

# High School World History Textbooks: An Analysis of Content Focus and Chronological Approaches

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RESEARCH ABOUT SOCIAL STUDIES textbooks overwhelmingly supports the conclusion that these books are unpopular and often the subject of intense criticisms. These criticisms concern anything ranging from the language they employ, to the way they are utilized by teachers, to the undue influence they exert on shaping and defining curriculum. Progressives and conservatives also routinely attack texts for the way they present content, arguing that the factual information they contain is often uncritical, overly laudatory, and unwilling to address unpleasant truths in any real depth. This paper will look more closely at world history textbooks, focusing specifically on how these texts organize and present the topic of world history. It is commonly stated, for example, that these texts are overly Eurocentric and the majority of their coverage is tilted towards European history.

The study conducted here was thus designed to answer two questions. First, to what extent do world history texts reflect the work of world historians? The field of world history represents a discipline that has evolved considerably over the past half-century. Have high school world history textbooks kept pace with and absorbed this evolution, or are the books as heavily Eurocentric as is commonly supposed? Second, what sorts of factual information do the texts contain and how do they organize and sequence this information? The manner in which textbooks organize,

sequence, and arrange content presents a specific vision and conception of history. What sort of world history, then, is found within popular high school world history textbooks?

### Review of Literature

Social studies and history textbooks have been the subject of a significant amount of scholarly research. Some of this research might termed “audience based” in that it focuses on how a text’s intended audience—that is teachers and students—uses, reacts to, and feels about textbooks. For example, studies have focused on how teachers utilize textbooks and how the books unduly influence curricular and instructional decisions. Textbooks are typically weighty, imperious tomes that carry an aura of omniscience about them. Such a fact makes teachers reticent to question the interpretations found in texts and to become overly reliant on the factual content they contain.<sup>1</sup> Textbooks can thus play a dominant role in shaping classroom instruction. As Harriet Tyson-Bernstein notes, texts are “the *de facto* curriculum of the public schools as well as the *de facto* mechanism for controlling teachers.”<sup>2</sup>

Other researchers have focused on how textbooks influence the way students experience and interpret history. As much as textbooks intimidate teachers, so too do they make students wary and apprehensive. The language in texts can also be troublesome in that texts often avoid using the nuanced vocabulary employed by historians (such as “suggests” or “considers”), which moderates conclusions and highlights the interpretation, multifaceted nature of history. Texts, however, present their narratives in a much more direct, forceful, and, in certain cases, even absolute manner, portraying their version of history as authoritative and in language that one author terms “textbookese.”<sup>3</sup> Thus, students get a singular, rather than a multi-perspective, version of the past imposed upon them, and they may not learn to think critically, nor understand that the study of the past is a task that can be approached from different points of view.<sup>4</sup> As one study of this phenomenon notes, “Students tend to act as acquiescent assimilators of information, merely scanning the page in search of facts and explanations.”<sup>5</sup> Textbooks have also been criticized for the deadening, stultifying prose they employ and the negative effects such language has on student learning.<sup>6</sup> Researchers argue that texts are written in such a way that they are divorced from the lives and experiences of student readers, thus rendering them difficult to assimilate and understand by their intended audience.<sup>7</sup>

The content contained within history texts has thus been deemed important for a number of reasons, from the way teachers use this content

to shape their lessons, to the ways that students experience and think about history. As such, a number of researchers have looked closely at textbook content and analyzed the interpretational perspectives, points of view, and biases of this content.<sup>8</sup> Such studies often focus on how texts frame their interpretations and how they present their historical arguments. In these cases, researchers look more closely at the actual “story” being told by a text and search more deeply for its historical validity, the quality of its interpretations, and its ability to present a depiction of the past that has grounding in historical research. As Stephen Thornton notes, it is not so much the question of what information texts include that is significant, but rather “how and in what depth” texts address various topics.<sup>9</sup> Such a perspective is significant because the story that texts tell can potentially become the official, accepted, and unquestioned version of events.

Analyses of American history textbooks, for example, have concluded that they often present sterile, uncontroversial depictions of the past. A study of how various texts covered the Reconstruction Era argued that the books “tended towards intellectual incoherence”<sup>10</sup> in the way they presented the key events and chronology of that era. The books also tended to obfuscate and were written in such a way that the language worked to avoid placing blame on the United States government for the failure of Reconstruction. An analysis of how texts portrayed slavery yielded a similar conclusion. The authors found that most texts were relatively simplistic in their coverage of the topic of slavery, and while the issue was always addressed, the narrative and interpretational focus was weak, and students received a “sanitized” view of the topic.<sup>11</sup>

Studies of world history textbooks reach similar conclusions about the way textbooks present content. Michelle Commeyras and Donna Alvermann analyzed three high school world history texts for how they presented the history of third world countries.<sup>12</sup> The authors found that the coverage in the texts seemed stunted towards European history, and the texts themselves often accorded non-Western cultures an inferior status whereby their destinies and histories were shaped and molded by the actions of European nations. The authors conclude that readers of these texts will “learn that Western Civilization was supremely important, dominant, and powerful in shaping the histories of all people.”<sup>13</sup>

Daniel Segal also analyzed a number of world history textbooks (in his case from both high school and college) and reached a similar conclusion, arguing that “the retrofitting of Western Civ texts as ‘World History’ texts involves a consistent and highly limited displacement of Western Civilization.”<sup>14</sup> He further concludes that, for the most part, world history principally consists of the addition of some East Asian history onto the dominant Western narrative. He also found that narrative

portrayals of non-Western civilizations tended to be stunted, simplistic, and discontinuous in that these civilizations appeared for a brief moment and then largely disappeared. In most cases, it was European history that drove the narrative.

Gilbert Sewall's analysis of high school world history textbooks also found the historical interpretations in the books to be weak. In his analysis, he argues that the textbook industry represents a closed oligopoly that is excessively influenced by interest groups of various political persuasions that have turned world history textbooks into a confusing jumble of conflicting messages and muddled information. He writes, "From phonics zealots in California, to anti-Darwinists in Texas, highly motivated groups make pests of themselves with legislatures, school boards and adoption committees."<sup>15</sup> For Sewall, this process has in essence contaminated textbooks as it has led to a market that "is efficient, profitable and reliable, but also deadly to quality."<sup>16</sup> He also argues that the texts are extreme in their sensitivity and are unwilling to make harsh judgments that can cause controversy. Two examples he provides concern the human rights abuses of the former Soviet Union and the patriarchal nature of Islamic society.

The studies cited above provide some sense of the general protocol and methodology used by researchers analyzing the historical content found in textbooks. Typically, these studies will identify a topic and assess how different volumes have interpreted and presented this topic. The conclusion often found in these studies is that textbooks are presenting flawed interpretations of the past that are in some way laudatory, sanitized, or dismissive. High school textbooks are, moreover, often disconnected from the work of contemporary historians, whose work often challenges older conclusions and beliefs, and are thus mired in antiquated thinking about how the past is interpreted.

