



**American Institute  
FOR HISTORY EDUCATION**

*"Well done is better than well said"*

# The AIHE Gazette

Vol. 4, Issue 12, December 2009

## December's Featured **Dr. Eric Davis** Rutgers University • [davis@polisci.rutgers.edu](mailto:davis@polisci.rutgers.edu) AIHE Historian: **The Importance of Teaching World History and Global Cultures: a New AIHE-Rutgers University Partnership**



The fall of communism in 1989, whose 20th anniversary we are celebrating this year, created a false sense of security about global stability and America's position in the world. With the United States seen as the world's sole remaining superpower, there was less of an incentive for Americans to be concerned with the world. For many, studying other cultures and societies and their histories seemed less important than celebrating the new *pax Americana*. However, as the late Harvard University political scientist Samuel Huntington warned in his influential *The Clash of Civilizations and the Remaking of World Order*, the end of communism and a bipolar world actually encouraged many ethnic- and religious-based conflicts to boil up now that they were no longer suppressed by authoritarian communist elites. While Huntington's thesis of inherent conflicts between different civilizations, whether Western, Muslim, Sinic, Latin American, Hindu, Buddhist, Japanese, or Orthodox, was exaggerated, he nevertheless challenged the prevailing optimistic scenario of a post-communist world. Clearly he was correct in asserting that the world had not become the more safe and stable place that many analysts predicted when the Berlin Wall fell. In light of what continues to be a conflict-ridden post-communist world, what do our students need to know about world history and global cultures? And how can we best teach them about the political, cultural and social complexities of an increasingly globalized world?

As the media reminds us on a daily basis, the United States' involvement in Iraq and Afghanistan, North Korea and Iran's nuclear ambitions, and the persistence of dictatorial rule such as in Venezuela, underscores the need for a globally educated citizenry. The wars in Iraq and Afghanistan not only demonstrate that international conflicts cannot be solved by military means alone, but that our armed forces are stretched to the limit. Increasingly, policymakers realize that social reconstruction and "winning hearts and minds" are as important as military force in the pursuit of the United States' national interests. Unfortunately, the United States does not have the cadre of educated professionals who can help develop the new foreign policy strategies demanded by the post-communist world. Jobs go begging at the State Department and other government agencies because of the lack of personnel who possess the necessary historical, cultural and language training that would allow a better understanding and hence engagement of the many conflict areas in which the United States is involved.

With the recent emphasis in New Jersey and in other states by teachers and educational professionals on the need for a renewed focus on social science learning, now would seem the ideal moment to launch new initiatives for teaching world history and global cultures.

One model for developing such an initiative can be found in a series of projects developed by faculty and teachers at Rutgers University between 1998 and 2004. A key player in establishing these projects was Robert Shamy, Director of Professional Development Services for the American Institute for History Education (AIHE). The Global Citizen Curriculum Development and Dissemination Project (GC2000) was built around monthly curriculum development workshops at the Scholarly Communications Center at Rutgers University's Alexander Library. Following a faculty lecture designed to foreground cutting edge research in international studies, teachers engaged in developing new curriculum modules, assisted by Rutgers faculty and graduate students, that were later posted to the GC2000 web site at [gc2000.rutgers.edu](http://gc2000.rutgers.edu).

Following the attacks of 9/11, GC2000 developed "Citizens Across Borders (CAB): The Student Initiative in Global Citizenship in Commemoration of September 11, 2001." This project was based entirely on student-generated projects that were submitted by middle and high school students via their teachers to Rutgers University from participating New Jersey school districts. These projects were judged at an all-day exhibition at Rutgers University in May 2002 by a panel of teachers and Rutgers faculty. Subsequently, the projects were posted in English on the CAB component of the GC2000 web site and translated into the four other official languages of the United Nations: Spanish, Russian, Arabic and Chinese.

