

Annenberg/CPB  
Course Guide

# **Bridging World History**

A 26-part multi-media course in world history

**Produced by Oregon Public Broadcasting**

## ***Bridging World History***

is produced by  
Oregon Public Broadcasting.

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## Course Overview

*Bridging World History* is a set of multimedia materials designed to help learners discover world history and:

- Develop a dynamic conceptual framework for the study of world history, its theoretical constructs, and its historiographical practices.
- Establish a spatial and temporal grasp of the peoples and cultures that comprise world history, spanning thousands of years and the entire globe.
- Discover insights into thematic relationships that shape our understanding of world history.
- Span the gaps between what learners comfortably know and what they need to comprehend in order to explore a truly global and relevant past.

*Bridging World History* is inquiry-based, integrated, and recursive, and uses video, Web, and text materials to provide a comprehensive and interactive learning experience. The video and Web materials may be used non-sequentially and on their own as supplements to the study of world history; however, in their entirety, the materials provide a complete world history course.

Each unit consists of a 30-minute video and an online text chapter. These chapters include journal articles and other readings, an overview of the unit content (see Assumption of User Knowledge), as well as a course guide chapter that provides a structure for course sessions, learning activities, and homework assignments. You can access all of the materials (including broadband, on-demand streaming of the video programs) through the Web site: [www.learner.org/channel/courses/worldhistory](http://www.learner.org/channel/courses/worldhistory).

The organization of this course acknowledges both thematic and chronological approaches to the study of world history by following a loosely chronological order, while developing a series of themes that are woven throughout the course's 26 units. After introducing the key tools for exploring world history, the units move chronologically across key world historical contexts — from earliest human history to the global experience of the past century.

## Using Primary Source Materials To Enhance the Understanding of World History

In this course, the term “artifact” or “primary source material” is used to mean some item (such as an image, map, or document) that was created during the particular historical era. *Bridging World History* offers primary source materials as a way to enhance critical thinking skills while providing a source for historical and cultural contexts of world history. When thinking about incorporating primary source materials into teaching, it is useful to think of *how* we teach; our students can then not only understand *what* an image or reading “says” but also appreciate the importance of *how* a reading or map depicts what happened.

The analysis of primary source materials involves a process of close reading, with attention to the details of how things are represented. The way a figure is posed in a portrait (wearing a particular style of clothing, pictured with specific household objects, and so on) may reveal cultural values shared by the painter and the subject. The use of rhythm and repetition in a song may indicate what information or beliefs are being emphasized, particularly if the original singers and audience for the song came from a culture that privileged the oral transmission of information.

Bringing primary source materials into the classroom serves several valuable purposes:

- A carefully chosen primary source can provide information about the historical period or cultural context in which a reading or artifact was produced or set. As students explore a primary source map, for example, they may discover information about past politics, economies or migration patterns.
- It allows students to explore this background for themselves and then apply it to the study of history, rather than relying on a teacher’s lecture for information.
- It is also a particularly effective approach for engaging students, who find that history — especially world history — comes alive when they can connect it to what actual people did, made, or thought.
- Finally, it can also serve as a foundation for teaching more diverse perspectives, helping obtain a better understanding of cultures that differ from their own.

Analyzing history is similar to analyzing primary source materials: Both require students to ask thoughtful questions, explore their own explanatory hypotheses, and draw insightful conclusions. This approach is especially relevant in schools where world history courses are paired with other disciplines, such as social studies.

## **Goal and Intended Audience**

*Bridging World History* is intended for a broad audience. The course includes introductory material suitable for AP study or beginning college students, but also includes a depth and breadth of content that even experienced teachers of world history will find compelling and applicable.

Use this course as:

- a self-contained college-level world history course for on-campus students or distance learners
- a supplement to college or high-school world history courses
- a resource, course, or workshop for world history pre-service or in-service instructors
- a video reference for public, university, or school libraries

To use of *Bridging World History* as a college credit telecourse for distance learners, contact the PBS Adult Learning Service at (800) 257-2578 or [www.pbs.org/als](http://www.pbs.org/als).

## **How Topics Were Chosen**

All history is selective — particularly world history, which covers a time span of more than four million years. The selected topics reflect the majority of significant directions taken by world historians in this emerging field. The topics were chosen by a panel of advisors who teach, write about, and conduct research in world history. The course topics reflect thematic approaches to world history; they also cover the major eras of world history in accordance with advanced placement course guidelines.

## **Assumption of User Knowledge**

The historical material covered in the course assumes some basic knowledge of history and historical methodology. The materials are written and produced at a level accessible to any adult learner, but it is assumed that the learner also has access to a world history textbook, any number of which would provide the background for a topic or event.

## **Using *Bridging World History* for Formal Study**

The units can be used sequentially — beginning with unit 1 and on through unit 26 — to achieve a chronological approach to world history. When built into a world history course, the components can be used over one or two semesters. Most world history courses use an arbitrary break at 1500 CE to divide the history of the world. The suggested two-semester approach would break between units 13 and 14, which span the period before and after 1500. In a course that focuses exclusively on the period after 1500 CE, you would want to

also include units 1, 2, 3, and possibly 4; units that frame our understanding of the past against the varied sources available to world historians.

