


Spring 2018

How Do Current World History Curricula Map to a Global Perspective Approach to Multicultural Education?

Gillian Engelbrecht

Elizabethtown College, engelbrechtg@etown.edu

Follow this and additional works at: <https://jayscholar.etown.edu/edstu>

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Curriculum and Instruction Commons](#), and the [History Commons](#)

Recommended Citation

Engelbrecht, Gillian, "How Do Current World History Curricula Map to a Global Perspective Approach to Multicultural Education?" (2018). *Education: Student Scholarship & Creative Works*. 2.
<https://jayscholar.etown.edu/edstu/2>

This Student Research Paper is brought to you for free and open access by the Education at JayScholar. It has been accepted for inclusion in Education: Student Scholarship & Creative Works by an authorized administrator of JayScholar. For more information, please contact kralls@etown.edu.

How do Current World History Curricula Map to a Global Perspective Approach to
Multicultural Education?

Gillian Engelbrecht

This thesis is submitted in partial fulfillment of the requirements for Honors in the
Discipline in Education and the Elizabethtown College Honors Program.

April 28, 2018

Thesis Advisor: _____

Rachel Finley-Bowman, Ph.D.

Secondary Thesis Advisor: _____

Peter Licona, Ph.D.

Introduction

Multicultural education has come to the forefront of educational discourse in the past few years as the demographics in classrooms shift to represent the new American reality and globalization becomes the center of attention. Multicultural education can be defined as education that “incorporates many different cultures, languages, and histories”, and can exist at every grade level and discipline of education (“Multiculturalism”, 2001). The controversy over the value or effectiveness of multicultural education has become one of the major debates in academia.

Some social scientists are interested in improving interracial and interethnic relations and they believe intervention, such as through the educational system, can change students’ attitudes, pointing to the power of multicultural curriculum and teaching methods to make a positive impact despite some inconsistencies in the findings (“Multiculturalism”, 2001). Proponents argue that multicultural education “challenges the knowledge production of monopoly” of the politically dominant group (“Multiculturalism”, 2001). On the other side, critics argue that children need to only learn about the dominant culture if they want to succeed in the “real world”, since that is the context they will be working in. All other perspectives are unnecessary. Some even argue that multicultural education promotes segregation, because they feel it is anti-white and encourages disunity by not creating a unifying narrative (“Multiculturalism”, 2001; US Census Bureau, 2017).

The importance of multicultural education, and the need for it is growing, as student demographics continue to change, but there are a variety of ideas about

which practices truly support multicultural education. One debate is whether history should be taught in a multiple civilization approach or a global approach (Dunn, 2009). The majority of multicultural approaches that are being used in classrooms today subscribe to the multiple civilization approach, because it is easily changed from the Eurocentric/American centered curriculum of the past that persist into the present, and because one simply adds on more diverse civilizations (Dunn, 2009). This approach includes looking at civilizations from around the world and their contributions to society, but it compartmentalizes each civilization as its own separate piece of the historical puzzle. The alternative is the global perspective approach, which focuses on interactions and connections that transcend societies or civilizations, looking at history from a world-scale context that is aligned with the global interconnectedness of the world today (Dunn, 2009).

Literature Review

Much research has been done to define multicultural education and its goals. Multicultural education seeks to enhance the depth of student understanding of multiple perspectives which allows for discussion of controversial topics (Banks, 1999; Barton, 2009; Bracey, Gove-Humphries, & Jackson, 2011; Ooka Pang, 2018). This includes student perspectives, something which deserves teachers' attention (Barton, 2009). It goes beyond a historical narrative that is favorably shaped by the nation to boost its self-image, and integrates diverse narratives instead of segregating them (Barton, 2013; Bracey, Grove-Humphries, & Jackson, 2011; Ooka Pang, 2018). The inclusion of multiple perspectives is important in promoting

democracy and evens the educational playing field for non-mainstream students (Ooka Pang, 2018).

Analysis of causes and consequences is one of the foundational elements of multicultural education, exploring the relationship between historical events, movements, figures, and the events, movements, and figures of today's society (Barton, 2009). It is constantly looking for more perspectives and more aspects of diversity to explore to enhance our understanding of the past, looking at similar phenomena in different perspectives (Bracey, Grove-Humphries, & Jackson, 2011; Sleeter, 1996). This includes taking note of gaps or silences from different minority groups and presenting authentic information that addresses cultural assimilation factors at work throughout history (Bracey, Grove-Humphries, & Jackson, 2011; Ooka Pang, 2018).

Multicultural education takes different forms in different countries (Barton, 2013; Sleeter, 1996). It addresses the unique history of group relations in that specific country (Sleeter, 1996). In any country however, multicultural education needs to move beyond theory, teaching techniques, and discourse to become a social movement to address concerns and work for change in the wider society if it is to be truly impactful (Ooka Pang, 2018; Sleeter, 1996). Strong multicultural education should actualize even beyond theory and teacher practice to promote society change.

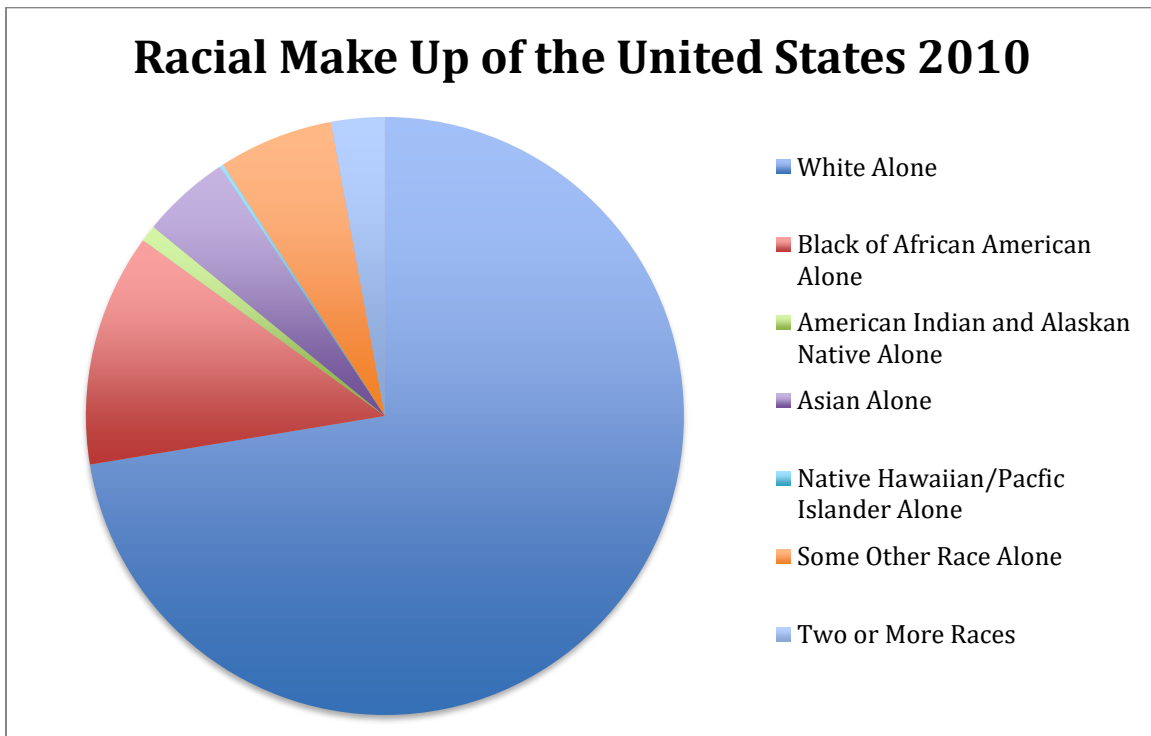
The overall goals of multicultural education are to achieve greater equality, justice, and democracy while creating new collective identities and fostering a pride in one's own heritage (Banks, 1999; Ooka Pang, 2018; Reilly, & Niens, 2014; Sleeter,

1996). This involves looking critically at one's own culture while also learning to perspective take and develop a new lens through which to look at historical events in an attempt to limit prejudice (Ooka Pang, 2018; Reilly, & Niens, 2014; Sleeter, 1996). It promotes acculturation, the process of change that stems from blending between cultures, and cultural pluralism, not assimilation, the process where a minority group takes on the traits of the majority. This allows students to keep their cultural practices and identities (Ooka Pang, 2018). This includes using a cultural asset-based orientation and not a cultural deficit orientation, recognizing the strengths a child and his/her community can bring to the school community (Ooka Pang, 2018). To be effective, multicultural education should really address political and social issues, as well as injustices that might be difficult to talk about allowing it to become a form of resistance to oppression (Reilly, & Niens, 2014; Sleeter, 1996). Ideally, it should link stories of the oppressed to build a stronger identity and to begin a social movement, called the social action approach (Banks, 1999; Sleeter, 1996).