An analysis of historical interpretations found in texts only tells half the story, however. Such studies are premised on the idea that teachers and students actually read the books and absorb these interpretations wholesale without question or comment. The image of the teacher that implicitly emerges in such studies is as someone slavishly devoted to the text, regurgitating its information verbatim to students. Such an impression presents a rather simplistic view of how teachers go about their practice. Other researchers have argued that the true influence of texts can be found in the way teachers use the books to shape curriculum and act as a guide for sequencing and outlining topics to be covered in class.<sup>17</sup> The textbook can thus play an important role in shaping the direction of a history or social studies class, influencing what teachers decide to teach.

## Methodology

With this in mind, the research conducted in this study sought to assess world history textbooks more broadly, looking at how these texts organize and sequence information and how much coverage they devote to various topics. This methodology was predicated on the notion that it is not so much the interpretations texts contain that is significant, but rather how texts are organized and presented that is the telling factor. Textbook organization, for example, can often influence how course outlines are created and how much time should be spent covering different historical events. As Michael Apple argues, texts “signify—through their content and form—particular constructions of reality, particular ways of selecting and organizing [a] vast universe of possible knowledge.”<sup>18</sup> Furthermore, rather than looking at textbook coverage of discrete events, the study discussed here sought to assess world history textbooks more broadly and to gain insight into what kind of world history is actually contained in these volumes.

To accomplish this task, the following research methodology was used. The five texts selected were chosen because they are considered the five most popular and widely used world history textbooks, comprising about 80 percent of the textbook market.<sup>19</sup> Note that this study was begun in the summer of 2009 and the editions analyzed were the most recent publication dates available at that time. They are:

Roger B. Beck et al., *World History: Patterns of Interaction* (Evanston, IL: McDougall Litell, 2007)

Laurel Carrington, ed., *World History: The Human Journey* (New York: Holt, Rinehardt, and Winston, 2005)

Jackson Spielvogel, *World History: Modern Times* (New York: Glencoe, 2005)

Elisabeth Gaynor Ellis and Anthony Esler, *World History: Connections to Today* (Upper Saddle River, NJ: Pearson Prentice Hall, 2005)

Mounir A. Farah and Andrea Berens Karls, *World History: The Human Experience* (New York: Glencoe-McGraw Hill, 2001)

The books were then examined for two things. First, the books were analyzed for the extent to which they embodied the conceptual principles embodied in the work of world historians. This task was accomplished first by identifying what in fact these principles are and then by looking for evidence of them in the texts’ organizational frameworks, visual and supplementary materials, and included classroom activities. Evidence of these examples was catalogued, using a protocol instrument that allowed them to be listed and tabulated. Second, the books were analyzed for how much total coverage they devoted to the various topics that would

collectively comprise the content of a typical world history course. To accomplish this task, a protocol instrument was again used to tabulate the various chapter titles, chapter subheadings, and total number of pages each text devoted to each topic. This protocol was utilized to get a sense of how diverse the texts actually are by identifying what topics are covered in the most (and least) detail. This was accomplished by tallying the amount of coverage the texts devoted to Western and non-Western history in the period spanning from 1500 to the present day. This time period was selected because it is often interpreted as the beginning of the modern period of history (due to the Columbian Exchange) and the time when European dominance of much of the world began in earnest. The year 1500 also usually begins the second phase of a world history course, so this time period seemed appropriate given the way most world history courses are organized. It is recognized that an analysis of the books' coverage of the period spanning pre-history to the year 1500 might indeed yield different results and conclusions, and investigating the differences between the two periods presents a useful area for further research.

### **World History: Definitions and Historical Evolution**

Given that a significant dimension of this research design was predicated on the extent to which textbooks embodied a conception of “real” world history, a discussion of this topic is thus in order. World history is a field that has evolved considerably over the past century. This fact has in turn impacted the focus and content of world history courses taught in schools. For example, at the turn of the 20<sup>th</sup> century, a number of historians began to argue that the historical profession needed to address contemporary issues and problems in more depth, and to move away from its traditional focus on medieval and ancient history.<sup>20</sup> These views prompted the introduction of what was then called “modern history” (meaning modern European history) into the curriculum and helped precipitate a curriculum reform movement that saw a dramatic expansion in the amount of history that was taught in schools.<sup>21</sup> In the period after World War Two, historians began to argue that the “modern” history being taught did not account for the histories of non-Western regions in much detail and that curriculum content needed to be adjusted to account for this fact.<sup>22</sup> These views in turn spawned what historian Gilbert Allardyce has termed the “world history movement.”<sup>23</sup> This term refers to a reform effort that sought to broaden the field of history to include more diverse regional perspectives and to redefine what world history actually was.

World history has thus come to represent a way of interpreting the past based on distinct approaches and perspectives. These perspectives

represent sophisticated ways of understanding world history and they seek to transcend an “area-studies” method in which different regional histories are addressed in succession and exclusive of one other.<sup>24</sup> Broadly speaking, three such approaches to world history exist. One approach looks to present world history from a global perspective that transcends the history of any specific country or region. History is often told from the perspective and point of view of the nation-state. While this approach is eminently suitable for the study of the United States and Europe, it does not serve other regions of the planet especially well, where social and political development often occurred along tribal or local lines. World historians thus seek to write the history of the world in a more universal fashion, focusing on the history of the planet as a unified whole. As historian David Christian argues, “one of the aims of world history is to see the history of human beings as a single, coherent story, rather than as a collection of stories of different communities.”<sup>25</sup> Other scholars utilizing this globalized approach attempt to identify how a global monoculture has evolved over time. Sometimes referred to as a “world system,” they have sought to ascertain how certain common traits and beliefs have helped unify and integrate the world under a set of shared values.<sup>26</sup>

A second approach to world history uses a comparative framework to analyze and study different regions and societies.<sup>27</sup> Typically, this is done by employing a case study method in which a particular theme or concept is compared across different civilizations and societies. Utilizing this approach, world historians have thus compared such varied phenomena as military technology, economic development, migrations, and technological sophistication.<sup>28</sup> These comparisons show how different regions have responded to similar historical phenomena to emphasize the commonality of the human experience. A last approach emphasizes the theme of “interaction” and considers how different cultures (particularly large empires) have influenced one another through interaction on trade routes, maritime commerce, and colonization.<sup>29</sup> It also addresses the histories of phenomena (such as population growth) that can produce contact between cultures.<sup>30</sup> These interactions can come in the form of biological, economic, or cultural exchanges and form the basis through which the growth of a world culture is understood.<sup>31</sup> This approach allows history to be seen as the product of shared exchanges between various peoples and how a common human experience emerged as a result of these interactions.

### **Evidence of World History in World History Textbooks**

With these definitions in mind, we turn now to analysis of the high school world history textbooks. Do these volumes utilize the world

historical approaches defined above? Analysis of these texts reveals that they clearly do, and that all three conceptual approaches to world history are evident. This fact demonstrates the books are not simply Western Civ or European history texts operating under a thin veneer of world history. Rather, the books demonstrate considerable adherence to the approaches outlined in the previous section. One way this is evident is in the visuals they employ. As Sleeter and Grant make clear in their analysis of American history textbooks, visual images represent an integral part of the story textbooks tell.<sup>32</sup> While few people would be inclined to sit and actually read a textbook, the pictures are hard to miss. Even an unmotivated student casually thumbing through one of the books cannot avoid them, as the pages are overflowing with photographs.