## **Course Components**

### **The Videos**

The *Bridging World History* video course addresses major themes in world history and covers the widest possible sweep of the human past spatially and chronologically. Produced by Oregon Public Broadcasting ([www.opb.org](http://www.opb.org)), each program includes an opening statement of the theme's main ideas and then goes on to further develop the key ideas integral to each theme.

Most of the video programs are divided into three segments chosen to amplify the more familiar events of world history. For example, episode 11, *Early Empires*, assumes some knowledge of the familiar empires of the ancient world (e.g., Greece and Rome) and instead focuses on the Mongol, Inkan and Mali empires, thereby complementing knowledge that learners are likely to bring from textbooks or other experiences. Following the three segments, each episode presents a "complicating question" that challenges learners to engage in active, inquiry-based learning. Videos can be ordered by calling 1-800-LEARNER, or by visiting [www.learner.org](http://www.learner.org); they may also be viewed at [learner.org](http://learner.org).

### **The Course Guide**

The course guide provides a structure for course sessions, showing instructors how to use the course components together for a comprehensive learning experience. It can also be used as a learner workbook for the course. The guide contains learning activities and homework assignments. PDFs of the course guide can be downloaded and printed from the course Web site.

### **The Online Text**

The online text builds on the content of each episode, summarizing the content and framing it in the larger picture of world history. Each of the 26 chapters offers extended readings, including articles from the *Journal of World History*, other scholarly articles, and *In The Balance: Themes in Global History*. Together these resources suggest the historiographical changes in the field and convey a sense that world history is a dynamic venture, enriched by its multiple perspectives. Each unit is available in PDF for ease of download and printing.

### **Learning Activities**

The site's learning activities include small group, large group, and individual activities for classroom or workshop use. Activities are provided at different skill levels, from comprehension through analysis.

## **The Web Site**

The *Bridging World History* Web site has several features that support and extend the learning experience in this course. In addition to the videos and the PDFs of the online text and course guide, it has an archive of over 2000 items, including documents, artifacts, maps, and other materials available for classroom use. An audio glossary speaks and defines the names of key persons, places and events. And the section, “What Is World History?” contains a collection of essays and papers addressing teaching practice and scholarship in world history today.

The Web site also contains a large interactive learning component, the “World History Traveler,” which helps users explore a selection of key topics in world history thematically. Online activities accompany the interactive, asking learners to investigate and collect historical evidence within the interactive, to support their ideas or positions.

## **Unit Descriptions**

The following are descriptions for each of the 26 units, including who was interviewed for each video episode. We are grateful to the people who so generously gave of their time and expertise to appear in the series.

Full program transcripts are available on this site. Transcripts can be found in the Unit Resources and are organized unit by unit. You can also listen to and/or read transcripts from the experts who offered Perspectives on the Past for each of the episodes. These, too, are available unit by unit.

### **Unit 1. Maps, Time, and World History**

What tools do world historians use in the study of history? This unit begins the study of world history by examining its use of geographical and chronological frameworks: how they have shaped the understanding of world history and been used to chart the past.

Experts Interviewed: Jerry H. Bentley, PhD; Ross Dunn, PhD; and Deborah Smith Johnston, PhD.

### **Unit 2. History and Memory**

How are history and memory different? Topics in this unit range from the celebration of Columbus Day to the demolition of a Korean museum to the historical re-interpretation of Mayan civilization. It explores the ways historians, nations, families, and individuals capture, exploit, and know the past, and the dynamic nature of historical practice and knowledge.

Experts Interviewed: Candice Goucher, PhD; Gary Nash, PhD; and Peter Winn, PhD.

### **Unit 3. Human Migrations**

How did the many paths of human migration people the planet? From their origins on the African continent, humans have spread across the globe. This unit explores how and why early humans moved across Africa, Eurasia, and the Americas, based on recent studies in archaeology and linguistics.

Experts Interviewed: E. Kofi Agorsah, PhD; Jerry H. Bentley, PhD; and Patrick Manning, PhD.

### **Unit 4. Agricultural and Urban Revolutions**

What do historians know about the earliest farmers and herders and the evolution of cities? Newly emerging evidence about the “cradles of civilization” is examined in light of the social, technological, and cultural complexity of recently discovered settlements and cities.

Experts Interviewed: Candice Goucher, PhD; Linda Walton, PhD; Steve Weber, PhD; and Peter Winn, PhD.

### **Unit 5. Early Belief Systems**

How did people begin to understand themselves in relation to the natural world and to the unseen realms beyond, and how was religion a community experience? In this unit, animism and shamanism in Shinto are contrasted with philosophical and ethical systems in early Greece and China, and the beginnings of Zoroastrianism, Hinduism, and Judaism.

Experts Interviewed: Jerry H. Bentley, PhD; Richard Bulliet, PhD; Candice Goucher, PhD; and Linda Walton, PhD.

### **Unit 6. Order and Early Societies**

How do diverse political structures and relationships distribute power and material resources? Through the rise of the Chinese empire, Mayan regional kingdoms, and the complex society of Igbo-Ukwu, this unit considers the origins of centralized states and alternative political and social orders.

Experts Interviewed: Candice Goucher, PhD; Linda Walton, PhD; and Peter Winn, PhD.