Another aspect of multiculturalism that has been well researched is its importance and value; however, different aspects are highlighted by different scholars. Multicultural education is important and its need continues to grow, as student demographics continue to change in the US. It is projected that by 2060, 28.6% of the population will be Hispanic (U.S. Census Bureau, n.d.) Add this to the fact that although the raw numbers of people reporting that they are white alone, and non-hispanic, increased from 194.6 million to 196.8 million, their percentage of the population decreased from 69 to 64 percent, and it becomes clear that the racial

and ethnic identity of the United States is changing (U.S. Census Bureau, n.d.). Other race groups are also increasing in number and proportion; Asian alone reporters increased from four percent of the population in 2000 to five percent in 2010, Native Hawaiian and/or Pacific Islander alone reporters increased from 0.1 percent to 0.2 percent, Black alone reporters increased from twelve percent to thirteen percent, and those reporting Native American or Alaskan Native maintained at 0.9 percent of the population (U.S. Census Bureau, n.d.). With the percentage of white people, and thus white students, on the decline while all other groups maintain or increase, it becomes clear that our methods of teaching history need to reflect that change to incorporate the histories and life experiences of all students.

Figure 1: Racial Population Data for the United States in 2010 (U.S. Census Bureau, n.d.)*



*Those who identified as Hispanic/Latino also had to choose from the racial categories listed here. Of those who identified as Hispanic/Latino, 53% also identified as white alone and 36.7% identified as some other race alone.

Diversity is not limited to race. It includes “regional, linguistic, social economic, technological, political, and religious” differences as well as the racial and ethnic (Bracey, Grove-Humphries, & Jackson, 2011, p. 173). However, most work has been done on race/ethnicity and less on other identities, like gender or socio-economic class (Bracey, Grove-Humphries, & Jackson, 2011).

Multicultural education is important because exploitation in the past shapes continued inequalities today, and that needs to be reflected in the curriculum to tell what actually happened by incorporating various minority voices that resonate with minority students (Banks, 1999; Derman-Sparks & Ramsey, 2002). Not engaging in multicultural education is a form of white privilege that ignores systematic inequality and disguises white experiences as universally normal and as the only way (Derman-Sparks & Ramsey, 2002). Multicultural education is beneficial to whites, and other majority/mainstream groups because it helps all students, not just minority students, develop the knowledge, skills, and attitudes necessary to survive in a changing society that they might not otherwise receive (Banks, 1999; Ooka Pang, 2018).

It is important to note that there is variation in whiteness, but that whites are generally privileged over people of color (Banks, 1999; Derman-Sparks & Ramsey, 2002). Racism hurts whites too, however, because poor treatment of minorities allows for poorer treatment of whites (Derman-Sparks & Ramsey, 2002). These ideologies begin to develop in children as they are exposed to them in society and schools, and continue with them through adulthood (Derman-Sparks & Ramsey,

2002). Whites generally accept teachers and textbooks as credible, but African-Americans feel more like the perceptions presented are distorted, because they do not incorporate their experiences (Epstein, in press). This means whites are generally not critical of the historical information presented to them, which can be detrimental (Epstein, in press).

Multicultural education is also valuable because improves student motivation due to an increased relevance of material when student identities and the impact of history on everyday life are addressed in instruction (Barton, 2009; Nordgren, & Johansson, 2015). Certain time periods may also be more relevant to students, including time periods when there were civilizations where that minority group was not oppressed, and these should be included in a curriculum to address those aspects of students' identities (Barton, 2009). Those who don't see themselves in the narrative have a harder time finding relevance in the narrative of freedom and progress that blankets over any deviant events or viewpoints (Barton, 2013; Bracey, Grove-Humphries, & Jackson, 2011). Additionally, the topics teachers or schools choose to cover convey a message to students about what is important, and leave some students feeling undervalued (Barton, 2013; Bracey, Grove-Humphries, & Jackson, 2011). An example might be when the Holocaust is discussed only as an extermination of the Jews. Students who identify as LGBTQ+, Roma, or as someone with a disability might feel undervalued when the tragedy of people they identify with is not given the same visibility as that of other groups who suffered in the same conditions.

Furthermore, cultures, which inform identities, are not static. They ebb and flow, causing shifting, evolving, multiple and overlapping, identities for students (Barton, 2013; Dunn, 2009; Nordgren, & Johansson, 2015). National, ethnic, political, and religious backgrounds or identities factor into how someone interprets history (Barton, 2013). Students identify with historical figures, events, and literature that relate to their identities and interpret them through that unique lens, even as the curriculum helps to shape their identities (Barton, 2013; Epstein, in press; Sleeter, 1996). Identities overlap however, so it is important not to only teach about them individually but to integrate them, as they are in the real world, pointing to intersectionality (Bracey, Grove-Humphries, & Jackson, 2011; Ooka Pang, 2018). A person might identify as female, white, Hispanic/Latina, American, and Christian all at the same time. This will create a unique lens through which she views history, and the present. At different parts of her life she may identify more strongly or less strongly with certain parts of her identity, maybe as she questions her faith or faces discrimination, but the ways she identifies herself will shape her world view.

Many scholars critique the way history is being taught today and see it as detrimental for students. If history taught in schools remains tied with national identity, there is a risk that students who do not identify with the mainstream narrative being taught will feel alienated (Barton, 2009). The current approach can be misleading, or distorted and this has made history (and world history in particular) less impactful than it could have been on students (Bracey, Grove-Humphries, & Jackson, 2011; Dunn, 2009). Too often is it used as a tool of indoctrination. Generally, the curricula do not explore the contributions of minority

groups beyond a few of the most famous heroes, called a contributions approach, leaving many groups unrepresented and many students alienated (Banks, 1999; Bracey, Grove-Humphries, & Jackson, 2011; Derman-Sparks & Ramsey, 2002; Sleeter, 1996).

Even many curricula today that claim to be multicultural still have room for improvement. Many are “integrated, but in a colonial sense” that still privileges perspectives of those with power and money (Sleeter, 1996, p. 91). These “colonizing, Eurocentric, patriarchal curricula in disguise” often are simply a return to tokenism and separate but equal instead of an actual curricular revolution (Sleeter, 1996, p. 92). Much of the diversity is superficial, and need more authentic discourses about minority, and majority, perspectives rather than trying to fit all the perspectives into the mainstream mold (Sleeter, 1996).

There are many critics of multicultural education from both sides of the political spectrum. The radical left tends to believe that multicultural education does not do enough to address racism and that the dominant versions of history still shine through and sanitize history, glossing over the more painful or shameful parts (Sleeter, 1996). Conservative critics feel that changes might challenge the existing American system (Sleeter, 1996). This belief generally comes from a misunderstanding of the goals of multicultural education, interpreting it as anti-white, anti-west, and anti-American, believing it is meant to exclude the viewpoints of whites and become Afro-centric instead thus creating reverse discrimination (Banks, 1999; Ooka Pang, 2018).

Even though debates continue, there are many new approaches to teaching history that have begun to be explored in the research literature. One is the use of historical reference points to place events chronologically instead of teaching the entire curriculum in chronological order. For example, a curriculum could stress if events relating to colonialism are before or after World War II instead of teaching straight through chronologically. Some sources indicate that this might improve student comprehension and ability to understand relationships between historical events (Barton, 2009; Bracey, Grove-Humphries, & Jackson, 2011). Others suggest moving to a bigger era chronological approach, where history is divided into large time periods, and then the events of each time period are explored together (Dunn, 2009). Still others think the teaching of history could be more effective if it focused on teaching patterns, themes, and concepts, that incorporate historical events and dates rather than the events or dates in isolation (Banks, 1999; Bracey, Grove-Humphries, & Jackson, 2011). Different scholars believe educators should incorporate materials groups have written about themselves and to work with the people the educator is trying to represent to allow for authentic identity construction (Sleeter, 1996). An entire restructuring of the curriculum was advocated for by some, encouraging educators to not add a program on to what exists but to make a committed change to a culturally relevant curriculum. A culturally relevant curriculum is a curriculum that empowers students intellectually, socially, emotionally, and politically by using cultural references to impart knowledge, skills, and attitudes (Ooka Pang, 2018; Sleeter, 1996).

Within the field of multicultural education, there are different approaches that aim to reach the same goals. Two main approaches are the multiple civilizations approach and the global perspectives approach (Dunn, 2009). According to Dunn (2009), the multiple civilizations approach tends to dominate in American schools. This approach is characterized by national views and purposes and has been accused of seeking consensus rather than critical thinking (Dunn, 2009). In its original form, this approach is western/American centered and seeks to produce unity, although today there is also a form that aims to produce multicultural tolerance through the study of various civilizations and contemporary issues, attempting to move America's story from the center of the historical narrative. This is considered an additive approach, where concepts and themes are added to an existing curriculum structure (Banks, 1999).

The global perspective approach looks at history as if it is the evolution of civilization and humans alongside the development of the universe (Dunn, 2009). It explores the idea of globalization as a long-term historical process, not a recent phenomenon, which points to the interconnectedness of history from a variety of perspectives and civilizations (Dunn, 2009). This approach poses big questions of consequences, impact, and relationships and takes smaller historical events and places them in their global context (Bracey, Grove-Humphries, & Jackson, 2011; Dunn, 2009). This approach is uncommon in American schools today (Dunn, 2009).

Banks (1999) suggests curricula need transformation and not infusion to effectively have a paradigm shift to world experiences from different perspectives. This would be a transformative approach, where there is a change in cannon,

paradigms, and basic assumptions (Banks, 1999). In order for the curricula to truly take a global perspective approach, there needs to be a complete transformation. Additions will most likely result in a multicivilization approach in the best-case scenario. A canon, paradigm, and assumption shift will change the way teachers and students think about history and the way we incorporate diverse perspectives into the historical narrative.