The visual schema employed by these texts is one firmly embedded in the comparative approach to world history defined above. For example, the tables of contents of the texts place photographs of the cultural legacies of different civilizations alongside one another to create a definite perspective about the unity of people's experiences across the world, how different cultures have developed in similar ways, and how they have produced artistic legacies of equal grandeur and import. *World History: Patterns of Interaction*, for example, places the Greek Parthenon alongside the Indian God Shiva and a Mexican sculpture. *World History: Connections to Today* presents a Japanese shrine, a painting of an Islamic trial from the medieval period, and an African bronze sculpture. Meanwhile, *World History: The Human Journey* shows the Great Wall of China, glassware from the Persian Safavid Empire, and a sculpture from the palace at Versailles. The images help create a powerful effect and demonstrate that the texts have absorbed many of the principles embodied in the world history movement related to the commonality of civilizations' experiences and legacies across time. In all three cases, the images convey a sense that, while the world is a diverse place, the artistic and cultural legacies of various peoples and civilizations are strikingly similar. Further, as the texts progress, this diversity of images recurs continually; the texts are replete with images from different regions, eras of history, social classes, and gender and age groups.

Another area where the influence of the world history movement is evident is in the introductions of the various texts, all of which espouse concepts that show their adherence to principles articulated by world historians. The cover page of *World History: Patterns of Interaction*, for example, contains a large, impossible-to-miss quote from historian Fernand Braudel (whose ideas had significant influence on the notion of world history) that states "The history of civilizations, is in fact, the history of continual mutual borrowings over many centuries." The introduction further stresses that:

from America, to Africa, to Asia, people are more alike than they realize. Throughout history humans have confronted similar obstacles, have struggled to achieve similar goals, and continually strived to better themselves.<sup>33</sup>

Moreover, all the texts list and explain various universal themes in their introductions that serve to unify the information found in the text and show how disparate regions and cultures are integrated through various overarching concepts and ideas. The texts then cite or list particular themes at the beginning of each chapter to show how the factual content is related to one or more of these themes. Table 1 lists the stated themes of the five texts, along with pertinent quotes that show how each volume emphasizes the commonality of historical experience and the shared legacies of the world's peoples. These quotations provide evidence of adherence to the comparative and interaction approaches to world history. The presence of what could labeled as world history buzzwords, such as "interconnectness," "interacted," "shared," and "global," also demonstrate how the texts have sought to unify and organize their factual content around concepts that reflect the ideas of the world history movement.

Another aspect of the texts' organizational approach also illustrates their adherence to world history concepts, particularly the comparative and interactive approaches mentioned earlier. It is common for the narratives of these books to be interspersed with various supplementary sections, extra additions, and separated areas that break up the text and make the books more user-friendly. These supplements typically seek to make history "fun" by providing the sorts of anecdotal trivia that teachers often use to spark some interest in bored students suffering through social studies class. These additions also speak directly to the themes articulated by the world history movement. For example, *World History: Modern Times* contains a series of sidebars interspersed in the text called "Connections," which emphasize an issue or event common to different regions and cultures. Such an event can, in turn, impact and influence the histories of other regions. One of these connections addresses the issue of "National Holidays," and the text uses a discussion of the origins and legacy of Bastille Day to discuss similar occurrences in Latin America and Africa.<sup>35</sup> *World History: The Human Experience* divides its chapters into nine "units," each of which begins with a discussion called "The Spread of Ideas," which highlights how concepts that originate in one place can often spread to other regions. A map highlights the disparate areas in question to show how the idea "spread" regionally and geographically. For example, the text's section on "Regional Civilizations" begins with a discussion of the spread of mathematics from the ancient Sumerians, to the Middle East, to the use of Arabic numerals in Renaissance Italy.<sup>36</sup> *World History: Patterns of Interaction* begins eight of its chapters with a

**Table 1:** World History Themes in High School World History Textbooks<sup>34</sup>

Book Title	World History Themes	Representative World History Quotes
<i>World History: Patterns of Interaction</i>	<ul style="list-style-type: none"> <li>• Power and Authority</li> <li>• Religious and Ethical Systems</li> <li>• Revolution</li> <li>• Interaction with Environment</li> <li>• Economics</li> <li>• Cultural Interaction</li> <li>• Empire Building</li> <li>• Science and Technology</li> </ul>	<p>“Since the beginning of time, human cultures have shared a similar desire to grow more powerful.”</p> <p>“Today, people around the world share many things, from music, to food, to ideas. Human cultures have actually interacted with each other since ancient times.”</p>
<i>World History: The Human Experience</i>	<ul style="list-style-type: none"> <li>• Cooperation/Conflict</li> <li>• Revolution/Reaction</li> <li>• Change</li> <li>• Diversity/Uniformity</li> <li>• Regionalism/Nationalism</li> <li>• Innovation</li> <li>• Cultural Diffusion</li> <li>• Movement</li> <li>• Relation to Environment</li> </ul>	<p>“Cultural diffusion focuses on the spread of cultural expressions through a variety of means across nations, regions, and the world.”</p> <p>“These themes demonstrate the interconnectedness of ideas and events across history.”</p>
<i>World History: Modern Times</i>	<ul style="list-style-type: none"> <li>• Politics and History</li> <li>• The Role of Ideas</li> <li>• Economics and History</li> <li>• The Importance of Cultural Development</li> <li>• Religion in History</li> <li>• The Role of Individuals</li> <li>• The Impact of Science and Technology</li> <li>• The Environment and History</li> <li>• Social Life</li> </ul>	<p>“World history should be seen as a broad comparative and global framework...”</p> <p>“The spread of ideas from one society to another has also played an important role in world history.”</p>
<i>World History: Connections to Today</i>	<ul style="list-style-type: none"> <li>• Continuity and Change</li> <li>• Geography and History</li> <li>• Political and Social Systems</li> <li>• Religious and Value Systems</li> <li>• Economics and Technology</li> <li>• Diversity</li> <li>• Global Interaction</li> <li>• Impact of the Individual</li> <li>• Art and Literature</li> </ul>	<p>“Although change is always taking place, enduring traditions and concerns link people across time and space.”</p> <p>“Different parts of the world interact in many different ways.”</p>
<i>World History: The Human Journey</i>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• Economics</li> <li>• Government</li> <li>• Citizenship</li> <li>• Culture</li> <li>• Science, Technology, and Society</li> <li>• Constitutional Heritage</li> <li>• Global Relations</li> </ul>	<p>“...different nations, cultures and peoples around the world have interacted with one another.”</p> <p>“Science and technology have influenced every aspect of the world’s cultures and societies.”</p>

supplement called “Global Impact,” which shows how certain historical concepts reflect the spread of various ideas and events across different cultures and regions. One of these is titled “Food Exchange” and looks at how various food items were traded between Europe and the Americas during the period of the Columbian Exchange. Another, called “Cultural Crossroads,” traces the spread of rock and roll music from the United States to Great Britain to Zulu tribesmen in South Africa.<sup>37</sup> At various points in the narrative, the text also includes a digression called “Something in Common Across Cultures,” identifying a theme or concept to show how different cultures and regions addressed this particular issue. One topic, for example, addressed different calendars and ways of measuring time; others addressed sports, medicine, entertainment, and weddings.<sup>38</sup>

