

Teaching about global history: an approach to basic strategies in the classroom

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TEACHING ABOUT GLOBAL HISTORY

AN APPROACH TO BASIC STRATEGIES IN THE CLASSROOM

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Germany

Teaching "Europe and the world" demands building appropriate working methods and skills/habits of historical questioning and thinking.

BASIC IDEAS ON TEACHING "EUROPE AND THE WORLD" IN THE HISTORY CLASSROOM

1. PEDAGOGICALLY MISLEADING IDEAS / EUROCENTRIC HISTORICAL THINKING

Ignoring the broader (transregional or global) historical context of European history; understanding the so-called 'European miracle' as a merely intrinsic development of an antecedent European 'nature'

Under-estimating the syncretistic nature of European civilisation as a whole in past and present

Under-estimating the role of migration of people, ideas and goods and of the direct and indirect influences from 'outside' in European history

Ignoring the changing role Europe played in the world

Incomplete understanding of:

- ▶ the concept of Mankind
- ▶ major or global trends in history as framework for European history
- ▶ general ideas in history as framework for European history
- ▶ the concept of 'longue durée'
- ▶ the role of migration and exchange in history of long and short term.

2. OTHER PEDAGOGICALLY RELEVANT ASPECTS

Pupils think – more or less unconsciously - that the history dealt with in the classroom is the most IMPORTANT part of history (their own country/Europe *acting in history* vs. the other parts of the world being antagonists or background actors or having no history)

Knowing nothing about the history of others does not prevent stereotyping the 'other' histories (on the contrary).

Incomplete concepts of basic contents of European history

- ▶ Role of Muslim Arabs in the European heritage by preserving and transmitting ancient texts to medieval and Renaissance Europe
- ▶ Common heritage of Muslim and Christian World
- ▶ Christian medieval Europe as backward area at the periphery of the contemporaneous 'world'
- ▶ The contexts of the discovery of the Americas (instead of being seen as evidence of European superiority)
- ▶ The dimension of European expansion during the first and second period of colonialism
- ▶ The contradiction between the European ideas of universal human rights/democracy/liberalism and the exclusion of colonial and other people from these rights.



▶ EUROPE'S IMAGE AMONG BOSNIAN MUSLIMS
ERASING DIVIDING LINES
OF EUROPE AND THE WORLD
HISTORY FROM AN AFRICAN PERSPECTIVE

THE HISTORY TAUGHT IN SCHOOLS
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EUROPEAN EXPANSION
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THE SHAPING OF PERCEPTIONS ABOUT EUROPE
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AMERICAN IMAGES OF EUROPE
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MULTI-PERSPECTIVE OPTIONS IN THE DUTCH NATIONAL CURRICULUM

TEACHING AND STUDYING HISTORY IN GEORGIA
▶ TEACHING ABOUT GLOBAL HISTORY
EUROPE AND THE WORLD
EUROPE IN TEXTBOOKS
A CASE STUDY IN A MALTESE SCHOOL
ENCOUNTERS BETWEEN EUROPE AND THE WORLD

1. WORLD MAPS: MACRO-PERSPECTIVES

INTENTIONS	BASIS FOR	Looking at the large-scale contexts of European history in order to reflect Europe's position in the world at a given time:
		<ul style="list-style-type: none"> ▶ looking at the demographic, political, economic, technological, cultural main centres of the contemporaneous world (and the periphery regions) ▶ looking at the major transregional trade routes (sea, land, sea ports, goods, means of transportation), metropolitan regions and contact zones ▶ looking at the expansion of world religions and big empires (sea, land) ▶ looking at the big migration routes (people, ideas).
		Looking at transregional phenomena – relevant in Europe and in other places of the world.
		Reflecting relative and ideological geographic terms like 'West', 'East', 'Orient'
Overview over European history allocated in a global scale framework	Comparisons	
Stimulating the attention to transregional contexts of the European history	Change of perspective	
Stimulating the attention for transregional phenomena	Transregional perspectives	
AND: Skills of working with maps of various scales (national, European, global)		Looking at the original and the European names of people and places in history

2. COMPARISONS

INTENTIONS	In combination with the world maps and timelines.	Two-sided (bilateral) comparison: Europe and other regions in the world:
		<ul style="list-style-type: none"> ▶ in order to better understand main features of European history ▶ in order to understand commonalities and differences between Europe and other parts of the world ▶ in order to overcome stereotypes regarding European history (e.g. about the uniqueness of European history) and the history of other parts of the world (e.g. backwardness, uniformity ...)
		Relational comparison: Looking at the relative dimension of differences e.g. Christianity vs. Islam vs. Buddhism
		Synchronic and diachronic comparison.
training of a necessary historical thinking skill	Looking at historical identities an historical culture, e.g.	
test of common ideas and everyday concepts	Collective memory (remembrance days, symbols),	
clearing the concepts.	'key events'	

3. TIMELINES MACRO-PERSPECTIVES CHANGE AND CONTINUITY

INTENTIONS	In combination with world maps, comparisons, concepts and change of perspective.	Long term and short term time concepts:
		<ul style="list-style-type: none"> ▶ The 'longue durée' concept (long term) and the structural change; the 'eventual history' concept (short term time line and the priority of events) ▶ insight in the different explanatory power of these two concepts (e.g. Europe's leading role: not always but about 400 years)
		Reflecting change and continuity both in long term and short term perspectives
		Reflecting calendars and era-concepts as historical phenomena;
training of a necessary working method		Reflecting ways of tradition.
training in basic historical skills		
timelines as a means of comparison and change of perspective		



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4. CHANGE OF PERSPECTIVE

<p>INTENTIONS</p> <p>Stimulating the understanding of the perspectivity of any historical narrative</p> <hr/> <p>Insight in the heuristic function of Change of Perspective</p> <hr/> <p>Change of perspective as basic skill of historical thinking in a multicultural and globalising world</p>	<p>In combination with comparisons and world maps.</p>	<p>Two-sided (bilateral) change of perspective:</p> <ul style="list-style-type: none"> ▶ European ideas of civilisations 'outside' Europe and perceptions of Europe in other parts of the world ▶ Diverse perspectives on common history <hr/> <p>Change of perspective: changing between a local (national, European) and a global level respecting point of view</p> <hr/> <p>Change of perspective as a result by overcoming one-sided or Eurocentric points of view by putting them into wider contexts and the framework of interaction.</p>
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5. QUESTIONING / REFLECTING

<p>INTENTIONS</p> <p>Deepening the knowledge and the concepts by testing in a transregional or global meaning</p> <hr/> <p>Deepening the understanding</p> <hr/> <p>Stimulating a certain critical habit of questions that relate Europe and the world.</p>	<p>In combination with comparisons and world maps.</p>	<p>Questions like:</p> <ul style="list-style-type: none"> ▶ Is this phenomenon of European history unique in world history? (Uniqueness) ▶ Is this phenomenon of European history to be seen as a part of a global trend in world history? (Generalisation) ▶ Does this topic play a role in the history curriculum of other regions/nations – and: which one? Under which perspective? ▶ What about moral judgment?
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Teaching "Europe and the world" demands building appropriate working methods and skills/habits of historical questioning and thinking. ■ ■ ■