Finally, in 2003, a third component of the GC2000 initiative, "Across the Cultural Divide: Improving the Teaching of International Studies in New Jersey Secondary Schools" (ACD), was established with a focus on benefiting from the use of new technologies such as e-mail and webcams to develop ties between New Jersey schools and those in countries worldwide. ACD organized videoconferencing, e-mail and tape-recorded exchanges between many New Jersey school districts and districts in South America, Europe, Africa and Asia. When ACD began, the technologies used to reach out to schools abroad were still in their early stage of development.

Recently, AIHE and Rutgers University

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# Teachers from the Nathanael Greene Liberty Fellowship Share Their Experiences



## **Cathy Zahn, Sharon Elementary School — Robbinsville, NJ**

I have been a participant in the Nathanael Greene Liberty Fellowship since it began. The program has been wonderful! I was fortunate to be one of three teachers chosen from my district to participate in the fellowship. It has offered me many opportunities to enhance my learning and to expand my knowledge. Carl Cooper and Holly Houston have been fabulous and extremely supportive.

Some of the activities I have participated in include field-study trips and lesson writing for the American Institute for History Education. The field trips have deepened my knowledge and given me a greater respect for U.S. history. Participating as an educator has also given me perspective as a learner and to view history through my students' eyes.

There are many activities demonstrated through the Nathanael Greene Liberty Fellowship that I have brought back to the classroom. It's difficult to believe that we are in our final year. Some of the best teaching experiences have been those I have shared with my students. There are timelines prominently displayed in the classroom and maps we use daily. Giving my students the opportunity to explore *This Day in History* or to investigate historical events has created excited learners. The "carry over" to other subjects as well as increasing the depth of knowledge and understanding for history has been rewarding. Parents have responded that their children's desire to learn more about history had increased. They think it is great how their children tell them facts they didn't know about history. It can't get better than that.

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## **Matthew Mingle, Montgomery High School — Skillman, NJ**

The Nathanael Greene Liberty Fellowship has been a wonderful experience. Over the past three years, I have had amazing opportunities to learn from leading American historians, converse with colleagues across school-district and grade-level boundaries about our shared professional practice, and experience history directly in Philadelphia and Gettysburg. I find myself invigorated after each fellowship session, excited to put into practice the new content and skills.

The resources available through CICERO: History Beyond the Textbook™ have been extremely useful in my classroom, especially the video clips and primary sources associated with the World War II unit. When I go to CICERO I know I am

going to find high-quality, relevant materials. This has probably been the most useful part of the Nathanael Greene Liberty Fellowship.

I signed onto the Nathanael Greene Liberty Fellowship before even teaching my first day in the district and the experience has been amazing. I am so glad to have had the opportunity and look forward to completing our final year of the grant program.

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## **Kristine Benson, Lawrence Middle School — Lawrenceville, NJ**

I was introduced to CICERO: History Beyond the Textbook™ last fall, after some of my colleagues from the high school did a workshop for us. As someone who was going to be teaching U.S. History for the first time, the program and workshop were amazingly helpful! I was shown tons of useful lessons, activities, assignments, and assessments.

After that, I began attending the meetings for the Nathanael Greene Liberty Fellowship that winter, and couldn't have been more pleased and interested in both the topics and presenters. By having other teachers and professors present not only the information, but also helpful hints and techniques on how to use the same information in class, I was able to become a better teacher by simply being a better-educated one.

Last May we took a field-study trip to Gettysburg for more of a hands-on experience. The trip was so rewarding. Instead of focusing only on the battle, as many of us tend to do, it allowed us insight into what life was like for others — townspeople in particular — during those bleak days in July.

Being able to be a part of this learning community has been a truly rewarding experience, and I look forward to more for the coming year!