*World History: The Human Journey* incorporates a similar approach, interspersing the text with various headers called “Cross Cultural Connections.” Each of these “Cross Cultural Connections” corresponds to one of the organizational themes outlined in the text’s introduction and highlights how an event that occurred in one region of the world had an impact across many different cultures and continents. For example, one of these themes is “Science, Technology, and Society,” and the discussion traces how industrialization in Europe increased economic and cultural interaction among various peoples, helping to spread revolution and nationalism, to foster emigration, and to facilitate imperialism in Africa in Asia. The text also uses the cross cultural connection idea to demonstrate how different cultures and peoples often express themselves in similar ways through writing and literature. The text will thus specify a concept and show how different civilizations addressed this concept through their literary canon. For example, the topic titled “Styles of Verse” presents examples of poetry from England, Persia, and Japan.<sup>39</sup> Last, *World History: Connections to Today* includes a series of readings titled “Comparing Viewpoints.” In this case, the text identifies a controversial issue or question for debate and then includes a series of quotations from different people across diverse periods of history that address the question. For example, in the chapter on the Renaissance and Reformation, the text provides a “Comparing Viewpoints” page that asks the question, “What is the Goal of Education?” It then provides quotations from speakers in 6<sup>th</sup>-century China, early modern Germany, and 19<sup>th</sup>-century Cuba, who give different perspectives about the value of education. *World History: Connections to Today* also intersperses the text with a series of sidebars called “Global Connections,” which provide brief anecdotal stories related to the cultural interchange of various peoples and nations. One, for example, tells of Chinese explorer Zheng He bringing a giraffe from Africa to China; another speaks of the discovery of tea in China, its spread

**Table 2:** Globalization Themes in High School World History Textbooks

Book Title	Globalization Themes	Representative World History Quotes
<i>World History: Patterns of Interaction</i>	<ul style="list-style-type: none"> <li>• Expanding global communications</li> <li>• Transforming human life</li> <li>• Technology revolutionizes the world's economy</li> <li>• Growth in world trade</li> <li>• Challenges facing less developed nations</li> <li>• Nations pursue collective security</li> <li>• Promoting human rights worldwide</li> <li>• Global movement of people</li> <li>• The sharing of culture accelerates</li> </ul>	<p>“Not only have nations become linked through communications networks but they are also linked in a global economic network.”</p> <p>“Since the beginning of civilization, people of every culture have blended ideas from other cultures...the same kind of cultural sharing and blending occurs today. But it occurs at a much more rapid pace and among people at much wider distances.”</p>
<i>World History: The Human Experience</i>	<ul style="list-style-type: none"> <li>• The global community</li> <li>• Developing and developed nations</li> <li>• Population growth</li> <li>• The environment</li> <li>• The technological revolution</li> <li>• The global culture</li> <li>• Human rights</li> </ul>	<p>“...the removal of tariff and other barriers to free trade have led to a tremendous increase in the global exchange of goods and services.”</p> <p>“Some observers claim that the nation-state is no longer the key economic and political institution it was a hundred years ago.”</p>
<i>World History: Modern Times</i>	<ul style="list-style-type: none"> <li>• The environmental crisis</li> <li>• The technological revolution</li> <li>• Threats to world health</li> <li>• The gap between rich and poor nations</li> <li>• The United Nations</li> <li>• New global visions</li> </ul>	<p>“Since World War Two, the nations of the world have developed a global economy—an economy in which the production, distribution, and sale goods takes place on worldwide scale.”</p> <p>“People have become aware the many problems humans face are global.”</p>
<i>World History: Connections to Today</i>	<ul style="list-style-type: none"> <li>• The end to European colonial empires</li> <li>• New nations seek stability</li> <li>• Regional and global organizations</li> <li>• Global issues</li> <li>• The global north and south</li> <li>• Economic interdependence</li> <li>• Obstacles to development</li> <li>• New rights and roles for women</li> <li>• Science and technology</li> <li>• A new global culture</li> </ul>	<p>“Since 1945, transportation and communications systems have made the world increasingly interdependent.”</p> <p>“Radio, television, fax machines, satellites, and computer networks have put people everywhere in touch and created a new global culture.”</p>
<i>World History: The Human Journey</i>	<ul style="list-style-type: none"> <li>• Faster travel</li> <li>• Space exploration</li> <li>• Miniaturization and computerization</li> <li>• Medical science</li> <li>• Technology</li> <li>• The environment</li> <li>• Human rights issues</li> <li>• The spread of democratic ideals</li> </ul>	<p>“World trade grew as nations exchanged new products”</p> <p>“Around the world many people have worked to protect and advance basic human rights.”</p>

to Japan and India, and its subsequent impact on Great Britain's economy and culture.<sup>40</sup>

A last example of the various texts' adherence to the principles promoted by world historians is that all the texts include lengthy discussions about globalization, the interconnectedness of the modern world, and shared issues and imperatives that impact the various peoples of the world today.<sup>41</sup> Thus, the texts all culminate in a way that brings world history to its logical, modern terminus—stressing the growth of a global monoculture, a world rendered increasingly small through advances in technology and communication, and a planet beset by issues that require a coordinated global response. The ideas embodied in “big” history and the need to tell the history of the planet as a unified whole are also evident here. Further, the texts’ emphasis on globalization helps brings them in line with the view of global education proponents, who stress the need for social studies education to raise students’ awareness of these issues and prepare them to live in such a global world.<sup>42</sup> Table 2 shows how each text attends to the issue of globalization, identifying the topics that relate to globalization alongside some illustrative quotes that show how the texts address issues regarding the growth of a modern, integrated global community.<sup>43</sup>

Based on the examples cited above, it is clear that these texts make numerous attempts to present a true version of world history, and all articulate themes and concepts that show the influence of the world history movement. As a whole, the texts repeatedly emphasize the integrated nature of world history and the shared experiences of various cultures, peoples, and regions. Additionally, the narratives of all the texts are interspersed with extensive supplementary materials such as sidebars, instructional activities, chapter introductions, and anecdotal stories that demonstrate awareness of the interpretational strategies advocated by world historians. In their introductions, the texts also articulate a series of themes through which the history of the world can be unified. Further, all the texts address the issue of globalization in some detail and, in the course of this discussion, further develop conclusions about the unified nature of the world’s peoples. Thus, the texts bring overarching themes associated with the study of world history to a rational and appropriate conclusion. If the world history movement is defined as a reform movement, there is no question that high school world history textbooks demonstrate that this movement has helped shaped the way they organize and present their material.

