

Content Advisor Feedback

Submitted by
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As per my expertise, I will focus on the “World History Studies” and “Independent Study in Social Studies” in my feedback. I would like to start by thanking the Work Group for providing such a detailed and comprehensive curriculum for the World History Studies. Below are my feedback and my answers to the guiding questions.

GUIDING QUESTIONS & ANSWERS

- 1. Does each course follow a complete and logical development of social studies concepts presented? If not, what suggestions do you have for improvement?**

In general, the “World History Studies” standards integrate social studies concepts well. There are some areas that can be improved. Please see my answer for question 2 below.

- 2. Are there any gaps or concepts missing that should be addressed? Are there specific areas that need to be updated to reflect current research?**

Below are my feedbacks for the content of the World History Studies.

§113.72. B (2)

1900 CE–1945 CE (Global Conflict) – this period can be further divided into two period segments:

1900–1914 Rise of Nationalism; Anti Imperialist Revolutions; Cultural Modernism

1914–1945: World War One; Great Depression; World War Two

1945 CE-present (The Modern World) –this period can be divided into three period segments:

1945–75 Cold War and the Three-World order

1970–2000 Globalization

2001 – Present

§113.72. C (1–6) The coverage on 1200–1450 is comprehensive, however, it can also include the following topics: Crusades, Rise of Warriors in Japan; Andean States

For example: Crusades can be covered in section c/5; Warriors in Japan in c/2; The Americas should to be covered in this period.

c/5/A This statement disregards the divisions and conflict within the Christianity between the Eastern (Orthodox) and Western Churches. It presents Christianity as a singular and a homogenizing force, which is historically inaccurate.

§113.72. C (7–9)

In general, the coverage on 1450–1700 can include the following topics to improve the students' understanding of the entire world: Ming China; Delhi Sultanate; Tokugawa Japan; African Cultural flourishing with the Asante, Oyo, and Benin Cultural traditions

c/7/B If the sack of Constantinople in 1453 is covered as an important historical event, so should the 1243 sack of the city by the – 4th Crusaders above in 1200–1450 period

c/9 is particularly problematic as it erases the voices of the indigenous populations and focuses predominantly on the impact of the European expeditions.

§113.72. C (10–12)

In general, the coverage on 1750–1900 is comprehensive and detailed. Several topics can be integrated to increase the diversity of coverage: Islamic revivalist movements such as Wahhabism; the Qing Empire and the Taiping Rebellion.

§113.72. C (13–20)

I do recommend dividing the period 1900–1945 into two period segments to make it easier for the students to grasp some of the changes better and for teachers to demonstrate these changes more clearly:

1900–1914: Rise of Nationalism; Anti Imperialist Revolutions; Cultural Modernism
These concepts should be covered to provide the necessary historical background to World War One. In the current draft, 1900–1945 segment starts directly with World War One (c/13) except for a short mention of nationalism and imperialism in c/13/A

1914–1945: World War One; Great Depression; World War Two

C (14) is chronologically confusing. As the student expectations move from one revolution to the other, a chronology should be followed. For example, historically, it would be better to start with the Young Turk Revolution that took place in 1908 and end with the Bolshevik Revolution of 1917.

§113.72. C (17–20)

1945 CE-present the curriculum for this period is very comprehensive and detailed. However, covering these topics under a single period can be harder for the students. In order to alleviate some of the density and to explain the students the changes that took place in this period better, **1945 CE-present (The Modern World)** can be further divided into three shorter periods:

1945–75 Cold War and the Three World order

1970–2000 Globalization: Topics can include

Collapse of the Soviet Bloc; End of Colonialism in Africa; Global Finance; Migration; Global Culture; Global Communications; Changes in “Health; Family; Education; Women’s rights”; Religious Foundations in Politics (Iranian Revolution); Resistance to Democracy (Tiananmen Square)

2001 – Present: Topics can include

War on Terror; Climate Change; Challenges to Global Economy; Islamic Militancy; Arab Spring; Rise of Populist Politics

C (18) This segment should include the Iranian Revolution.

§.XX Independent Study in Social Studies

C (6) Instead of “Students will learn about the cultures, civilizations, decisions, **leaders**, and landmark events ...”

I recommend “Students will learn about the cultures, civilizations, decisions, **individuals**, and landmark events...”

3. Do these high school course(s) sufficiently prepare students for postsecondary success? If not, please provide suggestions for improving the standards.

The World History Studies standards are comprehensive and detailed. They will prepare the students for the college World History coverage at the college level. However, the question remains if the students will be ready for this class in High School. K-8 coverage of World History should be able to prepare the students for this High School course.

4. Do the standards for the course(s) adequately address social studies skills? If not, please give examples of how the standards might be improved.

Over all, the World History Studies standards are a noticeable improvement from the current expectations. There are some areas that need further improvement. Please refer above to my answer for Question 2 for the details.

5. Are the student expectations clear and specific? If not, please give examples of how the language might be improved.

The World History Studies student expectations are clear and specific especially C 1 through 12. From 13 on, further details should be included. Please see my answer for question #2 for further details.

- 6. Are there student expectations that are not essential or unnecessarily duplicative and can be eliminated? If so, please identify by course and student expectation number, e.g., U.S. History 5.B, etc.**

There are no duplications or non-essential student expectations in the World History Studies standards.

- 7. Do you have any other suggestions for ways in which the high school courses can be improved?**