Given that the literature indicates a lack of a global perspective approach to multiculturalism in American classrooms, more information is needed about how these curricula are incorporating a global perspective approach and how they have fallen short. In order to execute a shift to global perspective, an analysis of existing curricula is necessary to compare them to the model global perspective. It is valuable to compare curricula to a new standard to look for strengths in global perspective multicultural education that already exist, but also to explore which aspects of the curricula are preventing the shift, and hindering the engagement of the diverse student body. Evaluating curricula on the same standards also allows for a comparison between districts that will establish models for others who wish to follow in their footsteps. This research will examine the question of how current world history curricula from public, charter and private schools compare with a model curriculum structured using the global perspective approach to multicultural education.

Model Curriculum

Introduction

To begin this research, the existing AP World History Curriculum (produced by College Board) will be examined to identify strengths and weaknesses in its use of a global perspective approach to multicultural education. This curriculum has been chosen because the literature shows it to be the strongest existing example of a global perspective multicultural education (Dunn, 2009). Then, a model curriculum will be developed to build upon the strengths of the existing curriculum and to address its weaknesses. Banks (1999) suggests curricula need transformation to effectively have a paradigm shift to world experiences from different perspectives. To this end, the model curriculum will take the form of a description of suggested changes to the existing AP World History curriculum. These suggestions will begin with the selected reasoning skills, and move through the formal curriculum. The formal curriculum is the actual physical document teachers are presented with that tells them what they are expected to cover. To conclude, the model curriculum will address possible changes to the delivered curriculum that might offer educators more flexibility in implementing these suggestions when opportunities for changes to the formal curriculum are limited. The delivered curriculum is what a teacher actually teaches, including choices teachers make in how information from the formal written curriculum is presented to students. This model curriculum will then become the basis for a comparison to other existing world history curricula. The comparison will explore strengths and areas for improvement in these selected existing curricula. (See Appendix 1 for the AP World History Curriculum)

Strengths

Strengths of the existing AP World History curriculum include its division of history into time periods, its use of overarching themes, and its beginning in prehistory. Dividing history into time periods helps support a global perspective approach to multicultural education because it equally places focus on all civilizations and peoples in that time period and their simultaneous growth and development. This allows for integration of different civilizations and perspectives into a narrative structured around time instead of around geographic location. Instead of segregating civilizations, a time period approach draws attention to the shared experiences of civilizations developing in the same time period, thus highlighting the global nature of our history.

The use of overarching themes such as interactions between humans and the environment (ENV) and development and transformation of social structures (SOC) again focuses the study on the ways these universal themes create a global past shaped by similar forces. The themes manifest themselves differently in different civilizations and time periods, and yet they also help build a sense of unified experience despite these differences. Each civilization is influenced by the themes, and modern societies are as well, developing a link between our society and all the societies of the past. Highlighting the themes as the lens through which one will explore the past shifts this curriculum into a global perspective approach as opposed to a multicivilizations approach.

Beginning the course's study with prehistory ensures that ancient civilizations are included in the global narrative. Many of the powerful ancient

civilizations are non-European, non-white civilizations, such as Mesopotamia, Zimbabwe, China under the Shang and other dynasties, and the Olmecs, among others. They deserve equal space with the white, European civilizations that come to power in later years. Curricula that begin the study of history later, particularly in the fifteenth and sixteenth centuries, exclude these civilizations that might be easier for minority students to identify with. Beginning curricula in the fifteenth and sixteenth centuries also begins the historical narrative from a position of white, European power at the beginning of the colonial period. This can inherently place value on white, European civilizations over other civilizations throughout the curriculum. By beginning with prehistory, the AP World History curriculum avoids this pitfall and sets the foundation for examining all the world's civilizations on equal footing as part of a global narrative.

Recommended Changes to the Existing AP World History Curriculum

Table 1: AP History Reasoning Skills – Updated

Skill 1: Contextualization	Skill 2: Comparison	Skill 3: Causation	Skill 4: Continuity and Change over Time	Skill 5: Perspective * *Additional skill
Describe an accurate historical context for a specific historical development or process	Describe similarities and/or differences between different historical developments or processes	Describe causes or effects of a specific historical development or process.	Describe patterns of continuity and/or change over time.	Understand and describe various perspectives of the same historical event.
Explain how a relevant context influenced a specific historical development or process.	Explain relevant similarities and/or differences between specific historical developments and processes.	Explain the relationship between causes and effects of specific historical developments of processes. Explain the difference between primary and secondary causes and between short and long term effects.	Explain patterns of continuity and/or change over time.	Explain some reasons for different individual or group actions because of differences in perspective. Explain the reasoning behind the development of different perspectives.
Use context to explain the relative historical significance of a specific historical development or process.	Explain the relative historical significance or similarities and/or differences between different historical developments or processes.	Explain the relative historical significance of different causes and/or effects.	Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.	Explain the relative historical significance of differing perspectives, and what that means for our interpretation of history.

Reasoning Skills: Perspective

In the AP World History Reasoning Skills, a fifth skill is being recommended for inclusion: perspective (see Table 1). Students should be able to understand and describe various perspectives of the same historical event. Students should be able to explain some reasons for different individual or group actions because of differences in perspective and to be able to explain the reasoning behind the development of different perspectives. Students should be able to explain the relative historical significance of differing perspectives, and what that means for our interpretation of history.

Multicultural education, at its core, seeks to enhance the depth of student understanding of multiple perspectives which allows for discussion of controversial topics (Banks, 1999; Barton, 2009; Bracey, Gove-Humphries, & Jackson, 2011; Ooka Pang, 2018). It goes beyond a historical narrative that is favorably shaped by the nation to boost its self-image, and integrates diverse narratives instead of segregating them (Barton, 2013; Bracey, Grove-Humphries, & Jackson, 2011; Ooka Pang, 2018). The inclusion of multiple perspectives is important in promoting democracy and evens the educational playing field for non-mainstream students (Ooka Pang, 2018). When implemented well, multicultural education constantly looks to include more perspectives and more aspects of diversity to enhance our understanding of the past, looking at similar phenomena in different perspectives (Bracey, Grove-Humphries, & Jackson, 2011; Sleeter, 1996). This includes taking note of gaps or omissions from different minority groups, including cultural, ethnic, linguistic, gender, sexual orientation, and socio-economic minorities, and presenting

authentic information that addresses cultural assimilation factors at work throughout history (Bracey, Grove-Humphries, & Jackson, 2011; Ooka Pang, 2018). Teaching students the skill of perspective taking is essential for the success in an increasingly diverse, yet connected world, but it also provides different lenses with which to look at history. Although learning to view history through different perspectives can be uncomfortable or even unpleasant, and it is certainly not always easy, it is necessary to develop a complete understanding of history. This may also help all students find a perspective they can relate with, and through that perspective develop a meaningful connection with history.

Learning Objectives: Improved Relevant Topics

In the Learning Objectives, care should be taken to include different perspectives in the “relevant topics”. For example, for Learning Objective SOC-1 (Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies) social stratification based on race in the 20th century, such as Jim Crow laws in the American South and Apartheid in South Africa, are not included in the “relevant topics” list, but are an important part of our recent past that impacts our students’ realities today. For SOC-2 (Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies) one “relevant topic” is Legitimizing Imperial Rule. This should include the dominance of Christian belief systems, as well as “scientific” racism as ways imperial rule was legitimized. Many of the learning objectives could be improved by including different perspectives in the “relevant topics” list.

The overall goals of multicultural education are to achieve greater equality, justice, and democracy while creating new collective identities and fostering a pride in one's own heritage (Banks, 1999; Ooka Pang, 2018; Reilly, & Niens, 2014; Sleeter, 1996). This involves looking critically at one's own culture while also learning to take on and understand different perspectives and develop a new lens through which to look at historical events in an attempt to limit prejudice (Ooka Pang, 2018; Reilly, & Niens, 2014; Sleeter, 1996). In order to achieve that goal, different perspectives must be included, and a critical look at how some perspectives have dominated narratives and societies, and how that impacts us today. The topics teachers or schools choose to cover, often called the hidden curriculum, convey a message to students about what and who is important, and leave some students feeling undervalued (Barton, 2013; Bracey, Grove-Humphries, & Jackson, 2011). This makes it imperative that the curriculum validates students' life experiences through discussion of relevant topics that can be traced to the students' experiences.

Course Outline: Explicit Group Inclusion

In the course outline, some times it is not explicit about which groups will be included. For example, Key Concept 2.3 I. A (Many factors, including the climate and location of the routes, the typical trade goods, and the ethnicity of people involved, shaped the distinctive features of a variety of trade routes, including Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Ocean sea lanes, and Mediterranean sea lanes) does not explicitly state which ethnicities should be discussed. There are many that could be discussed and, as it is, the curriculum leaves it at the teacher's

discretion, which should be addressed. It would be easy for teachers to choose the groups they are most familiar with, which in general have been the European groups, and that might eliminate an opportunity to include more diverse experiences.

Key Concept 5.2 III (In some imperial societies, emerging cultural, religious, and racial ideologies, including social Darwinism, were used to justify imperialism) should also include more instruction on how and where this took place, because it is in many societies with differing implementation and impacts. There are no sub-points for this key concept, and without more detail this could be more quickly skimmed over with so many other key concepts to cover in more detail.