### **Textbook Organization and World History**

While it is evident that the textbooks all demonstrate adherence to the principles associated with the study of world history, the evidence cited

**Table 3:** *Western and Non-Western Topics in High School World History Textbooks*

Western History Topics	Non-Western History Topics
Renaissance/Reformation	Africa (including slave trade and imperialism)
Age of Exploration	Pre-Columbian Americas
Enlightenment and Age of Absolutism	Muslim Empires
French Revolution and Napoleon	Dynastic China/Fall of Manchu Dynasty
Industrial Revolution	Southeast Asia
Nationalism	Tokugawa Japan/Meiji Restoration
Imperialism	Latin American Independence Movement
World War One	19 <sup>th</sup> -Century India
Russian Revolution	Modern Latin America
Fascism/Rise of Hitler/World War Two	Independence Movements in Asia and Africa
Post World War Two Europe (including Cold War in Europe)	Cold War in Asia
	Globalization

above does not give much insight into the actual organization of the books. For example, the “proof” of the books’ adherence to world history is found mainly in photographs, organizational themes, and various supplementary materials. These things are easy to spot when flipping through one of the books and would easily stand out to a casual reader. This evidence does little, however, to account for the books’ structure and how they organize, sequence, and prioritize their material. To investigate this issue further, an analysis of the books’ actual content was conducted. This was accomplished by establishing how the texts cover various world history topics and then by looking more closely at their chronological and organizational structure as is found through the sequence of their chapter titles.

The first part of this analysis sought to assess the type of history found in the books. To accomplish this goal, the historical topics covered in a modern world history (post-1500) course were divided into Western and non-Western categories. These categories are specified in Table 3.

The books were then analyzed for how much treatment they devoted to each of these topics through their appearance in chapter titles, chapter subheadings, and actual page coverage. This method of analysis is admittedly problematic in the sense that certain topics (such as imperialism) do not lend themselves easily to a “Western/non-Western” dichotomy. In these cases, decisions needed to be made about where to best place the coverage; so, for example, in the case of imperialism, the chapter title for the topic was considered Western (given its centrality in a Western Civ or European history class), but the pages within the chapter were divided

**Table 4:** Percentage of European and Non-Western History in High School World History Textbooks

Book Title	Textbook Chapters*		Chapter Subheadings		Pages of Coverage	
	European History	Non-Western History	European History	Non-Western History	European History	Non-Western History
<i>World History: Patterns of Interaction</i>	47%	30%	68%	32%	54%	46%
<i>World History: The Human Experience</i>	62%	29%	62%	37%	56%	44%
<i>World History: Modern Times</i>	52%	39%	60%	40%	56%	44%
<i>World History: Connections to Today</i>	54%	20%	55%	45%	60%	40%
<i>World History: The Human Journey</i>	63%	22%	66%	34%	72%	28%
<b>Mean Average</b>	57%	29%	62%	38%	60%	40%

\*Note that in this column, the totals do not add up to 100 percent, as chapter titles that could not accurately be categorized as “Western” or “Non-Western” were excluded from the tally.

based on their relative discussions of European, African, or Asian society. Similarly, it is fairly standard for the texts to utilize expansive chapter titles such as “Transformations around the Globe,” “The World in Transition,” and “New Global Patterns” that belie easy identification with a particular historical region or topic. In these cases, the page tally was again divided as was most appropriate in order to provide the most accurate breakdown of the kind of historical coverage employed by the texts.

This analysis yielded the following conclusions, which are summarized in Table 4. Based on the information presented above, it is clear that “world

history” is defined as a subject where between 55 and 60 percent of the coverage is dedicated to the study of Europe, with the rest of the world occupying the remainder. From chapter titles, to the chapter subheadings, to pages of content coverage, the numbers consistently substantiate the conclusion that European history dominates the content of these volumes. Further, if a teacher used one of these texts to approximate a rough outline of a world history course, there can be little doubt that the study of European history would occupy most of the students’ time. Such a conclusion is hardly original; Peter Stearns, for example, notes that “The average high school world history course and textbook—aside from Advanced Placement—is still 67 percent Western, which means that other societies and larger, global forces receive both inadequate and inconsistent treatment.”<sup>44</sup> The more important question is why the books are so skewed towards European history given the efforts (discussed earlier) to incorporate authentic world historical approaches into their structure and organization.

The answer to this question can perhaps be found in an analysis of the chronological and organizational approach the books use. The ways in which historical events are sequenced, codified, and arranged can have a fundamental impact on the how historical memory is shaped and defined. While there are a number of different chronological strategies available to historians, Western and European history has dominated the way history is perceived. As such, the very notion of historical time is viewed through the confines of European civilization, and the world’s history reads as the legacy of actions taken by Western nations. The “ebb and flow” of historical time is thus the product of events occurring in Europe. For example, Africa only becomes important when it interacts with Europeans and only appears in the historical chronology during the time of the slave trade and during the Era of Imperialism. As historian Ralph Buultjens notes:

The single greatest human invention may well be time. The Western/Christian perception of time carries with it a number of social connotations...in this world, time is in control of human action—a fact that has increasingly influenced, if not dominated, all of contemporary society.<sup>45</sup>

Because of this Western monopoly on historical chronology, all other regions are merely blank canvasses to be acted upon by these Western nations, and become important and worthy of study only when they begin to interact with the nations of the West.<sup>46</sup>

This “Western” chronological approach is manifested in two ways. First, the long history of civilization is broken down into an “Ancient-Medieval-Modern” framework.<sup>47</sup> Such an approach has been criticized by historians as artificial, but it has nonetheless provided a long standing paradigm through which historical memory is constructed. Looking more

closely at the modern period of history, it is typically viewed through a sequence of events that center on European history, beginning with the Age of Exploration and ending with the Second World War. Interpreting the past in this way has had decisive impact on the perception of the world and its history, creating a selective and exclusionary vision of the past, as world historians Andre Frank and Barry Gills note:

[W]e should discard the usual western, Eurocentric rendition of history, which jumps discontinuously from ancient Mesopotamia to Egypt, to classical Greece and then Rome, to medieval Western Europe, and then on to the Atlantic West, with scattered backflashes to China, India, etc. For meanwhile all other history drops out of the story. Or some people and places never even appear in the history, unless they are useful as a supposedly direct descendant of development in the West.<sup>48</sup>

Analysis of the chapter titles of world history textbooks demonstrates that they adhere closely to a Western/European chronological approach. Table 5 places the chapter titles of the various texts alongside one another to give a sense of the historical chronology that they employ and how they sequence historical time. What becomes readily apparent is that the texts do not create an especially novel historical chronology; they organize their facts in such a way that European history drives the narrative. The rest of world's history appears as dependent on and derived from the actions of Europeans. In fact, the sense of historical chronology and factual organization that emerges in the books is not far removed from what would be found in a Western Civilization course. Note that the chart below includes only the chapters spanning the period from the Age of Exploration to the Second World War. How the post-World War Two era is addressed will be outlined in the next section of this article.