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## **Julie Tovay-Ryder, Franklin High School — Somerset, NJ**

The two questions I look to have answered in a great professional development experience are how much new knowledge can I gain from the experience, and how can I implement what I have learned in the classroom. The Nathanael Greene Liberty Fellowship has provided me with the knowledge and the

See **NATHANAEL GREENE**, page 4

# The Gotham Center Provides Educational Programs on New York City's History

Founded in 2000 by historian Mike Wallace, the Gotham Center for New York City History is part of the City University of New York's Graduate Center. The popularity of his Pulitzer Prize-winning book *Gotham: A History of New York City to 1898* (co-authored with Edwin Burrows), inspired Wallace to create a public center devoted to New York City's history. In 2006, historian Suzanne Wasserman became the Director of the Center. Wallace is the Chair of the Advisory Board.

The Gotham Center's mission is to examine and explore the city's history, and to make it accessible to citizens and scholars, teachers and students, locals and visitors. We bring together — in both real and virtual spaces — an array of talented academics and buffs, curators and archivists, librarians and teachers, filmmakers and preservationists, all of whom study, preserve and present the city's past. We also boost the visibility of New York's vast historical assets — history museums, historical societies, historic sites and land marked buildings — through collaborations and promotions.

We offer free, high-quality, relevant, and cutting-edge programs, and our web site provides an extensive virtual guide to history-related resources. Through our Gotham History Forums (our public series), our web site, and programs for schools and teachers, the Gotham Center enriches the quality of life in the city and fosters increased knowledge.

Gotham Forums draw audiences of more than 3,000 annually. Recent highlights include a panel that mixed historians, city planners, activists, architects, and journalists to discuss current city-building projects in a forum called "Jane Jacobs vs. Robert Moses: How Stands the Debate?" Another featured historians, demographers, and political scientists who gathered for a conversation, moderated by award-winning PBS correspondent Maria Hinojosa, about "Gotham's Newest Newcomers: The Impact of the Post-1965 Immigrants on New York City, and Vice Versa."

Over the past decade we've brought a diverse and spectacular array of guests to the center. We've screened sneak peeks from films by Martin Scorsese and Ric Burns. We've listened to and examined the Latin music of Nelson Gonzalez, the Broadway music of Yip Harburg and the origins of hip-hop in the South Bronx. We've featured historians such as Christine Stansell and David Levering Lewis, architectural critics Herbert Muschamp and Nicolai Ouroussoff, city officials Richard Ravitch

and Amanda Burden, punk legends Lenny Kaye and Legs McNeil, jazz critic Gary Giddens, graffiti artist Fab 5 Freddy, cartoonist Harvey Pekar, writers Tom Wolfe, Russell Shorto and Claude Brown, as well as political scientists, anthropologists and sociologists to name just a few, and all for FREE.

Central to Gotham's mission is its pyramid of professional development programs for social studies and history teachers that are collectively known as GothamEd. The Gotham Center's Education K-12 program's vision is that every school in the New York City public school system will have a GothamEd-trained teacher in its ranks to inform and invigorate social studies and history instruction citywide. We have piloted seven years of professional development programs that have served 3,000 elementary and middle social studies and history teachers citywide. The Center marshaled the resources and expertise of some of the city's most experienced and dedicated cultural institutions, as well as

the region's leading academicians and education professionals. These programs were funded by the United States Department of Education and administered through the New York City Department of Education (NYCDOE). We have developed Summer Institutes, a yearlong Gotham Fellows Program, and, most recently, a Teacher Leadership Program. Our programs bring a comprehensive, interdisciplinary approach to professional development. They include:

- scholar talks featuring prominent historians and experts such as Annelise Orleck (Dartmouth University), Dr. Yohuru Williams of the American Institute for History Education (Fairfield University), and Nadine Strossen (former president of the ACLU),
- teaching method workshops to provide innovative strategies including drama, site based learning, primary documents, visual arts, architecture and neighborhood walks, oral history and others;
- classroom application workshops to assist teachers in bringing the content and strategies back into the classroom; and
- resources including books, media and electronic information, historical documents and images. All programs are aligned with local, State and National History Learning Standards.