Effective multicultural education needs to avoid being superficial, and requires more authentic discourses about minority and majority perspectives rather than trying to fit all the perspectives into the mainstream mold (Sleeter, 1996). This means sometimes the curriculum needs to be deliberate in its inclusion of minority or diverse perspectives instead of vaguely leaving things open to include these perspectives. A global perspective approach to multicultural education explores the idea of globalization as a long-term historical process, not a recent phenomenon, which points to the interconnectedness of history from a variety of perspectives and civilizations (Dunn, 2009). In order for that to be carried out, different perspectives must be introduced to and explored with the students.

Key Concepts: Intersectionality (and lack thereof)

In Key Concept 5.3.IV. B (Demands for women's suffrage and an emergent feminism challenged political and gender hierarchies) offers examples of white women's feminism at this time, but should also include space to talk about the racial divide within feminism at that time that in many ways continues to the present day. Progress towards more gender equality mostly did not include steps towards gender equality for all women. Therefore a white woman and an African-American woman engaging in the women's suffrage movement would have had very different experiences, perspectives, and outcomes. A Latina's experience would have likewise been very different. Relevant examples discussed for this key concept should include as many of these differing perspectives as possible as well as feminist movements from around the world, not just in Europe or the United States.

Multicultural education should "challenge the knowledge production of monopoly" of the politically dominant group ("Multiculturalism", 2001). In the case of feminism, white feminism is the dominant narrative, so other narratives need to be included, and the problematic aspects of white feminism addressed, in order for this curriculum to better map to multicultural education in general. A global perspective approach focuses on our shared global history, and that includes showing that movements like, feminism, transcend our geopolitical borders by sharing examples of its development throughout the world. Additionally, it is important to remember that identities overlap. Therefore, it is important not to only teach about identities individually but to integrate them, as they are in the real

world, pointing to intersectionality (Bracey, Grove-Humphries, & Jackson, 2011; Ooka Pang, 2018). Students might identify as feminist, but not identify with the feminist movement at that time because of its lack of intersectionality. Incorporating other stories and perspectives may help include all students and student identities.

Key Concept: Universal Ideas Need Inclusive Examples

Key Concept 6.2.III.C (The rise of extremist groups in power led to the annihilation of specific populations, notably in the Holocaust during World War II, and to other atrocities, acts of genocide, or ethnic violence) includes some examples of recent genocides to be incorporated in instruction. These are the Armenian Genocide, the Rwandan Genocide, and the genocide in Cambodia carried out by the Khmer Rouge. This list is incomplete, and specifically leaves out mention of genocides carried out by colonizers such as the genocide in Congo or the Rape of Nanjing, genocides in the Middle East, like the Hazra Genocide, and other genocides relating to nationalism, such as the genocide in the Balkans. Racial lynchings in the American South (and North) should also be discussed in this category as they were partially perpetrated by extremist groups in the US. Additionally, this is the first mention of genocide in the curriculum, and it is in a section dedicated to the time period from 1900 to the present. Earlier genocides also deserve space in the curriculum because they point to a pattern of intolerance and prejudice, which informs our present. This should include mention of the genocide of Native Americans throughout the United States' history, most of which took place before 1900. If possible, it would also be better to incorporate smaller scale atrocities that

do not reach the level of genocide, but which still target specific populations. There is also no mention of 9/11 and the shift to terrorist attacks in recent years, both by extremist groups and disgruntled individuals.

To show the universal nature of Key Concept 6.3.II.B (Changing economic institutions and regional trade agreements reflected the spread of principles and practices associated with free-market economies throughout the world), examples of regional trade agreements in each continent should be included. Currently, Africa's trade organizations, such as the Southern African Customs Union, are not included. Simply including all regions improves the global nature of the curriculum.

The global perspective, which focuses on interactions and connections that transcend societies or civilizations, is looking at history from a world-scale context that is aligned with the global interconnectedness of the world today (Dunn, 2009). That means delving into ideas that transcend borders and time periods by exploring examples from many different contexts. This should allow students to identify with at least one example, to help them develop a more meaningful connection with the material. Ideally, a global perspective to multicultural education should link stories of the oppressed to build a stronger identity and to begin a social movement, called the social action approach (Banks, 1999; Sleeter, 1996). Including the varied experiences our world has had with extremist groups committing violence and atrocities towards others is one way to help link the stories of the oppressed.

Inclusion of Recent History

The curriculum should also be extended to contain more recent history. Although the curriculum was last updated in 2017, nothing is currently mentioned

about the 21st century or the later years of the 20th century, including the Internet, which has been a unifying factor for the global community and has influenced nearly every facet of life. The late 20th and early 21st century is also the new beginning for many African nations' post-colonialism, and excluding this part of history ignores a large piece of our current world, and a part that many of our students might identify with. Recent history also includes movements for equal rights for groups like people with disabilities or people who identify as LGBTQ+. Including these movements in the curriculum gives voice to those diverse life experiences, which students might also identify with.

The incorporation of recent history will lead to a better representation of multicultural education in the curriculum by helping provide a connection between the world in the past and our world today. Multicultural education is important because exploitation in the past shapes continued inequalities today, and that needs to be reflected in the curriculum to tell the truth and to incorporate various underrepresented voices that resonate with minority students (Banks, 1999; Derman-Sparks & Ramsey, 2002). A global perspective approach to multicultural education highlights our collective global history, which impacts our global present, but if the curriculum does not include time to learn about the present, this connection can be lost. It is also valuable because there is a risk of losing student motivation and the relevance of material if student identities and the impact of history on everyday life are not addressed in instruction (Barton, 2009; Nordgren, & Johansson, 2015). Additionally, certain time periods may be more relevant to students, including time periods when there were civilizations where that minority

group was not oppressed, and these should be included in a curriculum to address those aspects of students' identities (Barton, 2009). Furthermore, many students may find it difficult to conceptualize life 50, 100, or 200 years ago because they find it so far removed from their life experiences. This difficulty conceptualizing also extends to the time before the Internet. Those who don't see themselves in the narrative have a harder time finding relevance in the narrative of freedom and progress that blankets over any contrasting events or viewpoints (Barton, 2013; Bracey, Grove-Humphries, & Jackson, 2011).

Recommended Changes to the Delivered Curriculum

Choice Activities

Sometimes educators do not have much flexibility in adapting their formal curriculum. In these instances, there are still ways to help better align the existing curriculum with a global perspective approach to multicultural education. This can be accomplished through changes in the delivered curriculum.

One way an existing curriculum could be improved through changes in the delivered curriculum is through choice activities or a menu approach that allow students to delve more deeply into the aspects that are most meaningful to them. This can be through projects, presentation, research papers, or group discussions. It is impossible to cover everything required in great depth, but by allowing students to choose what to spend more time and effort on, the content can all be covered while also promoting meaningful, relevant learning. One way to achieve this is through project based learning. Educators must be aware to make sure that diversity of perspective is incorporated however and that students do not revert to

choosing the topics relating to main stream experiences or perspectives that they feel most comfortable with. Each student should be encouraged to choose a unique topic to ensure inclusion of diverse topics and perspectives.

Experiential Learning

Bringing experiences to the classroom will also improve this curriculum. This can include inviting guest speakers to the classroom with unique experiences or expertise, visiting historical and religious sites, or using Internet sources to virtually listen to people's stories or visit other meaningful places if funding prevents physical experiences. Students can also conduct interviews with people from diverse cultural, ethnic, and linguistic groups. This will help preserve their history and inform students' understanding of diverse viewpoints.

Any curriculum, especially one mapping to a global perspective approach to multicultural education, is not static because cultures, which inform identities and our historical narratives, are not static. They ebb and flow, causing shifting, evolving, multiple and overlapping, identities for students (Barton, 2013; Dunn, 2009; Nordgren, & Johansson, 2015). National, ethnic, political, and religious backgrounds or identities factor into how someone interprets history (Barton, 2013). To best capture the dynamic nature of cultures and historical interpretation, students should have opportunities to hear from people who have lived those different perspectives. They should also have the opportunity to develop their own perspectives through interaction with the historical spaces we can provide them, virtually or physically.

Outcomes

Incorporating these suggested changes to the AP World History curriculum creates a model curriculum for a global perspective approach to multicultural education. This model curriculum builds on the strengths of the existing curriculum and makes improvements to better align it with a global perspective approach. Use of this model curriculum should increase relevance of material for students from all life experiences and promote the understanding of different perspectives as part of history. Even when a complete curriculum change is not possible, the changes in the delivered curriculum indicated above can help achieve some of these same outcomes. A global perspective approach poses big questions of consequences, impact, and relationships and takes smaller historical events and allows students to place those events in their global context while developing a more meaningful and authentic relationship with those events (Bracey, Grove-Humphries, & Jackson, 2011; Dunn, 2009). Incorporating these changes will encourage a shift to a more global understanding of history for the learned curriculum, as well as a global understanding of contemporary times.

Public School World History Curriculum Analysis

Introduction

This section will include a comparison of the existing world history curriculum from a local public school and the model global perspective approach world history curriculum. It will evaluate strengths and identify areas for improvement in terms of a global perspective approach to multicultural education.

The public school's history curriculum was written in 2010 for general and honors level eleventh graders. (See Appendix 2)

Strengths

Overall Course/Grade Level Standards

Standard C is to *Evaluate historical interpretation of events*. This standard is beneficial to developing a global perspective approach to multicultural education because it encourages students to be critical of how historical interpretations are developed. This can include which perspective is being used to develop the interpretation and what other possible perspectives might result in a different interpretation. Multicultural education, at its core, seeks to enhance the depth of student understanding of multiple perspectives which allows for discussion of controversial topics (Banks, 1999; Barton, 2009; Bracey, Gove-Humphries, & Jackson, 2011; Ooka Pang, 2018).