### **Unit 7. The Spread of Religions**

How do religions interact, adopt new ideas, and adapt to diverse cultures? As the missionaries, pilgrims, and converts of Buddhism, Christianity, and Islam moved around the world, the religions created change and were themselves changed.

Experts Interviewed: Eko Nobel Acarya, Buddhist Transmission Master; Jerry H. Bentley, PhD; Richard Bulliet, PhD; and Linda Walton, PhD.

### **Unit 8. Early Economies**

How do societies assign value to land, labor, and material goods? A comparison of manorial economies in Japan and medieval Europe is contrasted with the

tribute economy of the Inka, and the experience of dramatic economic change is illustrated by the commercial revolution in China.

Experts Interviewed: Jerry H. Bentley, PhD; Linda Walton, PhD; and Peter Winn, PhD.

### **Unit 9. Connections Across Land**

How were land-based trade routes conduits of both commerce and culture? The Eurasian Silk Roads, the trans-Saharan Gold Roads, and the Meso-American Turquoise Road trace the transmission of commodities, religions, and diseases, as well as the movements of people.

Experts Interviewed: Jerry H. Bentley, PhD; Patrick Manning, PhD; and Peter Winn, PhD.

### **Unit 10. Connections Across Water**

How were water routes used as conduits of expansion and trade? The traders of the Indian Ocean, the early Mississippians, and the Norsemen carried death and disease, skills and technologies, philosophies and religion down rivers and across oceans.

Experts Interviewed: Jerry H. Bentley, PhD; Candice Goucher, PhD; and Gary Nash, PhD.

### **Unit 11. Early Empires**

What makes an “empire”? Through the Mongol Empire, the Mali Empire, and the Inka Empire, this unit examines the construction of empires, their administrative structures, legitimating ideologies, and the environmental and technological conditions that shaped them.

Experts Interviewed: Candice Goucher, PhD; Linda Walton, PhD; and Peter Winn, PhD.

### **Unit 12. Transmission of Traditions**

What are traditions and how are they transmitted? Islamic Spain, Korea, and West Africa provide examples of many different modes of transmission, including oral, written, artistic, and architectural.

Experts Interviewed: Richard Bulliet, PhD; Candice Goucher, PhD; and Ma-Ji Rhee, PhD.

### **Unit 13. Family and Household**

What does the study of families and households tell us about our global past? In this episode examining West Asia, Europe, and China, families and households become the focus of historians, providing a window into the private experiences in world societies, and how they sometimes become a model for ordering the outside world.

Experts Interviewed: Jerry H. Bentley, PhD; Richard Bulliet, PhD; and Linda Walton, PhD.

#### **Unit 14. Land and Labor Relationships**

What factors shape the ways in which the basic resources are exploited by a society? From Southeast Asia to Russia to Africa and the Americas, the ratios between land availability and the usable labor force were the primary basis of pre-industrial economies, but politics, environment, and culture played a part as well.

Experts Interviewed: E. Kofi Agorsah, PhD; Patrick Manning, PhD; and Peter Winn, PhD.

#### **Unit 15. Early Global Commodities**

What is globalization and when did it begin? Before the sixteenth century, the world's four main monetary substances were silver, gold, copper, and shells. But it was China's demand for silver and Spain's newly discovered mines in the Americas that finally created an all-encompassing network of global trade.

Experts Interviewed: Candice Goucher, PhD; and Linda Walton, PhD.

#### **Unit 16. Food, Demographics and Culture**

What role has food played in human societies? Studying the production and consumption of food allows historians to uncover hidden levels of meaning in social relationships, understand demographic shifts, and trace cultural exchange. This unit examines the earliest impact of globalization including changing cuisine, environmental impact, and the rise of forced labor as a global economic force.

Experts Interviewed: Candice Goucher, PhD; and Linda Walton, PhD.

#### **Unit 17. Ideas Shape the World**

How do ideas change the world? This unit traces the impact of European Enlightenment ideals in the American and Haitian revolutions and in South America. It also examines the revitalization of Islam expressed in the Wahhabi movement as it spread from the Arabian peninsula to Africa and Asia.

Experts Interviewed: Richard Bulliet, PhD; Sue Peabody, PhD; and Peter Winn, PhD.

#### **Unit 18. Rethinking The Rise of the West**

How does historical scholarship change over time, and why do the perspectives of historians shift? This unit not only recaps the economic and political events that led to the rise of the West, but examines and re-examines those events through differing opinions of its causes, reflecting changes in historical interpretation.

Experts Interviewed: Jerry H. Bentley, PhD; Patrick Manning, PhD; William McNeill, PhD; and Anand Yang, PhD.

### **Unit 19. Global Industrialization**

How was the story of the industrial revolution a global process? Industrialization was and is a global process, not just a European or American story. This unit links Cuba, Uruguay, Europe, and Japan, examining the impact of industry on trade, environment, culture, technology, and lives around the world.

Experts Interviewed: Jerry H. Bentley, PhD; Ken Ruoff, PhD; and Peter Winn, PhD.

### **Unit 20. Imperial Designs**

What lasting impacts did modern imperialism have on the world? The profound consequences of imperialism are examined in the South African frontier and Brazil, where politics, culture, industrial capitalism, and the environment were shaped and re-shaped.

Experts Interviewed: Candice Goucher, PhD; Patrick Manning, PhD; Linda Walton, PhD; and Peter Winn, PhD.