When comparing the chapter titles, it becomes evident that, although there are some trivial differences, the basic pattern is the same in all the texts. The discussion of "world history" that begins around the year 1500 starts with the Renaissance and Reformation, transitions to the Era of Exploration, then moves on to the French and Industrial Revolutions and the Age of Imperialism. The first half of the twentieth century is, in turn, dominated by the world wars, totalitarianism, and the Russian Revolution. Non-Western history is scattered into this timeline, but it is European events that drive the narrative and establish the scope and continuity of world history. This chronology also helps explain the extreme differences in page coverage found in the texts, as many of these topics are complicated events that require lengthy description and analysis.

The dominance of this chronology becomes even more evident when the texts' coverage of world history after World War Two is accounted for. The hegemony of the Western Civilization chronology tends to wane after

**Table 5:** Chapter Titles in High School World History Textbooks

**Table 6:** Coverage of European and Non-Western History From 1500-1945 and 1945-present in High School World History Textbooks\*

Book Title	Textbook Chapters				Chapter Subheadings				Pages of Coverage			
	1500-1945		1945-present		1500-1945		1945-present		1500-1945		1945-present	
	E	N-W	E	N-W	E	N-W	E	N-W	E	N-W	E	N-W
<i>World History: Patterns of Interaction</i>	11	5	0	2	44	22	4	13	202	94	21	91
<i>World History: The Human Experience</i>	14	2	1	5	53	21	5	21	310	87	24	101
<i>World History: Modern Times</i>	12	5	2	4	37	19	7	10	263	109	53	82
<i>World History: Connections to Today</i>	12	1	1	5	51	29	5	19	266	67	28	123
<i>World History: The Human Journey</i>	13	2	1	3	42	19	4	16	312	69	56	113

\* “E” refers to European history and “N-W” refers to non-Western history..

the Second World War, as events from European history seem increasingly inconsequential when compared to those occurring in Asia and the Middle East. The history of the world as a result tends to open up and grow noticeably more diverse in the period after 1945. Table 6 presents data to demonstrate this fact, comparing textbook coverage of European and non-Western events (again based on chapter, chapter subheading, and pages) in the periods from 1500 to 1945 and 1945 to the present. Note that topics such as globalization and interdependence are considered non-Western history in this context. Clearly, Europe receives considerably less attention in the period after 1945, a dramatic departure from the way the texts cover events in the years between 1500 and 1945, where it constitutes the bulk of the narrative.

**Table 7: Coverage of European and Non-Western History From 1500-1945 in High School World History Textbooks**

Book Title	Pages of Coverage (1500-1945)		Percentage of Total Coverage (1500-1945)	
	European	Non-Western	European	Non-Western
<i>World History: Patterns of Interaction</i>	202	94	68%	22%
<i>World History: The Human Experience</i>	310	87	78%	22%
<i>World History: Modern Times</i>	263	109	70%	30%
<i>World History: Connections to Today</i>	266	67	79%	21%

Table 6 demonstrates that world history texts become considerably more global in the years after 1945, while the period of time spanning the Age of Exploration to the Second War is dominated by European history. While the texts tend to cover events at a ratio of roughly 60 percent European to 40 percent non-Western history, when the period after 1945 is excluded from the averages, the numbers become even more pronounced. Table 7 shows percentages of page coverage for European and non-Western topics, with the pages after 1945 excluded from the average. What this data illustrates is that coverage of European events dominates the time span from 1500 to 1945, with roughly 70 percent of the texts' treatment dedicated to discussion of European history. Within high school world history textbooks, it is evident that the Western Civilization chronology has done much to influence their structure and organization. Further, while the texts do show that the world history movement has had some impact on how they portray events and present information, it has had little influence in breaking the domination of Western chronology and Western notions of historical time.

### **Conclusion and Implications**

Analysis of the historical content found in five leading high school

world history texts yields several important findings. First, if these texts are placed within a broad construct of curriculum change as it relates to the world history movement, then they do show some evidence of the impact of this reform effort. All the volumes organize themselves around various themes that define and unite the history of the world. Further, the world history movement stresses the commonality of the human experience and the interconnectedness of the various regions of the world. It also emphasizes key concepts, ideas, and premises that can help unify the histories of the world's people. The texts all demonstrate adherence to these different concepts, a fact that is evident in their use of visual materials and maps, their organizational structures, and very specific reminders, add-ons, and activities that continually illustrate these concepts to readers. The influence of the world history movement is obvious, and the books give evidence to the success of this curriculum reform movement.

Closer examination, however, reveals that these books have more work to do before they can truly call themselves world history texts. For one, the content coverage is heavily concentrated in European history; more than half of the texts' narratives are committed to discussing key events from the history of Europe. This is evident when studying the chapter titles of the different texts and comparing the amount of page coverage dedicated to both European and non-Western history. Even though the texts are ostensibly devoted to the subject of "world history," at minimum, 55 percent of the pages in these texts are given to discussion about European history. In terms of sheer volume alone, European history dominates the content coverage of these volumes.

Even more than pages and chapters, however, it is apparent that the texts follow a chronological approach that clearly gives primacy to a European vision of the world. All five of the books analyzed followed an organizational structure that would be found in a Western Civilization course, and all five books used the central events of European history to define their narratives. This fact is made evident by following the chapter progression of the various books and determining that the bulk of non-Western history in the texts can be found in the period after World War Two, when the Western Civilization chronology typically breaks down. From the period 1500 to 1945, however, there is little in these books to suggest they are anything other than European history textbooks with some non-Western history added in at various strategic points. This fact is significant because world historians repeatedly argue that the study of world history is not only about balancing the amount of time and space dedicated to the histories of different world regions—more importantly, world history is about defining a version of historical chronology that transcends the history of any one geographic region and creates a global vision of the past

that explains and interprets the historical evolution of the earth and links the histories of the civilizations that inhabit it. There is little in the high school world history texts to indicate they are creating such a version of the past and it is clear they are firmly ensconced in a Western version of historical chronology and evolution. From the standpoint of world history, it is obvious that more effort is needed to bring these texts in line with the ideals embodied in the field. From the standpoint of European history, it is equally clear that its presence and profile is prominent and secure within the texts, and if the texts are interpreted as a vision or conception of world history, that vision is one rooted in events and understandings that have emanated in Europe.

The texts also show that while it is easy to pay heed to novel ideals about world history and historical chronology through maps, photographs, catchy titles, and amusing anecdotes, it is considerably more difficult to carry these concepts through the actual narrative and scope of a textbook. The texts seem caught between two competing conceptions of the high school world history course. Early versions of this course were heavily concentrated in European history, but over time, the content of the course has become more diverse and less Eurocentric. The books' organization shows that they have retained the older, European approach to organization while adding newfangled supplementary materials and addenda onto this structure.