Standards G and H, *Evaluate how continuity and change throughout history have impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450* and *Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to present in Africa, Americas, Asia and Europe* also fit well in a global perspective approach to multicultural education. These standards help set universal themes that transcend civilizations and develop a global narrative. They unify the diverse experiences and events of the varied civilizations and help them create a global history.

Middle East Unit

Question seven for unit objectives/key questions for the Middle East unit addresses the important political leaders in this region and their impact on global history and the current global realities. This incorporates more varied experiences into the global narrative and includes historical figures that might be more relatable and relevant to some students.

Additionally, question thirteen addresses the difference between fundamentalism and traditional Islam. Too often for students these two ideas are inexorably intertwined, especially in today's world, which is hyper-focused on radical Islamic terrorism. Choosing to include this question encourages students to think critically about the differences and particularities of different beliefs, which brings diverse political and religious narratives into the global narrative as it connects to women and lack of separation between church and state.

Suggested Improvements

Time Frame

This curriculum begins in 1450, and could better map to a global perspective approach to multicultural education if it started earlier to include more civilizations in the narrative. This is particularly important because in 1450 the white, European civilizations are coming to dominance beginning the age of colonization, at the expense of other civilizations. Without exploring the stories of civilizations before 1450, students could get a skewed view of the history of power dynamics between civilizations because they only begin when the European civilizations are coming to power and do not see the times when other regions were more dominant.

Recognizing that there was a time period when European civilizations were not the norm provides an opportunity to develop other historical perspectives and include part of the global historical narrative that might offer more relevance for some students who do not identify with a Euro/white-centric curriculum.

Overall Structure

This curriculum is divided into units that are based on geographic regions. Although it includes most geographic regions, it leaves out Australia and Oceania. This ignores the narratives of some groups in the development of the global narrative. Additionally, dividing the curriculum into regional units is more in line with a multicivilization approach to multicultural education, and not as well aligned with a global perspective approach to multicultural education. It leads to the division of history into distinct civilizations instead of promoting a single, global historical narrative that includes all of the civilizations and their unique impacts. A suggested improvement to better align the curriculum with a global perspective approach to multicultural education would be to create units based on time frames, learning about all civilizations in a timeframe regardless of geographic location before moving into the next time frame, or based on universal themes, and then explore how those themes were present in civilizations throughout time and throughout the world. Some of these universal themes are expressed in the overall course standards already, such as religion, commerce and industry, social organization, and roles of women, to name a few.

Introductory Unit

In the Introductory Unit, the second unit objective/key question is “What is typical of United States Culture?”. This objective could be improved if it expresses the idea that the United States’ culture includes many different cultures, which have similarities and differences. Cultures, which inform identities, are not static. They ebb and flow, causing shifting, evolving, multiple and overlapping, identities for students (Barton, 2013; Dunn, 2009; Nordgren, & Johansson, 2015). It is important to address this to validate all cultures that students might identify with, and which might inform their identities so as not to inadvertently value one culture over another.

Africa Unit

In the Africa Unit, there are 15 unit objectives/key questions to be covered in three weeks. Many of these unit objectives are very broad and limit the opportunity to delve into unique African societies, particularly given the time frame for each question. The question that was perhaps the broadest was question twelve: How is society in traditional Africa organized? To answer this question fully students would need to develop an understanding of the many societies in Africa and express how each, or at least many, are organized. However this question seems to indicate that there was a singular African society in traditional Africa. Given the timeframe it would be difficult for teachers to address this question adequately and provide opportunities to learn about the various societal groups that existed, and continue to exist, in Africa today. A stronger question should include opportunities to compare and contrast beliefs, practices, and structures across societies. As it stands,

this question, and some others on the list, could be used to perpetuate the misunderstanding that Africa is a homogeneous unit with a monolithic culture. In the extreme this is seen when students confuse Africa with a country instead of a continent.

Additionally, there are many questions that focus on the ways Europeans and colonialism have shaped African cultures and African development. While these are important things to discuss with students, their placement early in the discussion of Africa, before a discussion about the indigenous African societies can inadvertently undervalue the contributions indigenous African societies made on their own without European involvement. This again points to the difficulty of beginning the course in the 1450s when European civilizations are beginning their colonial expansion. One possible way to improve this is to rearrange the order of the key questions so that students learn about the contributions, structures, and beliefs of indigenous African societies before or along side learning about the ways these societies changed as a result of interactions with Europeans and other civilizations. Again, however, it is important to note that different indigenous African societies were impacted differently and to not learn only one supposedly universal experience. Differences in location, European (or other) country involved, resources available, and many other factors influenced the ways indigenous African societies interacted with other societies and were thus impacted. Considering the work of the African Union can also help include the ways Africans have contributed to their own present regardless of European involvement.

Asia Unit

In the Asia Unit, unit objective/key question 12 is *What were the effects of Western imperialism on the countries of Asia?*. This question could be improved to read “What were the effects of imperialism on the countries of Asia?”, because Western countries were not the only imperial powers to colonize Asia. Japan is one example. Japan invaded and colonized other Asian countries, in whole or in part in the years leading up to and during World War II. Japan’s colonial empire included the Koreas, Manchuria, Taiwan, and many islands in the South Pacific gained through a League of Nations mandate. Historically, China has also conquered and colonized surrounding civilizations. These experiences of non-Western imperialism also shape the countries of Asia and should be included for a more complete understanding of their historical narrative.

Europe Unit

It is interesting to note that the Europe Unit has 20 unit objectives/key concepts while Africa has fifteen, Asia has twelve, Latin America has thirteen, and the Middle East has fifteen. This indicates a more focused study of Europe as opposed to these other regions. This signals a lack of importance in scope and sequence. Additionally, included in the European unit objectives is a question (question 1) relating to key figures and their political ideologies, which has not been included in other unit questions (except the Middle East, where it is included), although there are important key figures with interesting political ideologies who come from those continents, even if we are only looking at the time frame listed, which for this question is the 21st century.

Additionally, question two relates to the events leading up to the fall of communism, but there is not a question that would definitively provide the opportunity to teach about the rise of communism, or the beliefs of communism. From 1450 to the present the world sees the rise and fall of communism, and learning about the beliefs of communism and why they appealed to many people, and still appeal to some people today, would add to students understandings of diverse viewpoints. Only looking at the collapse of communism in Europe, particularly the fall of the Soviet Union, excludes other viewpoints and experiences that influenced global history. One possible solution is to change question two to include the rise and beliefs of communism, but another would be to alter question 12 (How have class inequalities affected societal harmony in Europe) to address the appeal and rise of communism in Europe and the world.

Latin America Unit

The Latin American Unit includes many of the same concerns as the African unit. Because the time frame of the curriculum begins in 1450 there is limited attention given to pre-Columbian Latin America, and the indigenous societies that developed there. Latin America also has been given three weeks for the exploration of thirteen questions, making it difficult to devote the time required for a thorough understanding of the diverse experiences and histories of Latin America. A majority of the questions not relating to physical geography relate to how European countries and the United States have interacted with Latin America. While these interactions are an important part of the Latin American experience, they are not the only things that should be addressed. It is important to provide time to teach

about political, social, and economic structures in modern-day Latin America, as well as time to learn about the Maya, Aztec, and Incan Empires of the past.

Middle East Unit

Interestingly where most of the other units' objectives/key questions included many questions relating to the West's influence on the region, this unit has noticeably fewer. This includes no mention of the ways the West (Europe and the USA) have tried to exert influence in the region after the official colonial period.

Again because the curriculum begins in 1450, students miss the opportunity to learn about the ancient Middle Eastern societies and their contributions to global history and modern societies. Additionally, no mention is made of the contributions the Middle East made to Europe, such as the preservation of and expansion upon Greek thought that were lost in Europe during the Middle Ages/Dark Ages, but which, when reintroduced, helped spark and fuel the Renaissance. The questions indicate only that Europeans influenced the Middle East, but not the other way around.

Conclusion

While this curriculum has some strengths, particularly in the Middle East Unit and the overall standards, there is room for improvement in terms of a global perspective approach to multicultural education and social action. Restructuring units to connect geographic regions' narratives instead of segregating them into their own unit will improve the cohesion of a global history made up of diverse narratives. Additionally, balancing the focus of the curriculum so that each civilization receives a more even share of the time and depth of study will lead to a

more thorough understanding of the non-European perspectives and experiences that have shaped world history. To this end, in instances of cross-cultural interaction, it is important that both sides' contributions and impact are included in the curriculum.

Private School Recent World History Curriculum Analysis

Introduction

This section will include a comparison of the existing recent world history curriculum from a local private school and the model global perspective approach world history curriculum. It will evaluate strengths and identify areas for improvement in terms of a global perspective approach to multicultural education. The private school's history curriculum was written in 2010 for tenth graders. (See Appendix 3)

Strengths

General

The fact that the curriculum is divided into units that are based around time periods and occasionally also themes, such as "Industrialism and a New Global Age" or "World Wars and Revolution" is well structured to support a global perspective approach to multicultural education. These types of units allow the narratives of different civilizations and experiences to interact during instruction. It prevents segregating civilizations and instead promotes exploring the globalization of historical events. In general, each unit contains diverse experiences connected by themes and world events. However, the earlier units still tend to be more focused on

the events and experiences in Europe from the perspective of Europeans. Later units include narratives from more geographic areas and from more varied experiences.