### **Unit 21. Colonial Identities**

How did colonialism and eventual de-colonization mutually affect the colonizer and the colonized? From Zanzibar to India, colonial and post-colonial identities are examined through clothing.

Experts Interviewed: Laura Fair, PhD; and Anand Yang, PhD.

### **Unit 22. Global War and Peace**

How “global” were the World Wars? This unit examines Japanese imperialism, the Belgian Congo, and twentieth-century peace institutions to study how local, national, ethnic, and religious conflicts shaped these wars and their aftermaths.

Experts Interviewed: Deborah Smith Johnston, PhD; Patrick Manning, PhD; and Ken Ruoff, PhD.

### **Unit 23. People Shape the World**

What is the impact of the individual in world history? This unit examines the role of individual and collective action in shaping the world through the lives of such diverse figures as Mao Zedong, the Ayatollah Khomeini, and Las Madres de la Plaza de Mayo.

Experts Interviewed: Richard Bulliet, PhD; Susan Glosser, PhD; and Peter Winn, PhD.

### **Unit 24. Globalization and Economics**

How have the forces of globalization shaped the modern world? This unit travels from the Soviet Union to Sri Lanka and Chile to study the role of technology and the impact of economic and political changes wrought by globalization.

Experts Interviewed: Richard Bulliet, PhD; Michele Kendrick, PhD; Peter Winn, PhD; and Anand Yang, PhD.

### Unit 25. **Global Popular Culture**

What are the sounds and sights of an emerging global culture? From World Cup soccer to Coca-Cola, modern icons reflect the intertwined cultural, political, and commercial dimensions of globalization. This unit listens to and looks at the music and images of global production and consumption—from reggae to the Olympics.

Experts Interviewed: Obo Addy, Ghanaian master drummer; Jerry H. Bentley, PhD; A.E. Gordon Buffonge, PhD; and Peter Winn, PhD.

### Unit 26. **World History and Identity**

How have global forces redefined both individual and group identity in the modern world? This unit examines the transnational identity that emerged from the Chinese diaspora, and compares it to a newly redefined national Chechen identity forged through war with Russia.

Experts Interviewed: Richard Bulliet, PhD; Douglas Lee, PhD; Mary N. Leong, Chinese American; Ramzan Magomedov, Chechen emigrant; Patrick Manning, PhD; J.R. McNeill, PhD; William McNeill, PhD; and Heidi Roupp, PhD.

## **Site and Course Credits**

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## **Partners**

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- The Journal of World History (<http://www.uhpress.hawaii.edu/journals/jwh/>)

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- (<http://www.thewha.org/>)
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## **Advisors**

### ***Bridging World History Advisory Board***

#### **Candice Goucher – Co-Lead Scholar**

Candice Goucher is a professor of history and director of the College of Liberal Arts, at Washington State University in Vancouver. She has done research in West Africa, the Caribbean, and Mauritius, and her published work includes archaeological and historical studies of the African experience. She co-authored *In the Balance*, a world history textbook, with Linda Walton and Charles A. LeGuen. She was interviewed for video episodes 2, 4, 5, 6, 9, 10, 11, 12, 15, 16, and 20. As co-lead scholar, Candice was responsible for overseeing all media content.

#### **Linda Walton – Co-Lead Scholar**

Linda Walton is professor of history and international studies and chair of the History Department at Portland State University in Portland, Oregon. She teaches Chinese, East Asian, and world history. She has done research in China, Taiwan, and Japan, and her published work includes studies of the social and intellectual history of China from the eleventh through fourteenth centuries. She co-authored *In the Balance*, a world history textbook, with Candice Goucher and Charles A. LeGuen. She was interviewed for video episodes 4, 5, 6, 7, 8, 11, 13, 15, 16, and 20. As co-lead scholar, Linda was responsible for overseeing all media content.

#### **Jerry H. Bentley – Core Advisor**

Jerry H. Bentley is professor of history at the University of Hawai'i and editor of the *Journal of World History*. His research on the religious, moral, and political writings of Renaissance humanists led to the publication of *Humanists and Holy Writ: New Testament Scholarship in the Renaissance* (Princeton, 1983) and *Politics and Culture in Renaissance Naples* (Princeton, 1987). More recently, his

research has concentrated on global history and particularly on processes of cross-cultural interaction. His book *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times* (New York, 1993) examines processes of cultural exchange and religious conversion before the modern era, and his pamphlet *Shapes of World History in Twentieth-Century Scholarship* (Washington, D.C., 1996) discusses the historiography of world history. Mr. Bentley is also the co-author of the world history textbook, *Traditions & Encounters, A Global Perspective on the Past*. His current interests include processes of cross-cultural interaction and cultural exchanges in modern times. He was interviewed for video episodes 1, 3, 5, 7, 8, 9, 10, 13, 18, 19, and 25.

### **Heidi Roupp – Core Advisor**

Heidi Roupp is a Colorado classroom teacher who has taught world history in the Aspen Public Schools for 20 years. She has received Fulbright and Woodrow Wilson fellowships, among others. Since 1998 she has been director of *Establishing a Teaching Field: Summer Institutes for World History Teachers*, and also director of *Teaching a Global Perspective*, an NEH project. She is author of *Teaching World History*, and co-author of *Barron's SAT II World History*. From 1998–2000 she served as president of the World History Association. She is currently executive director of *World History Connected*, an electronic journal for teachers of world history. She was interviewed for video episode 26.