Gotham connects people virtually with resources, events, and each other via our web site ([www.gothamcenter.org](http://www.gothamcenter.org)) drawing over six million hits per year.



*GothamEd provides online resources for New York City teachers and students.*

tools of implementation to be a more effective teacher in the classroom. The presentations are given by the most articulate and knowledgeable individuals in the fields of history and political science, and their presentations are submitted to us in print form for future reference and to turnkey colleagues in our school district.

This fellowship has been an exciting and intellectually stimulating experience for the past three years. We have covered specific themes and periods of history that have allowed us, the teachers, to grow in our subject area. The experiences in the field, in Philadelphia and Gettysburg, lent an authenticity to the study of history. To walk the battlefield in Gettysburg gives one the sense of more than just history. One can experience the geography of the battlefield and get a real sense of the sacrifice in this battle. The learning environment is one of the best experiences I have had in professional development. Not only do the high school teachers in the program discuss what they do with specific topics in their classroom, but there is also dialogue with middle school and elementary teachers. One can get a sense of the full spectrum of the social studies curriculum through this dialogue.

It has been an incredible journey through American history.

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**Violet Markmann,**  
**Montgomery High School —**  
**Skillman, NJ**

As a middle school teacher for Montgomery Township Schools, I have been privileged to participate in the Nathanael Greene Liberty Fellowship program. This program has

brought me a new personal awareness of history as well as an opportunity to integrate history into my technology education classes.

The historians at our professional day workshops all came not only with scholarly content knowledge but with many teaching strategies that are effective with students. During the summer of 2009, Mr. David Trevasik, Esq., Dr. Vincent Cannato and Mr. Bob Shamy brought new insights and teaching strategies into my Immigration Unit that I share and will continue to use with my students. The three main teaching strategies I have incorporated into my classes are: geographic mapping skills, using current events to teach history, and teaching specific historical events using historical timelines. I was exposed to a fun and effective strategy during this summer to introduce a topic by using a primary document, a passage or poem and then selecting a word, a phrase and a sentence from the text. This strategy is showing students how to analyze text but more importantly it creates a dialogue and discussion with the class just from selecting words or phrases that are meaningful to them. Every student can get involved using this strategy — from the most verbal to the quiet student. Thanks to the American Institute for History Education, I have been able to integrate history lessons with many online resources including CICERO: History Beyond the Textbook™.

In addition to professional day workshop with historians, the field-study trips were terrific activities. I attended the Gettysburg field-study trip which brought the battles and Lincoln's goals to life. This is the last year of the fellowship and I am sorry to see it end. I am looking forward to our final field trip to Washington, D.C. This program has been an inspirational and enlightening educational experience for me and my students.

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is an interactive professional development tool  
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African-American journey – filled with social,  
political and economic contributions —  
into their U.S. History classes.

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# Rethinking Uncle Tom Reveals Harriet Beecher Stowe's Political Theories on Slavery and Equality

"*Uncle Tom's Cabin* is an extraordinary work that helped remake our country and infuse considerations of humanity into our national character. *Rethinking Uncle Tom* is an extraordinary work of scholarship — the culmination of decades of research and thinking by W.B. Allen. It is more than the finest book ever written on that volume. It rediscovers Stowe's sophisticated political theory and gives Stowe her place as one of our country's finest political philosophers, who presented an integrated vision of liberty and equality over slavery. She helped lead our nation to realize the possibilities of a political existence that would bring us as close as humanly possible to perfection."

— Alfred L. Brophy, University of North Carolina at Chapel Hill

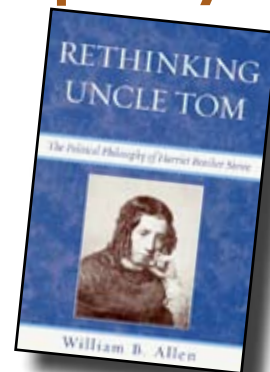
Generally critics and interpreters of *Uncle Tom* have constructed a one-way view of *Uncle Tom*, albeit offering a few kind words for *Uncle Tom* along the way. *Rethinking Uncle Tom: The Political Thought of Harriet Beecher Stowe* delivers on that mission, while accomplishing something no other work on Stowe has fully attempted: an in-depth statement of her political thought.