Classroom Assessment Methods

The use of primary source analysis in classroom assessment lends itself well to a global perspective approach to multicultural education because it allows voices of the people who actually experienced the historical events to be heard. It is important however to provide a wide variety of primary source documents when possible to ensure diverse voices are heard and not just the same voices over and over again.

Unit 1

The first unit focuses on identifying major civilizations, religions, and trade patterns of the world around 1500. This maps well to a global perspective approach to multicultural education because it introduces some themes that will cross the borders of civilizations. Trade and religion are larger themes that can connect the stories of the various civilizations identified around 1500 to contribute to a more complete global narrative through the exploration of migration and cultural interaction. This thematic approach promotes the idea of globalization and the interconnectedness of civilizations across time and space. Additionally, included in the major civilizations to be covered are civilizations from around the world, including at least one civilization from each continent except for Australia/Oceania and Antarctica.

Unit 2: Objective I

Objective I, *The student will demonstrate an understanding of how European encounters in East Asia shaped the worldviews of both Europeans and Asians*, takes into consideration the ways East Asia and Europe were changed because of cross-cultural interactions between civilizations from these regions. This objective provides space to explore these encounters from both the East Asian and the European perspective to develop a more complete picture of the encounters and their impacts. Both civilizations are represented on equal footing and are seen through the ways they are interconnected.

Unit 2: Objective K – Essential Question

As part of objective K, the essential question, "What did Spanish, Native American, and African cultures contribute to the new American culture?" supports a global perspective approach to multicultural education because it looks at the way cultures and civilizations interacted to change society. It incorporates diverse perspectives on the interactions, and includes space for the contributions of each group to produce a whole picture of events. This question recognizes the global nature of this event and strives to include the different contributions that make up the new "American" culture.

Unit 2: Objective M – Classroom Assessment Methods

One of the classroom assessment methods listed is a written response to the question "How might a Native American assess the impact – positive and negative – of the Columbian Exchange?". This question promotes a global perspective approach to multicultural education because it encourages taking the perspective of an often-underrepresented minority group to look at a major historical phenomenon, the

Columbian Exchange. It develops an understanding of different perspectives on the same phenomenon and invites a new narrative to be shared and explored.

Unit 4: Essential Skill

One of the essential skills introduced for Unit 4 is “Evaluate historical interpretation of events (cause and effect; point of view; issues and problems of the past)”. This is critical for a global perspective approach to multicultural education because it encourages students to recognize that there are different perspectives that might influence how different people saw, and see, the same event. This creates space for students to explore why people have the perspectives they have and to provide space for each different perspective. A global perspective approach requires that students learn to recognize why historical events have been interpreted and passed on as fact in the ways that they have.

Unit 4: Objective P

As part of Unit 4, Objective P (The student will demonstrate an understanding of how Britain gradually extended its control over most of India in the 1800s.), there is an essential question (How did Indians and British view each other’s culture in the 1800s?), which promotes looking at the idea of the British colonization of India from both perspectives. It encourages students to look at how each group viewed the other. This recognizes the different experiences present during colonialism and provides space for both perspectives to be heard.

Suggested Improvements

Time Frame

This curriculum begins in 1300, and could better map to a global perspective approach to multicultural education if it started earlier to include more civilizations in the narrative. This is particularly important because in 1300 the white, European civilizations are coming to dominance beginning with the Renaissance and shifting into the age of colonization. Without exploring the stories of civilizations before 1300, students could get a distorted view of the history of power dynamics between civilizations because they only begin when the European civilizations are coming to power, a trend that generally continues through to the present. Students will miss the opportunity see the times when other regions were more dominant.

Recognizing that there was a time period when European civilizations were not the norm provides an opportunity to develop other historical perspectives and include part of the global historical narrative that might offer more relevance for some students who do not identify with a Euro/white-centric curriculum.

Unit 2: Objectives A and B

These objectives *The student will demonstrate an understanding of the ideals of the Renaissance and how the Italian artists and writers reflected these ideals and The student will demonstrate an understanding of the spread of the Renaissance to northern Europe, along with the themes that northern European artists, humanists, and writers explore* do not address the effect of other civilizations on the Renaissance, such as the Abbasid Empire and its preservation of classical literature, nor does it address the effects the Renaissance will have beyond Europe. The

Renaissance is not a contained event, and it will impact Europe's relations with the world, and to some extent, shape other civilizations as the ideas of the Renaissance mix with existing ideas in other civilizations. In a global perspective approach to multicultural education it is important to recognize the diverse experiences relating to historical events and the cross-civilization interactions that develop because of, or through, these events.

Unit 2: Objective E

Objective E *The student will demonstrate an understanding of how discoveries in science led to a new way of thinking for Europeans* includes essential knowledge of European scientific discoveries and innovations, but excludes the contributions of important historical figures from other civilizations excludes the contributions of the Islamic empires and the Maya to scientific thought at the time as well. The Abbasid Empire inherited scientific knowledge, from the classical civilizations and continued to innovate in many areas. Both the Abbasid Empire and the Mayan civilization made impressive advances in astronomy and medicine, as well as many other fields. This preserved and new information was then shared with European civilizations during the Scientific Revolution, but this interaction is not addressed in the curriculum as it currently stands. To only study European advances in science loses an opportunity to explore the ways the civilizations of the world have interacted to change societies and impact the present.

Unit 2: Objective G

This objective (The student will demonstrate an understanding of the impact of European exploration on the people of Africa) only explores the ways the

Europeans impacted the people of Africa, but does not explore how Africans impacted Europeans. Interactions are not one way, and Africa's civilizations, while certainly changed because of interactions with Europeans, also impacted European civilization. Exploration and colonization changed European society and business, as well as introducing new raw materials and crops to the European economy.

Additionally, the essential questions relating to this objective fail to address the ways the African slave trade impacted African civilizations as well as European civilizations. This relationship has shaped the present, so it is important for students to get a complete view of the issues of slavery from multiple perspectives to develop a more complete understanding of the global impact of slavery across time.

Unit 2: Objectives J and K

These objectives *The student will demonstrate an understanding of the role of the Spanish conquistadors in conquering the Native American empires in the Americas* and *The student will demonstrate an understanding of the impact of the European Age of Discovery and expansion of the Spanish and Portuguese in the Americas* do a solid job of exploring Spanish and Portuguese interactions with Native Americans in central and South America, but fail to address how French and British colonizers interacted with Native Americans in North America. It is important to address the interactions in central and South America, but the interactions in North America must also be addressed in order to develop a more complete, global picture of colonization in the Americas.

Unit 2 – Civilizations Excluded

Unit 2 is designated as “Early Modern Times” and to cover from 1300 – 1800 approximately. However, it does not cover the many different civilizations and states in the same depth. European civilizations such as Italy, France, England, Spain, and Russia receive the most detailed instruction, which European civilizations in general also receiving a great deal of attention through the study of colonialism. In Unit 1 however, there are many other important civilizations that are listed as key players around 1500 that do not receive the same depth of study in Unit 2. These include: Native American civilizations, such as the Maya, Aztec and Inca; African civilizations such as the Songhai; Middle Eastern civilizations such as the Ottoman Empire and Persia; and Asian civilizations such as China and Mughal India. These civilizations were identified in Unit 1, but then did not receive much mention in Unit 2, except occasionally in reference to how they interacted with the Europeans. Not providing more equitable instruction on these civilizations inadvertently sends a message of undervaluing them, and that they are not really key civilizations in the same way the European civilizations are.

Unit 3 – Missing Perspectives

In Unit 3, Enlightenment and Revolution, some subtleties of these events were missing in the curriculum, which might lead to the silencing of some perspectives and experiences. One example is that the impact of the Enlightenment on colonization, and how it fed the idea of a civilizing mission. Additionally, it is important to note the ways the Enlightenment did and did not change views about

slavery, both in the eyes of the white slave holders and in the eyes of the slaves themselves. Another example of a missed subtlety is the exclusion of women's perspectives and contributions to revolutionary movements. The French Revolution has many objectives relating to its study, but there is little mention of important women in this movement nor of the struggles women made to be included in the new rights guaranteed in the Declaration of the Rights of Man and Citizen. The experiences of women are also not discussed in relation to the revolutionary movements in Latin America. By not incorporating these subtleties into the curriculum, some aspects of the historical narrative are missing creating gaps in the curriculum. This might make it more difficult for some students to identify with these movements if they do not identify with the historical players' narratives presented.

Unit 3 -Interactions Excluded

In the instruction about revolutionary movements, the American Revolution is given only brief mention, despite the fact that it is the first successful revolution of colonies against a colonizer, and the fact that its success influenced, in some ways, other revolutionary movements at the time and to the present day. It is mentioned in the learning objective about Latin America, but not in any of the learning objectives about the French Revolution. Dedicating a long time to the study of the American Revolution is not necessarily the best path because there is likely a different course on American history that will cover it more in depth, however it is important to place this event that students might be more familiar with in the

broader world context. Drawing connections between the different revolutionary struggles helps develop universal themes that shape the global historical narrative.