### **Linda Black - Advisor**

Linda Black teaches honors and advanced placement world history at Cypress Falls High School in Houston, Texas. She routinely presents workshops for the College Board on the state and national levels. She was the recipient of the 1993 Teacher of the Year by the National Council for the Social Studies, and serves on the board of directors of the World History Association. She was a senior consultant for the text *World History, Patterns of Interaction* and is currently finishing her doctoral program at Texas A&M University.

### **Richard Bulliet - Advisor**

Richard W. Bulliet is professor of history at Columbia University in New York City. He teaches courses on Middle Eastern history, the history of technology, and the history of human-animal relations. He is co-author of the textbook *The Earth and Its Peoples: A Global History*. He is the author of *The Patricians of Nishapur: a Study in Medieval Islamic History* (1972), *The Camel and the Wheel* (1975), *Conversion to Islam in the Medieval Period: An Essay in Quantitative History* (1979), and *Islam: the View from the Edge* (1994). His commentaries have appeared in *Newsday*, *The Los Angeles Times*, *The Boston Globe*, and *The Arizona Republic*, and he has served as a consultant on Islamic matters for *Time* magazine. He was interviewed for video episodes 5, 7, 12, 13, 17, 23, 24, and 26.

**Ross E. Dunn - Advisor**

Ross E. Dunn is professor of history at San Diego State University and director of world history projects for the National Center for History in the Schools, UCLA. His books include *Resistance in the Desert: Moroccan Responses to French Imperialism, 1881-1912*, and *The Adventures of Ibn Battuta, a Muslim Traveler of the 14th Century*. Between 1993 and 1996, he served as coordinating editor of the *National Standards for World History*. Following the public controversy over those standards, he co-authored with Gary B. Nash and Charlotte Crabtree, *History on Trial: Culture Wars and the Teaching of the Past*. He recently edited *The New World History: A Teacher's Companion*, a collection of essays on the problems of conceptualizing and teaching world history. He is currently at work on a new world history textbook for college students, and he is directing "World History for Us All," a project to develop a Web-based model curriculum for world history in middle and high schools. His courses at SDSU have included African History and World History for Teachers. He is a past-president of the World History Association. He was interviewed for video episode 1.

**Deborah Smith Johnston – Advisor**

Deborah Smith Johnston is a secondary school teacher in Lexington, Massachusetts. She has been a world history and geography instructor for fifteen years, teaching at both the secondary and university levels. Most recently, she completed her doctorate in world history at Northeastern University where she investigated new approaches to teaching world history. She has been active in working with teachers on the new AP world history program. Having grown up in Canada and overseas, her interest in world history is strengthened by global travel, including trips to Egypt, Japan, Turkey, Zimbabwe, Kenya, Tanzania, Mexico, Belize, Russia and elsewhere. In addition to advising on the project, Deborah contributed to the content development of the series through consulting on the online text materials, providing materials for the "What is World History" section on the Web site, and created the syllabi for the PBS/ALS version of *Bridging World History*. She was interviewed for video episodes 1 and 22.

**Ane Lintvedt - Advisor**

Ane Lintvedt has taught history at McDonogh School in Baltimore, Maryland for 20 years. She teaches World History AP, European History AP, and assorted other history courses. She has served on the World History Association executive council and has scored both the European and World History AP exams, serving as a table leader and question leader. Ane also contributed to the research and writing of the video series.

**Patrick Manning - Advisor**

Patrick Manning is professor of history and African American studies at Northeastern University, where he directed the World History Center from 1994 to 2004. His research on the demographic impact of slavery on Africa was supported by a Guggenheim Fellowship, and he directed production of the "Migration in Modern World History" CD-ROM with support from the Annenberg/CPB Project. He is now director of The World History Network, Inc. He was interviewed for video episodes 3, 14, 18, 20, 22, and 26.

**William McNeill - Advisor**

William H. McNeill, historian, served on the faculty of the University of Chicago from 1947 to 1987 and retired, emeritus, to Colebrook, Ct. where he still lives. He wrote more than thirty books, the most important of which deal with world history; served as president of the American Historical Association in 1985; and received the Erasmus Prize from the Dutch government for his contribution to European culture in 1996. William and J.R. McNeill's *The Human Web: A Bird's-Eye View of World History* and Mr. McNeill's *The Rise of the West: A History of the Human Community* were used, extensively, in the research for *Bridging World History* Unit 18, "Rethinking the Rise of the West." He was interviewed for video episodes 18 and 26.

**Gary Nash - Advisor**

Gary B. Nash is director of the National Center for History in the Schools at UCLA. He is a past president of the Organization of American Historians and an elected member of the American Academy of Arts and Sciences, the American Philosophical Society, and the Society of American Historians. He has published many books in colonial and revolutionary American history and African American history, including the groundbreaking *Red, White and Black: The Peoples of Early North America*. He was interviewed for video episodes 2 and 10.