Book one, part one of *Rethinking Uncle Tom* explains *Uncle Tom's Cabin* within the context of Harriet and husband

Calvin's joint project, an articulation of the conditions of democratic life and the appropriate nature of modern humanism. Book two, parts one and two, analyzes how key elements of Calvin's thinking were conveyed by Harriet's works, while distinguishing her thought from his, and examines the importance of her "political geography" and the breadth of her thinking on cultural, moral, and political matters. Parts three and four investigate the most mature elements of Stowe's political thought, providing a close reading of *Sunny Memories*, revealing the full political purpose of that work, discerned through mastery of its complex symbolism.

W.B. Allen is emeritus professor of political science at Michigan State University and author of *George Washington: America's First Progressive* and *The Personal and the Political: Three Fables by Montesquieu*.

To order a copy of *Rethinking Uncle Tom: The Political Thought of Harriet Beecher Stowe*, visit the AIHE Bookstore at [www.aihe-bookstore.com](http://www.aihe-bookstore.com) and click on the link for AIHE Professors' Books.



## Christmas Marks the Annual Reenactment of Washington's Crossing of the Delaware

Washington Crossing Historic Park marks the site where General George Washington and men of the Continental Army and militia crossed the Delaware River on Christmas night 1776 and marched to Trenton, New Jersey. There they attacked and defeated Hessian troops quartered in and around the village. This surprise attack and victory set the stage for Washington's subsequent victories at the Second Battle of Trenton and Princeton. The Crossing and the Trenton/Princeton campaign have become known as the Ten Crucial Days — a campaign that saved Washington's army from defeat, allowing it to fight another day and achieve ultimate victory.

The annual memorial recreation of Washington Crossing the Delaware River at the park in Washington Crossing, Pennsylvania, is a great annual event. Visitors come to reflect on the historic activities of 1776 and witness this commemorative event.

The reenactment activities begin on the second Sunday in December with the annual dress rehearsal, from 11 a.m. until 4 p.m. Not only do General Washington and his troops cross the Delaware River in uniform just as they do on Christmas day, but

additional activities and demonstrations take place throughout the historic village. The event/village activities will occur from 10 a.m. to 4 p.m., with the crossing time occurring around 1 p.m. On the day of the dress rehearsal, admission is charged.

On Christmas day the crossing will occur around 1 p.m. The Visitor Center opens around 11 a.m. and will close at 3 p.m. The village houses are not open on this day as all activity will occur at the river.

For more information on the Washington Crossing Reenactment, go to [www.ushistory.org/washingtoncrossing/](http://www.ushistory.org/washingtoncrossing/)



photo of Crossing Reenactment courtesy of Washington Crossing Historic Park

began discussions to revive GC2000 in a new and innovative format. AIHE's award-winning CICERO: History Beyond the Textbook™ web site is well known and used in many American school districts. CICERO provides a template for reconfiguring the old GC2000 web site to provide teachers and their students with the most up-to-date information and cutting edge pedagogies in teaching world history and global cultures. With the global economy and political system experiencing such rapid change, this type of web site seems well-tailored to address the need to keep up with this change in the classroom. The new world history-global cultures web site will include not just textual resources but those that address the visual learning proclivities of youth today, including videos, films, YouTube postings and virtual tours of museums, and famous architectural sites. Blogs written by young people in foreign countries can also be included. With the tremendous developments in technology since ACD ended in 2004, organizing contacts with teachers and students overseas — an excellent vehicle for developing interests in and promoting global learning — is no longer a daunting task.