Unit 4: Objective C

Objective C *The student will demonstrate an understanding of how the industrial revolution changed the old social order and long-held traditions in the Western world* includes an essential question about the arguments against women's suffrage. For a discussion on women's suffrage to be complete however, both sides of the argument must be discussed, as well as the different experiences of women with different identities within these Western societies. As stated in the public curricular analysis, women of color had different experiences in the women's suffrage movements than white women, and many arguments for women's suffrage carried racist messages, which must be addressed to cultivate a more complete understanding of this movement. These differences in experience continue to mark the women's rights movements of today, so developing a strong understanding of the historical roots of these divisions is very relevant in the present society. It is important to include the perspective of women of color to develop a truly inclusive shared history.

Unit 5: Colonies' Experiences

In Unit 5, World Wars and Revolution, little to no mention is made of the experiences of the colonies, African or Indian, during the World Wars. Many colonies sent troops to fight for the Empire, and additionally, some fighting was done in the colonies, particularly in North Africa during World War II. The experiences of the

colonists during the World Wars will impact later movements in the colonies for independence, but they also represent an important piece of the story of the World Wars that deserves space in the narrative.

Unit 6: Objective R

This objective *The student will demonstrate an understanding of how globalization has affected economies and societies around the world* does not support the idea that globalization has always been going on in the world, but that it has sped up recently because of advances in technology and transportation. A global perspective approach to multicultural education is based on the idea that the world has always been connected through trade, migration, and exploration and this is the foundation for studying all the ways different historical narratives intertwine and interact to form a more complete global narrative. As this objective stands, it discusses globalization as a recent phenomenon, as well as neglects the sometimes-negative consequences of globalization because it only addresses globalization in this unit from 1945 to the present.

Unit 6: Objective T

Objective T (The student will demonstrate an understanding of the threats to national and global security that nations face today.) is no longer reaching the present. It discusses the threat of Russian nuclear materials getting into the wrong hands and the threat of Al-Qaeda, but since the writing of this curriculum we have seen new threats to national and global security. These include ISIS, North Korea's nuclear weapons tests, and the rise of nationalism and fundamentalist groups and

politicians in countries across the world. It is important to discuss how these threats developed and how they impact the society today because that is what is relevant and meaningful to the students. This is what they are experiencing, so it is important to connect that to other events in the curriculum and for their personal experiences to be represented in the curriculum. This is similar to the current events update suggested in previous examples.

Conclusion

In general, this curriculum is well structured to support a global perspective approach to multicultural education because of its time-based units with connecting themes. Improvements can be made in inclusion of more societies in earlier units and a more focused look at multiple perspectives in intercultural interactions and globalization throughout history. Additionally, the curriculum could be strengthened if it were updated to include more recent events to tie in with historical events and phenomena.

Charter School World History Curricula Analysis

Introduction

This section will include a comparison of the existing world history curricula from a local charter school and the model global perspective approach world history curriculum. It will evaluate strengths and identify areas for improvement in terms of a global perspective approach to multicultural education. The charter school's history curricula were written to cover three years of instruction. They include Ancient and Medieval Studies for sixth grade, Western Studies for seventh grade,

and Eastern Studies for eighth grade. These curricula are still being developed and so are not as detailed as the others analyzed as part of this report. (See Appendix 4)

Strengths

Three Years of Instruction

The fact that this curriculum is split into three curricula to be taught across three grade helps align it with a global perspective approach to multicultural education. Spreading out the content allows for more in depth study of more varied civilizations and cultures instead of rushing because of a one-year time limit. This creates space in the curriculum for civilizations and perspectives that otherwise would have been excluded due to time constraints.

Range of Civilizations Covered

This curriculum covers civilizations from across the global and across time periods. Having so many civilizations represented helps ensure that students will find something that has relevance for them. Civilizations are described and their contributions are explored beginning with Mesopotamia and potentially up to the present day.

Time Frame

The first curriculum begins with ancient civilizations, and the later two curricula could be seen to include the time up to the present day (although this is never explicitly stated). This decision allows for the inclusion of more varied civilizations and world power structures, which in turn allows for the incorporation of multiple perspectives on a more equal level. It normalizes power in all areas of

the world and value in all civilizations. This will better allow students to feel their experiences are valued and represented in the historical narrative.

Areas for Improvement

More Equitable Focus

Although there is space for many civilizations and cultures in this curriculum, civilizations from Europe still are slated for more time of study. In the sixth grade curriculum, Ancient Rome receives more time than any other civilization. The civilizations of Africa and the early civilizations of the Americas are condensed into one month while Greece and Rome alone cover two months. The seventh grade curriculum is intended to cover Europe and the Americas but Russia alone is assigned more months (three) than the entirety of Latin America (two). Finally, the eighth grade curriculum is Eastern studies, and so should be the balance for the focus on Europe during the Western studies class. However, Europe receives two months of study and Russia and additional month of study in the Eastern studies curriculum. Spending more time on Europe allows it to be studied more in detail. Spending more time on Europe also sends the message, conscious or not, that Europe's history is more important.

Missing Interactions

Because the curriculum is divided into units based on geographic locations, it is missing the opportunity to discuss globalization and interactions between civilizations. The topics of study for each unit include "physical geography, climate regions, history and governments, cultures and lifestyles." They do not include ways

civilizations interact and influence each other. In order to create a global perspective approach to multicultural education the curriculum needs to develop a global narrative that incorporates the intertwining stories and perspectives of the various civilizations and cultures.

Conclusion

This curriculum's greatest strength is its plan for three years of study. This allows it to begin with ancient civilizations and to incorporate many more civilizations and cultures into the narrative. Erasing the time constraints of a single year curriculum opens up more opportunities to incorporate a global perspective approach to multicultural education. Although this curriculum is not yet completely developed, there are still some areas for improvement. This includes a more equitable division of study time across civilizations, and spending more time studying interactions across and between civilizations. Improving the curriculum in these ways will help improve the strengths it already possesses in terms of aligning with a global perspective approach to multicultural education.

Conclusion

There are three main similarities between these curricula that this analysis has highlighted that can lead to better alignment with a global perspective approach to multicultural education. The first is the importance of an inclusive time frame that allows for the incorporation of various civilizations and perspectives on more equitable terms. The model curriculum addresses this by beginning with prehistory and the charter curriculum addresses it by beginning with the ancient civilizations.

Both continue through to the present day. The public and private curriculums however do not employ an inclusive time frame because they begin with 1450 and 1300 respectively in time periods of European dominance. They also end before the present day.

The second similarity is a need to explore the interactions between civilizations and perspectives throughout time and across the globe. The model curriculum highlights these interactions by basing units on time periods and universal themes that allow for different civilizations and perspectives to be taught together as well as focusing on developing students' ability to recognize, understand, and describe various perspectives on the same event. The private school curriculum is well structured to promote this kind of instruction, but in the early units still heavily focuses on Europe to the exclusion of some other civilizations and perspectives in those time periods. The other two curricula are based on regional units that limit the opportunities to learn about different civilizations and perspectives interacting and influencing each other.

The third similarity is the need for a better balance of instructional time across civilizations and perspectives. The model curriculum divides the year into units based on historical time zones that incorporate many different civilizations. This helps create space for each civilization within that unit to be studied at a deeper level and in relation to the others instead of putting a strict limit on how long can be spent on each before moving on. The private school's curriculum does not list how long should be spent on each unit, but there are more units and objectives relating to Europe than there are for any other region. This indicates that the most

time will be spent on Europe. The public and charter schools' curricula included specific suggested lengths for each unit. These were not balanced, and favored European civilizations and perspectives again. Limiting the time of study for a civilization, group, event, or perspective will limit the depth of instruction and learning. Additionally, those things that are given the most time are seen to be more valuable, thus inadvertently valuing European civilizations and contributions above those of other people, groups, and civilizations.

It is important that curricula address these recurring concerns because schools are an important part of the socialization process. Teaching world history through a global perspective approach will socialize students to have a global perspective approach to life. In an increasingly interconnected, diverse world that kind of perspective will be incredibly valuable in academia, the work world, and civic life. Educators must be cognizant of the role they play in socialization and be careful to convey an appropriate message to all of their students through the formal, delivered, and hidden curricula.

Resources available to schools and teachers can impact their ability to implement a global perspective approach to multicultural education. It is therefore important that materials that align to this approach are developed and promoted in schools across the country and world. The internet has aided in the development of many resources including alternative textbooks, like Big History Project, virtual field trips, and access to primary sources. However, not all schools have the same level of access to online sources for their students, and this can be a hindrance to adopting a global perspective approach. As more schools gain more access to technology it

would be a good opportunity to shift curricula to better align with a global perspective as more resources become available to more districts.

Areas for Improvement in Methodology

A curriculum analysis is limited because the researcher can only examine the formal, written curriculum and cannot see what actually happens in the classroom. It is possible that classroom teachers incorporate more than is accounted for in the formal curriculum, but this research will not take that into account. Additionally, this research only looks at the formal curricula for one school in each category: public, private, and charter. This type of analysis only touches the surface of curricula available and in use.

Areas for Future Research

Possible future research based on this analysis could include a more detailed look at why certain curricula are structured the way they are based on school type. Another possible avenue for future research would be an analysis of in the classroom practices and resources that promote a global perspective approach to multicultural education in addition to the formal curriculum analysis carried out here. These topics, in addition to the findings here, would contribute to a more complete picture of the incorporation of a global perspective approach to multicultural education in local schools.