**Peter Winn - Advisor**

Peter Winn is professor of history and director of Latin American studies at Tufts University in Boston, Massachusetts. He is the author of "Americas: The Changing Face of Latin America" and was the academic director of the PBS series of the same name. Dr. Winn is currently working on the history of globalization and its social and cultural impact. In addition to advising on the project, Peter partnered with Carolyn Neel to provide the research and development of video episode 25: "Global Popular Culture." He was interviewed for video episodes 2, 4, 6, 8, 9, 11, 14, 17, 19, 20, 23, 24, and 25.

### **Anand Yang - Advisor**

Anand A. Yang is the Golub Professor of International Studies and director of the Henry M. Jackson School of International Studies at the University of Washington in Seattle. A specialist in South Asian history, he teaches courses and conducts research on a variety of topics relating to world and comparative history and international studies. He is a member of the AP World History Development Committee. He is interviewed for video episodes 18, 21, and 24.

## **Content Development**

### **Kristian Berg**

Kristian Berg is an experienced writer and producer of documentaries and non-fiction series television specializing in history, science, and children's programming. Kristian served as a series writer for "American Passages: A Literary Survey," a sixteen-part series for Oregon Public Broadcasting and Annenberg/CPB. He has written and produced for PBS series such as "Newton's Apple," "ZOOM!" and "DragonflyTV." His historical documentaries for PBS and CourtTV include "The Dakota Conflict," "Dakota Exile," "The Scottsboro Boys," and "The Capture and Trial of Adolf Eichmann." He is currently a senior producer at Oregon Public Broadcasting with the PBS series "History Detectives." Kristian wrote video episodes 2, 6, 11, 15, and 16.

### **Sharon Cohen**

Sharon Cohen has been teaching world history in Montgomery County Public Schools for eleven years and is now at Springbrook High School in Silver Spring, Maryland. Her other curriculum writing projects include teaching materials for the College Board on AP World History and for *World History For Us All*, a Web-based model curriculum sponsored by San Diego State University. In her capacity as a consultant to the College Board, Ms. Cohen runs workshops on AP world history and vertical teaming, and is a member of the AP World History Test Development Committee. She also co-teaches a graduate seminar on East Asia at the University of Maryland, College Park, under the auspices of the Committee for Teaching About Asia and the Freeman Foundation. Sharon wrote the video, print, and Web activities for the 26 units.

### **Gail Evenari**

Gail Evenari holds a BA in linguistics and a master's degree in education, and has worked in the field of education since 1974. After teaching and writing curriculum for several years, Evenari wrote and produced the award-winning *Spirit of the Land* educational video series. Her PBS documentary, "Wayfinders: A Pacific Odyssey," was funded by the National Endowment for the Humanities. Other recent projects include producing Web sites for KQED television, teaching writing and the Web at the University of California Graduate School of

Journalism, and completing a children's book. Gail wrote video episodes 23 and 24.

### **Mark Given**

Mark Given has been writing /producing video and live theater for six years in St. Paul, Minnesota. He works primarily on business-to-business events for major corporations such as Target, Honeywell, and Good Humor-Breyers. Mark has also written such pieces as creative proposals for PBS grants and promotional videos for community services. Mark wrote video episodes 4, 8, 9, 10, and 22. Mark also co-wrote episodes 5, 6, 11, 13, 21, and 26, and served as script editor for the video series.

### **Matthew Guterl**

Matthew Guterl is assistant professor of African American and African diaspora studies at Indiana University, Bloomington. He is the author of *The Color of Race in America, 1900–1940* (Harvard, 2001), and is presently writing a history of emancipation in the United States. He teaches courses on comparative racial and ethnic histories. Matthew contributed to the research and writing of the video series.

### **Rick Harmon**

The late Rick Harmon was an oral historian and former editor of the *Oregon Historical Quarterly*. He held BA and MA degrees in history from the University of California at San Diego. He edited the Marcus Garvey papers at UCLA and the seminal work by W.E.B. DuBois *The Souls of Black Folks*. One of his final projects was a history of Crater Lake National Park, published by Oregon State University Press and nominated for an Oregon Book Award. Rick contributed to the research and writing of the video series.

### **Beth Harrington**

Beth Harrington is an independent public television producer/director and writer. Her work often explores American folk traditions, history and culture. Her documentary about the pioneering women of rock & roll, *Welcome to the Club: The Women of Rockabilly*, was honored in 2002 with a Grammy nomination. She has also worked as a line producer and associate producer for NOVA, Frontline, and The Health Quarterly. These shows have been honored with a number of awards, including a Peabody and two Emmy nominations. She holds a bachelor's degree in public communications from Syracuse University and a master's degree in American studies from University of Massachusetts–Boston. Beth wrote video episodes 12, 20, and 21.

**Lisa Irving**

Lisa Irving earned her degree in history of early modern China, and lives and teaches in Portland, Oregon. Lisa contributed to the research and writing of the video series.

**Stephen Most**

Stephen Most is a playwright and documentary storyteller. The films and videos he has worked on include two PBS series, two Emmy Award winners, and four Academy Award nominees. Most wrote the historical texts, audio voices, and video scripts for the permanent exhibit of the Washington State History Museum, and he wrote a book about that museum's representation of Northwest history, *In The Presence of the Past*. He is currently writing a book and producing a documentary about the history of the Klamath Basin. Stephen wrote video episodes 3, 14, 25, and 26.