While everyone agrees that global learning constitutes a pressing need, and that new technological developments can facilitate such learning, the question of content and focus still remains. I would suggest some key themes. One is democratization and authoritarian rule, and the concept of citizenship, both national and global. My students are often far too complacent about the democratic freedoms that we enjoy in the United States. I often joke that these freedoms are like one's teeth, ignore them, and they go away. By studying the causes of both authoritarianism and democratization in foreign countries, and evolving notions of citizenship in a wide variety of cultural settings, not only would such study provide American students with critical knowledge about world history and global politics, but allow them to better appreciate the benefits of democracy that they enjoy on a daily basis in their own country.

Another area of focus should be globalization. Although this is an overused term, that does not diminish its significance. We constantly see how economic problems in small countries can have a negative ripple effect throughout the world. Most recently, the insolvency of Dubai World investment company, in the small Persian Gulf emirate of Dubai, has adversely affected global credit markets. Because the forces of globalization almost invariably emanate from the West, many people, especially in non-Western countries, often feel their cultural heritages are threatened by what looks to them to be the homogenizing impact of Western economic and cultural processes. As we know, such a perception has led some political organizations in non-Western countries to lash out at the West. One question our students will need to confront as adults is how can we, as a globally connected society, continue to enjoy the benefits of progress, while at the same time preserve the rich historical traditions of large groups of people in different regions of the world. In struggling with this problem, students must address such issues as the meaning of tolerance and cultural pluralism. In my view, the core issue raised by globalization is the contradiction between an economically integrated world, and a world that lacks the political and cultural infrastructure and understanding that would enable us as global citizens to confront

both the positive and negative impacts of such integration.

Finally, I feel that global education and citizenship needs to include an “empowerment component.” When my students argue that they cannot have an impact on the world, I remind them that 19 people were responsible for them taking off their belts, shoes and going through other restrictive procedures every time they travel via airline. In other words, students need to feel not just that they are learning new information, but that somehow they can use this information to help change the world for the better. The manner in which young people in Egypt, Iran, Iraq and China are using new Internet communications technology, such as Facebook, to oppose authoritarian rule and cultural oppression, could provide a template for how learning can be linked to positive change. For students in the United States to have the ability to be linked, via videoconferencing or webcams, with students in other countries, could provide an exciting opportunity to see how their counterparts are applying their learning to better their respective societies.

As the late Brazilian educator Paulo Freire argued in his book, *The Pedagogy of the Oppressed*, students should not be taught according to what he called the “banking theory of education” — the stale and mind-numbing process of rote memorization — but rather through the “problem posing approach to education,” whereby knowledge leads to critical-thinking skills and their application to solving the pressing societal problems of the day. The challenge then is to find new forms of learning that will stimulate an interest on the part of our students in world history and global cultures. As an example, I would point to the HBO film that I use in my own class on Iraqi politics, *Baghdad High*, that follows four young Iraqi male friends, each from a different ethnic group, who are struggling to pass their 12th grade comprehensive examinations and graduate from high school. How they avoid the violence that had consumed Baghdad in 2006, and their rejection of religious intolerance and sectarianism, truly impressed my students who commented that their own problems in studying for examinations seemed inconsequential given the problems these young Iraqis face. This film, and the many blogs (in English) written by young Iraqis, worked exceptionally well in drawing my students into Iraqi culture and society. Using visual learning to create an interest in a country, both in its contemporary and historical development, is a challenge faced by all educators who specialize in international learning.

If teachers have any suggestions about the content and form of the proposed new web site devoted to world history and global cultures, please feel free to contact me at: [davis@polisci.rutgers.edu](mailto:davis@polisci.rutgers.edu). I will share your thoughts and ideas with Dr. Kevin Brady, president of AIHE, and other educators who are involved in this new initiative.

To order a copy of *Memories of State: Politics, History, and Collective Identity in Modern Iraq* by Dr. Eric Davis, visit the AIHE Bookstore at [www.aihe-bookstore.com](http://www.aihe-bookstore.com) and click on the link for AIHE Professors' Books.