There are several implications raised by this fact. First, research states repeatedly that altering curriculum is a difficult and time-consuming enterprise and that schools are notoriously resistant to change.<sup>49</sup> It is clear that the world history textbooks studied here reflect this fact—they are halfway through a reform effort to become more inclusive of the work of world historians. The challenge these texts face is the need to break the dominance of the Western Civ chronology and monopoly on time. This chronology has not been seriously challenged except outside select academic circles and in some college world history textbooks.<sup>50</sup> This fact raises issues about the impact these books can have on classroom instruction and on the work of teachers. If one of these texts is used as a guide or as a rough approximation of how a world history course should be organized, then it is clear that students will be getting a course heavily concentrated in European history. They will also be learning that history revolves around the actions and destinies of the European nations. The analysis conducted here also shows that, while the world history movement has had some impact on what is taught in schools, older curriculum conceptions still influence how we think about this topic. While world history as a secondary school subject has certainly evolved, it has not yet broken free from its earlier roots as a Western Civilization course.

## Notes

1. See the arguments in Robert B. Bain, "Rounding up the Unusual Suspects: Facing the Authority Hidden in the History Classroom," *Teachers College Record* 108, no. 10 (2006).
2. See the introduction in Harriet Tyson-Berstein, *A Conspiracy of Good Intentions: America's Textbook Fiasco* (Washington, DC: Council for Basic Education, 1988), 11.
3. Richard J Paxton, "A Deafening Silence: History Textbooks and the Students Who Read Them," *Review of Educational Research* 69, no. 3 (1999): 326. Also Marcy S. Gabella, "Beyond the Looking Glass: Bringing Students into the Conversation of Historical Inquiry," *Theory and Research in Social Education* 22, no. 3 (1994).
4. Avon Crismore, "The Rhetoric of Textbooks: Metadiscourse," *Journal of Curriculum Studies* 16, no. 2 (1984). Also Samuel S. Wineburg, "The Psychology of Teaching and Learning History," in *Handbook of Educational Psychology*, eds. Robert Calfee and David Berliner (New York: MacMillan, 1996). For an innovative research design which explores this issue, see Suzanne M. Wilson and Samuel S. Wineburg, "Peering at History through Different Lenses: The Role of Disciplinary Perspectives in Teaching History," *Teachers College Record* 89, no. 4 (1988).
5. Paxton, "A Deafening Silence," 323.
6. For example, Isabel Beck, Margaret McKeown, and Erika Gromwoll, "Learning from Social Studies Texts," *Cognition and Instruction* 6, no. 2 (1989); Arthur Woodward, "Textbooks: Less Than Meets the Eye," *Journal of Curriculum Studies* 19, no. 6 (1987). Paxton also notes that texts that are written in an engaging style are in turn criticized for being too controversial and inflammatory. He cites the examples of the famous Rugg and Muzzey texts. See "A Deafening Silence," 324.
7. James Becker, "Curriculum Considerations in Global Studies," in *Global Education from Thought to Action*, ed. Kenneth A. Tye (Alexandria, VA: ACSD, 1991). Also see Richard J. Paxton, "Someone with Like a Life Wrote It: The Effects of a Visible Author in High School History Students," *Journal of Educational Psychology* 89, no. 2 (1997). This study used a research design in which textbook excerpts were rewritten in a way to make them more accessible to students and to assess whether this enhanced their understanding.
8. See, for example, Rahima C Wade, "Content Analysis of Social Studies Textbooks: A Review of Ten Years of Research," *Theory and Research in Social Education* 21, no. 3 (1993). Historically, battles over textbook content have been intense and controversial. See Joseph Moreau, *Schoolbook Nation: Conflicts over American History Textbooks from the Civil War to the Present* (Ann Arbor, MI: University of Michigan Press, 2004); Diane Ravitch, *The Language Police: How Pressure Groups Restrict What Students Learn* (New York: Knopf, 2003); Arthur Woodward and David L. Elliott, "Textbooks: Consensus and Controversy," in *Textbooks and Schooling in the United States*, eds. Arthur Woodward and David L. Elliott (Chicago, IL: University of Chicago Press, 1990).
9. Stephen J. Thornton, "What Is History in US History Textbooks?" in *School History Textbooks across Cultures*, ed. Jason Nicholls (Oxford, U.K.: Symposium Books, 2006), 21.
10. Thomas C. Holt, "Reconstruction in United States History Textbooks," *Journal of American History* 81, no. 4 (1995): 1644.
11. Lauriel Gordy and Alice Pritchard, "Redirecting Our Voyage through History: A Content Analysis of Social Studies Textbooks," *Urban Education* 30, no. 1 (1995).
12. Michelle Commeyras and Donna E. Alvermann, "Messages That High School World History Textbooks Convey," *The Social Studies* 85, no. 6 (1994).

13. Ibid., 274. The authors make an excellent point, for example, about the fact that texts often cover European imperialism in great detail, but ignore other cultures' imperialist practices.
14. Daniel Segal, "'Western Civ' and the Staging of History in American Higher Education," *American Historical Review* 105, no. 3 (2000): 798.
15. Gilbert T. Sewall, *World History Textbooks: A Review* (New York: American Textbook Council, 2004), 11.
16. Ibid.
17. Many research studies support this impression. See the discussion "Teacher Planning and the Textbook" in Stephen J. Thornton, "Teacher as Curricular Instructional Gatekeeper in Social Studies," in *Handbook of Research on Social Studies Teaching and Learning*, ed. James P. Shaver (New York: Macmillan, 1991), 244. Also see Deborah Loewenberg Ball and David Cohen, "Reform by the Book: What Is—Or Might Be—the Role of Curriculum Materials in Teacher Learning and Instructional Reform?" *Educational Researcher* 25, no. 9 (1996); Deborah Loewenberg Ball and Sharon Feiman-Nemser, "Using Textbooks and Teachers' Guides: A Dilemma for Beginning Teachers and Teacher Educators," *Curriculum Inquiry* 18, no. 4 (1988); Wilson and Wineburg, "Peering at History through Different Lenses." Also see the discussion about "textbook as syllabus" and how texts can shape the overall conception and focus of a course of study in chapter three of Grant Wiggins and Jay McTighe, *Understanding by Design* (New York: Prentice Hall, 2005).
18. Michael W. Apple, "The Text and Cultural Politics," *Educational Researcher* 21, no. 7 (1992): 5.
19. This information was accessed at historytextbooks.org. The texts in question are also discussed in Sewall, *World History Textbooks: A Review*.
20. Among the most prominent names in the field were at the forefront of this movement. See Charles Beard, "A Plea for Greater Stress Upon the Modern Period," *Proceedings of the Association of History Teachers of the Middle States and Maryland* 8 (1908); Carlton Hayes, "Propriety and Value of the Study of Recent History," *The History Teacher's Magazine* IV, no. 9 (1913); James Harvey Robinson, "The New History," *Proceedings of the American Philosophical Society* 50, no. 199 (1911).
21. Michael Lybarger, *The Origins of the Social Studies Curriculum, 1865-1916* (Ann Arbor, MI: University Microfilms International, 1981); David Warren Saxe, *Social Studies in Schools: The History of the Early Years* (New York: State University of New York Press, 1991).
22. Patrick Manning, *Navigating World History: Historians Create a Global Past* (New York: Palgrave, 2003), 153.
23. Gilbert Allardyce, "Toward World History: American Historians and the Coming of the World History Course," *Journal of World History* 1, no. 1 (1990).
24. For a discussion of this approach see Ross E. Dunn, "Contending Definitions of World History: Which One Should We Choose for the Classroom?" *Issues in Global Education*, no. 151 (1999).
25. David Christian, "World History in Context," *Journal of World History* 14, no. 4 (2003): 438.
26. The world system theory was initially conceived by sociologist Immanuel Wallerstein, who sought to identify how European capitalism spread worldwide to create a global economic system. See Immanuel Wallerstein, *The Modern World System*, vol. 1 (New York: Academic Books, 1974). While his approach has been criticized for its Eurocentric focus, other historians have used this model as a way to understand the history of the planet as a whole. For historical works that utilize and discuss this approach, see Janet