**Carolyn Neel**

Carolyn Neel is adjunct history faculty, teaching world civilizations courses at Hawaii Pacific University, and a lecturer in world cultures at University of Hawai'i at Manoa. World history is her primary interest; she is currently investigating the impact of Chinese philosophy on the development of seventeenth- and eighteenth-century British theories of political economy. Carolyn contributed to the research and writing of the video series and wrote the content for the Web site interactive "World History Traveler."

**David Poulshock**

David Poulshock is a writer/director based in Portland, Oregon. His projects have ranged from educational scripts for Oregon Public Broadcasting to the highly acclaimed "Wee Sing" children's series, recently distributed by Universal Home Video. Additionally, his theatrical screenplays have received honors in many script competitions, including the Nicholl Fellowships, World-Fest Houston, and Austin Heart of the Screenplay. David's work as a writer and director has garnered over 50 regional and national awards. David wrote video episodes 5, 7, 17, and 19.

**Katherine Sadler**

Katherine Sadler holds a doctorate in history from UCLA. She is an adjunct professor at Portland State University where she teaches classes in African history, African studies, and comparative world history. Her research focuses on resistance movements of African women. Katherine contributed to the research and writing of the video series.

### **Heather Streets**

Heather Streets is assistant professor of history at Washington State University. Originally trained as a British Empire specialist, she also teaches world civilizations, global imperialism, global historical geography, and graduate courses in world history. She is the director of Washington State's PhD program in world history, and is co-editor of the new e-journal *World History Connected*, which focuses on issues related to teaching world history at the secondary and university levels. Heather wrote the 26 chapters for the text materials.

### **Louise Vance**

Louise Vance is a San Francisco-based producer/director/writer of documentary and educational films. She has created television specials for KQED-TV, PBS, CNN, and Turner Broadcasting, earning a Peabody Award as series producer of the five-year TBS series "Portrait of America." Her documentary film "Iran: Behind the Veil" and CNN series "Iran: In the Name of God" were the first look inside Iran after the Islamic Revolution, earning a DuPont-Columbia Silver Baton Award. She has served as senior producer of the PBS series, "Livelyhood" and as one of four producers on "Not in Our Town II: Citizens Respond to Hate." Currently, she is in post-production on her independent documentary film, "Seneca Falls." Louise wrote video episode 13.

### **Steve Wright**

Steve Wright is an accomplished writer and producer based in Austin, Texas. He uses diverse writing styles to develop both short-form and long-form projects, including documentaries, news magazine-style programs, multipart instructional videos and other projects for television, businesses, universities, associations, and state agencies. Steve is a former television news reporter at CBS and NBC affiliate stations, and received the Associated Press's top honor for best documentary in the state of Texas. Steve wrote video episodes 1 and 18.

### **Program Hosts**

#### **Rebecca J. Becker**

Rebecca taught for seven years at Northwestern University and the School of the Art Institute of Chicago. In Portland, Rebecca taught at Portland State University and for nine years at Lewis & Clark College, where she received the Professor of the Year Award. Her courses include graduate seminars in the Civil War, the Revolution, and historiography, as well as masters' classes in Restoration comedy, commedia, and vaudeville. She has been the recipient of fellowships from Northwestern University and Zeta Phi Eta, and is resident composer and choreographer for Classic Greek Theatre of Oregon. Rebecca hosted episodes 2, 5, 9, 11, 17, and 24.

### **Veronica Dujon**

Veronica Dujon is an associate professor of sociology at Portland State University in Portland, Oregon. She teaches courses in environmental sociology, sociology of globalization, and the sociology of women. She has been a recipient of Oregon Sea Grant grants and MacArthur Foundation fellowships. Her current research is on the relationship between people and the natural environment in the Klamath Basin, Oregon. Veronica hosted episodes 4, 6, 10, 15, 18, 21, and 26.

### **Sid Louie**

Sid Louie taught high school social studies and language arts for over six years. He is a writer and actor — freelance writing for newspapers and acting in several Portland productions and commercials. Sid hosted episodes 1, 8, 12, 14, 19, and 23.

### **Michael Pullen**

Michael Pullen is a public affairs coordinator for Multnomah County in Portland, Oregon. He has worked as a writer, video editor, and fundraiser. He has written about many countries as a travel writer, and holds a bachelor's degree in history from the University of California at Santa Barbara. Michael hosted episodes 3, 7, 13, 16, 20, 22, and 25.

## **Production Credits**

**The *Bridging World History* multimedia series was produced in cooperation with the following:**

### **Producer**

Oregon Public Broadcasting (OPB) is a producer of educational content with expertise in both traditional and new media approaches to formal education, community outreach, and television production.

OPB has produced many series for Annenberg/CPB, including *American Passages: A Literary Survey*, a multimedia series for college students; *Artifacts & Fiction*, a professional development workshop series for teachers on interdisciplinary approaches to American literature; and *Rediscovering Biology: Molecular to Global Perspectives*, a series to help in-service teachers update their content knowledge in the life sciences.

OPB has a long history of producing Web sites, teachers' guides, and other curriculum materials to accompany educational and PBS broadcast series.

Working in close concert with national advisory boards, OPB's staff has produced curriculum materials in the humanities and sciences for a variety of grade levels and teacher professional development.

