STRATEGIES FOR TEACHING IDS 2020: TRAJECTORIES OF HUMAN HISTORY

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Who are we? Where are we from? How did we get here? Where are we going? These are fundamental questions, basic to any discussion of what it means to be human. They are at the center of this course, which will help students develop a global perspective on historical change. The course examines human history’s earliest roots and fundamental contours, before exploring how more recent trajectories of globalization, industrialization, and democratization have reshaped—and are reshaping—the human experience. Students will read, discuss, and write about a wide variety of sources (such as historical documents, secondary works, and films), all of which are chosen to illuminate the human past and its many meanings. In doing so, they will develop a deeper understanding of historical context, change, causation, and geography, while sharpening essential critical thinking, reading, speaking, and writing skills.
Learning Outcomes

Responsible Citizenship

Discovery and Reflection

Effective Communication

Critical Thinking
Four Units

Big Pictures (Or the Other 99.998% of Human History)

Contact to Community – Trajectories of Globalization

Muscles to Machines – Trajectories of Industrialization

Subjects to Citizens – Trajectories of Democratization
Day One:

“History is Boring.”

Death by One Damn Thing after Another

Death by Worksheet

History Buffism

“Prehistory”

Nationalism and Triumphalism

World History, Cafeteria Style
Day Two:
Myths, Meaning, & Modernity

Who’s Who Survey

General Knowledge Survey

Genesis & Kojiki

Myths & Modernity
Who am I? Why am I here? Am I different from other things or part of the web of life?

‘Know yourself’: easier said than done
Why Gandhi?

Because there are alternative ways of being human.
Conversations about how we know, or think we do, who we are

Religion
Philosophy

'The unexamined life isn’t worth living’
“Looks aren’t everything. It’s what’s inside you that really matters. A biology teacher told me that.”
Crash Course World History

- Multimedia used to emphasize the content of the text. Written and Hosted by Printz Award winner and NYTimes best selling author John Green
Friday Exploration

Some of the Fridays on the schedule are left open so that all of you can determine some of the content of the course this semester. These Fridays are also a chance to learn about a topic that interests you, practice collaboration and leadership, and exercise your creativity.

Groups of 4-5 students will work together to plan the content and activities for one class period. You will choose a topic related to the course and decide how to explore it. Here are some ideas to get you started; you may want to incorporate multiple activities on a single theme:

Mediate a debate on a topic, either historical or current events
Do a problem-solving and/or small group activity
Watch a short film (15 minutes or less) and discuss
Create dialogues between historical figures on Blabberize.com
Give a presentation on a topic
Do an art project
Dramatize a historical event
Discuss art, poetry, etc. from a specific time and place
For and Against

For a given statement, come up with three arguments for it and three arguments against it.

Sample statements:

Christopher Columbus deserves a holiday in his honor. Industrialization has been great for China and its people. Technology causes more problems than it solves.
Timelines

One of the primary concepts behind this course and “Big History” is to look at cause and effect throughout history, recognize patterns, and make connections. One way to promote this concept is through visualizing history in timelines. Over the course of the semester, you will be creating a timeline, adding entries as we go and using the exercise as a means of making the connections clear and visual.

Start at the beginning (Creation/Big Bang) and then add to your timeline as we progress through the semester. When you feel like there is a connection between events or ideas, indicate that connection in some way (lines, arrows, etc). Try to be thorough and clear. There is no need to include everything, but do try to paint a detailed picture of history. I encourage you to include maps, images, quotations, drawings, etc. Be creative and have fun. I will supply everyone with about four feet of paper or you can create a multimedia presentation online (a list of helpful sites is provided). The rest is up to you.
The idea of creationism included God creating the world in 7 days.

Day 1 - God created light!
Day 2 - water!
Day 3 - land, mountains, valleys, etc.
Day 4 - sun, moon and stars!
Day 5 - animals and birds!
Day 6 - man and woman from man!
Day 7 - God rested!

Humans began as hunter-gatherers and traveled for food and water. After they lived in small groups, they became more organized and formed communities. We still see today in our culture characteristics of our ancient ways. We learn to pass on our traditional ways.

We learn from history that the mistakes don't pay. Repeat history.

We ask questions of our progress... are our advancements good or bad?

We are still farmers today. We produce as much as possible to feed a growing population. This idea is seen with corn.

Note: Sun is used in practically all food products.

Industrial Revolution

Math formula:

\[ x \times 1000000000000000000 = 80,000,000 \]
This course has explored some of the most fundamental contours of human history, while also investigating three “trajectories”—globalization, industrialization, democratization—that have dramatically and, historically speaking, quite rapidly transformed human interactions in the past five centuries. One recurring theme of the course has been the value of seeing today’s world within a spatially broader and temporally deeper perspective. Indeed, developing such a perspective, this course has suggested, is essential to understanding both the present and its potential futures. Your task in this final essay is to apply what you have learned this semester to develop a well-reasoned, detailed response to the following question: What will be the three most fundamental differences between (human) life today and in 2063—that is, 50 years from now?