The National Council for the Social Studies (NCSS) gives guidelines for global and international education in social studies. These approaches are closely related to multicultural education and can be integrated effectively together. These

approaches fit well with a global perspective approach to multicultural education and involve “recognizing the variety of actors on the world stage” and “emphasizing the linkages between past actions, present social, political, and ecological realities, and alternative futures” (McJimsey, Ross, & Young, 2016). Future research could explore the way these NCSS guidelines are implemented in classrooms and/or how they can be integrated with a global perspective approach to multicultural education in social studies classes.

Bibliography

- Banks, J. A. (1999). *An Introduction to multicultural education*. Needham Heights, MA: Allyn & Bacon.
- Barton, K. C. (2009). The Denial of desire. In Symcox, & A. Wilschut (Eds.), *National History Standards: The Problem of the Canon and the Future of Teaching History* (265 – 282). United States: Information Age Publishing, Inc.
- Barton, K. C. (2013). School history as a resource for constructing identities: Implications of research from the United States, Northern Ireland, and New Zealand. In M. Carretero, M. Asensio, & M. Rodriguez-Moneo (Eds.), *History Education and the Construction of National Identities* (93-107). United States: Information Age Publishing, Inc.
- Bracey, P., Gove-Humphries, A., & Jackson, D. (2011). Teaching diversity in a history classroom. In I. Davies (Ed.), *Debates in History Teaching* (172-185). New York: Routledge .
- Derman-Sparks, L., & Ramsey, P. G. (2002). "What if all the kids are white?" Multicultural/anti-bias education with white children. Available from https://www.teachingforchange.org/wp-content/uploads/2012/08/ec_whatifallthekids_english.pdf .
- Dunn, R. E. (2009). The Two world histories. In L. Symcox, & A. Wilschut (Eds.), *National history standards: The Problem of the Canon and the future of teaching history* (55-69). United States: Information Age Publishing, Inc.

- Epstein, T. (1998). Deconstructing differences in Africa-American and European-American adolescents' perspectives on U.S. history. *Curriculum Inquiry*, 28(4), 397-423.
- Epstein, T. (in press). The Effects of family/community and school discourses on children's and adolescents' interpretations of United States history. Available from <http://centres.exeter.ac.uk/historyresource/journal11/Epstein.pdf>.
- Grosvenor, I. (2000). History for the nation: Multiculturalism and the teaching of history in *Issues in Teaching History* (pp. 148-158). Retrieved from EBSCOhost eBook collection
- Harris, R., & Clarke, G. (2011). Embracing diversity in the history curriculum: A study of the challenges facing teachers. *Cambridge Journal of Education*, 41(2), 159-175.
- McJimsey, M., Ross, B., & Young, S. (2016, April 21). Global and International Education in Social Studies. Retrieved from https://www.socialstudies.org/positions/global_and_international_education
- "Multiculturalism." (2001). In J. M. Palmisano (Ed.), *World of sociology*, Gale. Farmington, MI: Gale. Retrieved from <http://search.credoreference.com/content/entry/worldsocs/multiculturalism/0?institutionId=241>
- Nordgren, K., & Johansson, M. (2015). Intercultural historical learning: A conceptual framework. *Journal of Curriculum Studies*, 47(1), 1-25.

- Ooka Pang, V. (2018). *Diversity and equity in the classroom*. Boston, MA: Cengage Learning.
- Reilly, J. & Niens, U. (2014). Global citizenship as education for peacebuilding in a divided society: Structural and contextual constraints on the development of critical dialogic discourse in schools. *Compare: A Journal of Comparative and International Education*, 44 (1), 53-76.
- Sleeter, C. E. (1996). *Multicultural education as social activism*. Albany, NY: State University Press of New York.
- US Census Bureau. (n.d.). Percentage of population in the United States in 2014 and 2060, by race and Hispanic origin. In Statista - The Statistics Portal. Retrieved February 22, 2017, from <https://www.statista.com/statistics/270272/percentage-of-us-population-by-ethnicities/>
- US Census Bureau. (2017). *Percentage of population in the United States in 2014 and 2060, by race and Hispanic origin* [Graph]. Retrieved from <https://www.statista.com/statistics/270272/percentage-of-us-population-by-ethnicities/>

Appendix 1: Link to AP World History Curriculum

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-world-history-course-framework.pdf>

Appendix 2: Link to the Public School Curriculum

<https://www.etownschools.org/cms/lib/PA01000774/Centricity/Domain/11/World History Honors W His Curr 1.pdf>

Appendix 3: Link to the Private School Curriculum

https://drive.google.com/file/d/1el_2psIGZMCpt_D61HrQyPYsvQVu9U8K/view?usp=sharing

Appendix 4: Charter School Curriculum

Course Title	Ancient and Medieval Studies
Grade Level	6th
Course Description (2-3 sentences)	<p>Ancient History (Semester One - 6th): Introduces students to the beginnings of the human story. As they explore the great early civilizations of Egypt and the Near East, India, China, Greece, and Rome, students discover the secrets of these ancient cultures that continue to influence the modern world.</p> <p>Medieval World (Semester Two – 6th): The Medieval World and Beyond explores the legacy of civilizations from Europe, Africa, and the Middle East to Asia and the Americas.</p>

Course Outline			
Month	Unit Title	Topics of Study	Possible Writing Assignments
September	The beginnings of Human Society and the Fertile Crescent	Prehistory, Beginnings of Civilizations, Babylonia, Mesopotamia, Judaism	Critical Thinking Questions Essays
October	Ancient Egypt and Nubia	The Rulers of Egypt, the Cultures of Nubia	Critical Thinking Questions Essays
November	Ancient India, Ancient China	The Indus and Ganges River Valleys, Kingdoms of China, Confucius	Critical Thinking Questions Essays
December	Ancient Greece, Ancient Rome	Early Greek Civilizations, Sparta and Athens, begin Ancient Rome	Critical Thinking Questions Essays
January	Ancient Rome Cont.	Ancient Rome, Roman Republic and Empire, Fall of Rome	Critical Thinking Questions Essays
February	Byzantine and Muslim Civilizations	Byzantine Empire, Constantinople, Golden Age of Muslim Civilization	Critical Thinking Questions Essays
March	Civilizations of Africa, Early Civilizations of the Americas	Africa and the Bantu, West Africa, East Africa, South America and the Incas, Cultures of Middle and North America	Critical Thinking Questions Essays
April	Civilizations of Asia	Golden Ages of China, Medieval Japan and India	Critical Thinking Questions Essays
May	Europe in the Middle Ages, A New Age in Europe	Renaissance and Reformation, Age of Exploration and Powerful Monarchs	Critical Thinking Questions Essays

Course Title	Western Studies
Grade Level	7th
Course Description (2-3 sentences)	Introduces students to the nations that have shaped Western civilization. This survey will cover the regions of North and South America, Europe and parts of Russia. Introductory geographical concepts will be explored as well.

Course Outline			
Month	Unit Title	Topics of Study	Possible Writing Assignments
September	Human and Cultural Geography	World Population, Global Cultures, Resources	Critical Thinking Questions Essays
October	United States and Canada	Physical Geography, History and Cultures, History and Government	Critical Thinking Questions Essays
November	Latin America	Physical Features, Climate Regions, History and Governments, Cultures and Lifestyles	Critical Thinking Questions Essays
December	Latin America	Mexico, Central America, Caribbean, South America	Critical Thinking Questions Essays
January	Europe	Physical Features, Climate Regions, History and Governments, Cultures and Lifestyles	Critical Thinking Questions Essays
February	Europe	Northern Europe, Europe's Heartland, Southern Europe, and Eastern Europe	Critical Thinking Questions Essays
March	Russia	Physical Features, Climate and Environment	Critical Thinking Questions Essays
April	Russia	History and Governments, Cultures and Lifestyles	Critical Thinking Questions Essays
May	Russia	A Changing Russia, Issues and Challenges	Critical Thinking Questions Essays

Course Title	Eastern Studies
Grade Level	MS
Course Description (2-3 sentences)	Introduces students to the nations that have shaped Eastern civilization. This survey will cover the regions of Africa, Asia, Oceania and parts of Russia. Introductory geographical concepts will be explored as well.

Course Outline			
Month	Unit Title	Topics of Study	Possible Writing Assignments
September	Human and Cultural Geography	World Population, Global Cultures, Resources	Critical Thinking Questions Essays
October	Physical Geography of Europe	Physical Features, Climate Regions	Critical Thinking Questions Essays
November	Europe Today	Northern Europe, Europe's Heartland, Southern Europe, Eastern Europe	Critical Thinking Questions Essays
December	Russia	History and Government, Cultures and Lifestyles, Issues and Challenges	Critical Thinking Questions Essays
January	North Africa, Southwest Asia, and Central Asia	Physical Geography, Climate Regions, History and Governments, Cultures and Lifestyles	Critical Thinking Questions Essays
February	Africa South of the Sahara	Physical Geography, Climate Regions, History and Governments, Cultures and Lifestyles	Critical Thinking Questions Essays
March	South Asia	Physical Geography, Climate Regions, History and Governments, Cultures and Lifestyles	Critical Thinking Questions Essays
April	East Asia and Southeast Asia	Physical Geography, Climate Regions, History and Governments, Cultures and Lifestyles	Critical Thinking Questions Essays
May	Australia, Oceania, and Antarctica	Physical Geography, Climate Regions, History and Governments, Cultures and Lifestyles	Critical Thinking Questions Essays