OPB is a producer of PBS primetime factual series including "Life 360," "History Detectives," and "New Heroes," and is one of the top five producers of documentary specials for PBS.

#### **AMAZING! Web Development, LLC**

AMAZING! is a full-service Web development team, which has been building dynamic, information-driven Web sites since 1995. Through experience with Oregon Parks and Recreation Department, the Oregon Department of Human Services, Oregon Public Broadcasting, and other non-profit and governmental agencies, AMAZING! provides unique skills to the projects they work on. They work extensively with non-profits because of a belief in education and outreach work, reflecting that belief in their mission statement: *AMAZING! is dedicated to building a better world, one Web site at a time.* AMAZING! created the interface for the *Bridging World History* audio glossary, the archive, and the Flash interactive, "World History Traveler."

**Goodman Research Group, Inc. (GRG)** is a research company in Cambridge, Massachusetts, specializing in the evaluation of educational programs, materials, and services. GRG's expertise extends to all areas of evaluation research, including feasibility studies and needs assessments, formative research, process evaluation, outcome evaluation, and summative evaluation. GRG has carried out over 150 evaluation projects for a prestigious group of clients in the U.S. In addition to Oregon Public Broadcasting (OPB), current and past clients include AAAS, the Alfred P. Sloan Foundation, American Heart Association, Corporation for Public Broadcasting, First Foundation, Harvard Smithsonian Center for Astrophysics, JASON Foundation for Education, National Cancer Institute, National Science Foundation, New York Hall of Science, Thirteen/WNET, WETA-TV, WGBH-TV, and Wildlife Conservation Society. GRG performed the outside evaluation of the video and text materials.

#### **Hot Pepper Studios**

For over a decade, Hot Pepper has produced award-winning Web, print, and film projects that inform, educate, entertain, and enlighten. Hot Pepper is about effective communication, user experience, and the Big Picture, and is devoted to making every project a success.

#### **Tweak Interactive**

Founded in 1999, Tweak Interactive is a full-service print and Web design and usability services firm focused on building great online experiences. We are committed to a collaborative process that helps our clients connect with their

audience in a meaningful and useful way. Tweak is passionate about building lasting partnerships in a spirit of excellence, balance, cooperation, inspiration, and fun. Their professional team is composed of designers, developers, writers and usability experts all trained and experienced in the practice of user-centered design. Tweak has served such notable companies as Unicru, Tripwire, Hollywood Entertainment, Blue Cross/Blue Shield, InfoSpace, Oregon Public Broadcasting, Wells Fargo, United Healthcare and Serena Software. Tweak conducted the usability study for the *Bridging World History* Web site interactive.

## **Special Thanks**

Oregon Public Broadcasting would like to extend a special thanks to Corbis-Bettmann for their significant contribution to *Bridging World History*.

In 2003, Corbis donated more than \$1,000,000 in licensing fees for Bettmann Archive images used in communications that benefit qualifying non-profit organizations. This is the largest giving initiative in Corbis' history and marks the first time that images from the Bettmann Archive have been made broadly available for non-profit use. *Bridging World History* was one of several benefactors of this generous donation.

## **The *Bridging World History* multimedia project was produced by Oregon Public Broadcasting's Educational Media Production Department:**

Executive Producer: Meighan Maloney

Production Managers: Doug Brazil, Catherine Stimac, Joshua Wolfe

Web Developer/Producer: John Kin

Web Producer: Heather Chambers

Senior Video Producer/Director: Eric Slade

Video Producers: Thea N. Bergeron, Brian Costello, Kelly Davis, Sean P. Hutchinson, Kelsey Kline

Associate Producers/Researchers: Heather Andrews, Morgan Currie, Shervin Hess, Liza Nicoll, Renato Rodriguez

Production Coordinator: Mary Hager

Assistant Director: Laurance Johnson

Post Production/Script Coordinator: Kirk Iverson

Production Assistance: Elliott Adams, Charles Aubin, Tinaka Chaney, Tyler Elliott, Robert Fisher, Maria Kimbro, Ayodhyakumar Krishnamsetty, Michael Miner, Gary Mulder, Charles Obuchowski, Mary Putnam, Doron Richartz, Leigh Ann Sellers, Lindsay Utz, and the John Tuttle Intern Edgar Barrera

Director of Photography: Harry Dawson

Video Editors: Tom Babich, Pamela Chipman, Greg Day, Lisa Suinn Kallem,  
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Executive in Charge of Production: John Booth  
OPB Executive in Charge of Production: Jack Galmiche  
OPB Director of Engineering, IT: Dave Fulton  
OPB Production Services: Howard Beckerman, Bill Dubey, Milt Ritter, Gary  
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John Patzer, Dave Spangler, Todd Sonflieth.  
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Additional Graphics: Neil Blume, Melissa Gorgon Clark, Sandy Engel,  
Program Theme Music: Cal Scott  
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Dolly Grip: James Wilder Hancock  
Grip: Justin Ward  
Set Design: Doko, Inc.  
Rigging: Ken Riddle  
Storyteller Art Direction: Gini Chin, Brandy Pace  
Prop Stylist: Damali Ayo  
Wardrobe: Casey Boyd  
Teleprompter: Stan Hintz, William Ward  
Text and Web site Copyeditors: Jennifer Ingraham, Joanna Present Wolfe  
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