This is unique to IB students. They are able to empathize with varied perspectives of historical accounts and determine how and why events are related to past and present circumstances, while reflecting on their own knowledge. Self-reflection and questioning described by VanSledright (2010)—avoiding presentism—is evident in IB, but not evident in AP or RWH.

The emphasis on events, cause and effect relationships, and temporal change are prominent in AP students' descriptions of world history. According to the AP World History Course Description (2010), the overarching purpose is to develop understanding of the evolution of global processes and societal contacts (p. 4), which is reflected in Mrs. Lewis's description of world history. However, there is little or no evidence of this in students' work.

RWH students place emphasis on events in their description and why "things" happened; they identified cause and effect relationships, but did not use the phrase "cause and effect." Jenna, for example, described world history as, "To keep a log of what happened in the past so that people know why certain things happened."

Although both IB and AP curriculum guides include historical empathy as a goal for student development, examples of historical empathy are only evident in the IB course. However, in an interview, one RWH student, Delta, also expresses an understanding of presentism—empathy without the bias of one's current lens. She explains that she could never fully understand past individuals, cultures and events because she had not been there.

A significant observation of this study is how AP was promoted at Weber High School. Regardless of whether students take the College Board exam in the spring or not, students are encouraged to take AP rather than RWH to experience a challenging academic curriculum. Academic standards and expectations in RWH are fairly low and as Mrs. Lewis stated, RWH experiences more issues of classroom management and enhancing social skills, whereas AP concentrates more on academics. Differences may be explained by students' level of academic maturity or previous educational experiences.

Implications

Findings of this study have implications for pedagogical and curricular approaches to teaching world history. In addition, findings from this study inform pre-service teacher programs on how students gain historical understandings and the substance of the understanding (the what) students' gain through varied programs and approaches such as those discussed here. Students are exiting high school with discrepancies between the skills and understanding that affects their ability to engage and contribute to a diverse, democratic society.

This study can inform educators, curriculum coordinators, administrators, and teacher educators on varied approaches for implementing high school world history education. The implications of this study can help people in these roles make an informed decision about the type of world history they choose to engage in and the learning outcomes they want students to walk away from after having taken a world history course.

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Prioritizing curriculum goals. Educators must decide what they want their students to learn in the amount of time allocated to them. It may be less than ideal that students are walking away from world history courses with very different critical thinking and interpretive skills that influence their ability to communicate and make decisions as local and global citizens.

Flexible curriculum. The breadth and depth of the curriculum greatly influences the type of skills and historical understanding students demonstrate. A curriculum weighted down by content does not allow for constructivist practices like those identified by Ashby, Lee and Shemilt (2005). In order for students to develop the skills and type of self-awareness that contributes to historical empathy and understanding of multiple perspectives, the content should be limited and more time allocated to practice this type of global historical understanding. A flexible curriculum that allows for variation in the topics investigated allows students to form their own plausible narratives and to inquire into meaningful topics.

Further Research

Studying variations of student evaluation practices among the three programs could contribute to improving student learning outcomes and how educators measure them. There were diverse assessment practices in the IB, AP and RWH programs observed in this study and identified in the curriculum guides. Further investigation of these practices and student learning outcomes could help address the challenge of not only improving students' historical understanding, but their reading ability, social understanding, and civic efficacy.

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