L. Abu-Lughod, *Before European Hegemony: The World System, A.D. 1250-1350* (New York: Oxford University Press, 1991); Andre Gunder Frank, “A Plea for World System History,” in *The New World History: A Teacher’s Companion*, ed. Ross E. Dunn (Boston, MA: St. Martin’s, 2000).

27. Michael Adas, “Global and Comparative History,” in *The New World History: A Teacher’s Companion*, ed. Ross E. Dunn (Boston, MA: St. Martin’s, 2000).

28. Examples include Philip D. Curtin, *The Rise and Fall of the Plantation Complex: Essays in Atlantic History* (New York: Cambridge, 1990); E. L. Jones, *Growth Recurring: Economic Change in World History* (Oxford, U.K.: Oxford University Press, 1988); Charles C. Mann, *1491: New Revelations of the Americas before Columbus* (New York: Knopf, 2005); Patrick Manning, *Migration in World History* (New York: Routledge, 2005); William H. McNeill, *The Pursuit of Power: Technology, Armed Force, and Society since A.D. 1000* (Chicago, IL: University of Chicago Press, 1982).

29. Jerry Bentley, “Cross-Cultural Interaction and Periodization in World History,” *American Historical Review* 101, no. 3 (1996).

30. Jerry Bentley, “World History and Grand Narrative,” in *Writing World History, 1800-2000*, eds. Benedikt Stuchtey and Eckhardt Fuchs (Oxford, U.K.: Oxford University Press, 2003).

31. Representative works are Alfred Crosby, *Ecological Imperialism: The Biological Expansion of Europe* (New York: Cambridge, 1986); Jared Diamond, *Guns, Germs and Steel: The Fates of Human Societies* (New York: Norton, 2005); Stuart B. Schwartz, ed., *Implicit Understandings: Observing, Reporting and Reflecting on the Encounters between European and Other Peoples in the Early Modern Era* (Cambridge, U.K.: Cambridge University Press, 1994).

32. Christine E. Sleeter and Carl A. Grant, “Race, Class, Gender, and Disability in Current Textbooks,” in *The Politics of the Textbook*, eds. Michael W. Apple and Linda K. Christian-Smith (New York: Routledge, 1991).

33. Roger B. Beck and Linda Black, *World History: Patterns of Interaction* (Evanston, IL: McDougal-Littell, 1999), xxx.

34. Ibid. Also the following: Elisabeth G. Ellis and Anthony Esler, *World History: Connections to Today* (Upper Saddle River, NJ: Pearson, 2005); Mounir Farah and Andre B. Karls, *World History: The Human Experience* (New York: Glencoe McGraw-Hill, 2001); Jackson Spielvogel, *World History: Modern Times* (New York: McGraw-Hill, 2005); *World History: The Human Journey* (New York: Holt, Rhinehardt, and Winston, 2000).

35. Spielvogel, *World History: Modern Times*, 333. The other “connections” included are rulers and gods, international women’s conferences, gunpowder and natural disasters.

36. Farah and Karls, *World History: The Human Experience*, 242.

37. Beck and Black, *World History: Patterns of Interaction*, 501, 959. The other topics addressed are Empire Building, Trade Networks, Epidemic Disease, Struggling toward Democracy, Revolutions in Technology, and Arming for War.

38. For example, the “Measuring Time” topic discusses an Aztec Sun Stone, a Greek sundial, an early Chinese mechanical clock, and a wristwatch. Ibid., 404-405.

39. *World History: The Human Journey*, 540, 446.

40. Ellis and Esler, *World History: Connections to Today*, 312, 49, 631.

41. *World History: Patterns of Interaction* and *World History: Connections to Today* contain especially lengthy and detailed discussions about globalization.

42. See, for example, Willard M. Kniep, “Social Studies within a Global Education,” *Social Education* 53, no. 4 (1989); John P. Myers, “Rethinking the Social Studies Curriculum in the Context of Globalization: Education for Global Citizenship in the U.S.,”

*Theory and Research in Social Education* 32, no. 3 (2006).

43. Identified through chapter subheadings.
44. Peter N. Stearns, "World History: Curriculum and Controversy," *World History Connected* 3, no. 3 (2006).
45. Ralph Buultjens, "Global History and the Third World," in *Conceptualizing Global History*, eds. Ralph Buultjens and Bruce Mazlish (Newton Center, MA: New Global History Press, 2004), 77. Buultjens introduces his essay with an illustrative quote from Oswald Spengler in *Decline of the West* that further illustrates this phenomenon, "the West-European scheme of history, in which all great cultures are made to follow orbits round us as the presumed center for all world-happenings."
46. Usefully referred to as the "Eurocentric hierarchization of history" by Manfred Kossok in his essay, "From Universal History to Global History," 105, in the same volume as cited above.
47. Lawrence Birken, "What Is Western Civilization?" *The History Teacher* 25, no. 4 (1992); C. Warren Hollister, "The Phases of European History and the Nonexistence of the Middle Ages," *The Pacific Historical Review* 61, no. 1 (1992).
48. Andre Gunder Frank and Barry K Gills, "The 5000 Year World System," in *The World System: Five Hundred Years or Five Thousand?* eds. Andre Gunder Frank and Barry K. Gills (New York: Routledge, 1993), 16.
49. The best discussion of this fact can be found in Larry Cuban, "Curriculum Stability and Change," in *Handbook of Research on Curriculum*, ed. Philip Jackson (New York: Macmillan, 1992).
50. For a discussion of alternative chronologies, see Michael Geyer and Charles Bright, "World History in a Global Age," *The American Historical Review* 100, no. 4 (1995). Several college-level world history textbooks have also presented novel chronological approaches, although these have as yet failed to filter down to the high school level. For examples, see Richard W. Bulliet et al., *The Earth and Its Peoples: A Global History* (Boston, MA: Houghton Mifflin, 2001); Peter N. Stearns et al., *World Civilizations: The Global Experience* (New York: Longman, 2001).