



# Louisiana Board of Regents' E-Learning Task Force on OERs

**History Team**

# Team Members

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- Sarah Hyde, Ph.D.
  - Assistant Professor of History
  - River Parishes Community College
- Troy Allen, Ph.D.
  - Professor of History
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# Project Timeline

- **December 2016:** Attended Project Kickoff Meeting
- **January 2017 :** Learning Objectives Solidified
- **February 2017:** Supplemental Materials chosen (second round of reviews)
- **February 2017 :** First reviews due using rubric – World History Textbook
- ~~**March 2017:** Second reviews due of supplemental materials~~
- **April 2017:** Attend E-Learning Conference
- **April 2017 :** Second reviews due of other open resources
- **May 2017:** Submit final reports

# *World History*

## **Learning Objectives**

- Make sense of the past by reconstructing causal patterns, identifying trends, and making informed comparisons between different historical cases
- Demonstrate critical thinking through analysis and synthesis across a range of topics
- Demonstrate an awareness of diverse historical and cultural perspectives and their significance for the present
- Analyze and evaluate conflicting historical viewpoints/historiography
- Define and compile specific terms, concepts, events, and personalities in World History
- Describe the changing attitudes of various groups of people during this time period
- Demonstrate knowledge of important historical events and people in the Ancient and Medieval periods in western civilization

# LA BOR Open eContent Rubric Review Criteria:

- **Comprehensiveness**

- The content covers all areas and ideas of the subject appropriately and (if eText) provides an effective index and/or glossary.

- **Content Accuracy**

- Content is accurate, error-free and unbiased.

- **Relevance Longevity**

- Content is up-to-date, but not in a way that will quickly make the text obsolete within a short period of time. The content is written and/or arranged in such a way that necessary updates will be relatively easy and straightforward to implement.

- **Clarity**

- The content is written in lucid, accessible prose, and provides adequate context for any jargon/technical terminology used.

- **Consistency**
- The content is internally consistent in terms of terminology and framework.
- **Modularity**
- The content is easily and readily divisible into smaller reading sections that can be assigned at different points within the course (i.e., enormous blocks of text without subheadings should be avoided). The content should not be overly self-referential, and should be easily reorganized and realigned with various subunits of a course without presenting much disruption to the reader.
- **Organization Structure Flow**
- The topics in the content are presented in a logical, clear fashion.
- **Interface**
- The content is free of significant interface issues, including navigation problems, distortion of images/charts, and any other display features that may distract or confuse the reader.
- **Grammatical Errors**
- The content contains no grammatical errors.
- **Cultural Relevance**
- The content is not culturally insensitive or offensive in any way. It should make use of examples that are inclusive of a variety of races, ethnicities, and backgrounds.
- This rubric was adopted from [BCcampus](#) and is licensed under a [Creative Commons Attribution 3.0 Unported](#) license.



## Board of Regents OER: History: Introduction & Strategic Plan

**Introduction & Strategic Plan**

Resources to be Reviewed

Reviews

Discussion

### Timeline (updated):

**January 13:** Learning Objectives to be solidified

**February 17:** Supplemental materials chosen (second round of reviews)

**February 24:** First review due using rubric - World History Textbook

~~**March 24:** Second reviews due of supplemental materials~~

**April 4:** BoR eLearning Conference

**April 21:** Second reviews due of other open resources (updated)

**May:** Final report due

### Workshop Recap:

This is our launch pad for the Board of Regents OER project. We have been tasked with finding and [reviewing](#) open materials, including a textbook, that can be used across the state by History faculty for **WORLD HISTORY**. From the meeting:

- "leverage existing resources to create buckets of resources that are easily available to faculty wanting to use them"
- "not creating courses but reviewing enough resources to be able to recommend resources to faculty wanted to utilize or know about OER"
- "create engaging / enriching experiences for students to learn"

### Deliverables:

- reviewed materials loaded into Louisiana Open portal
- presenting information at BoR eLearning conference in April

The book cover features a large, detailed bust of the Egyptian queen Nefertiti on the left side, wearing her iconic blue and gold headdress. The background is a dark blue world map with a grid. A large, light blue circle is positioned in the upper right quadrant, containing the title text. The overall design is clean and academic.

# WORLD

# HISTORY

Cultures, States, and Societies  
to 1500

Eugene Berger, Ph.D. | George L. Israel, Ph.D. | Charlotte Miller, Ph.D.  
Brian Parkinson, Ph.D. | Andrew Reeves, Ph.D. | Nadejda Williams, Ph.D.

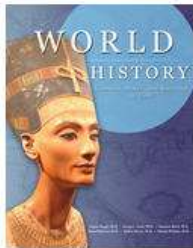


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## World History: Cultures, States, and Societies to 1500

[\(5 reviews\)](#)



Eugene Berger, Georgia Gwinnett College

Pub Date: 2016

ISBN 13: 978-1-9407711-0-6

Publisher: [University of North Georgia Press](#)

### Read This Book

PDF

### Conditions of Use



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### Reviews

[Learn more about reviews](#)

### Table of Contents

- Chapter One: Prehistory
- Chapter Two: Early Middle Eastern and Northeast African Civilizations
- Chapter Three: Ancient and Early Medieval India
- Chapter Four: China and East Asia to the Ming Dynasty
- Chapter Five: The Greek World from the Bronze Age to the Roman Conquest
- Chapter Six: The Roman World from 753 BCE to 500 CE
- Chapter Seven: Western Europe and Byzantium circa 500 - 1000 CE
- Chapter Eight: Islam to the Mamluks
- Chapter Nine: African History to 1500
- Chapter Ten: The Americas
- Chapter Eleven: Central Asia
- Chapter Twelve: Western Europe and Byzantium circa 1000 - 1500 CE

### About the Book

## **Review of *World History*, by Eugene Berger, et. al.**

I would not personally adopt this text in a World History survey course. Although it has some advantages, such as links to primary sources and readability, it is not comprehensive in its coverage and the organization of the book is has some structural issues that I find distracting. Overall, the text is extremely Eurocentric. It treats European developments in detail, covering a range of key issues and events in an array of chapters, while leaving other continents, such as South America, to a single, quite general chapter. The chapters are organized geographically for non-European continents, but Europe is organized in multiple chapters chronologically.

### **Comprehensiveness:**

Inconsistent coverage. Western Europe in the Middle Ages is covered in far greater detail than other continents. There is no index. Key terms are noted in bold, but not defined individually (which is actually fine, I think students can read for context to ascertain definitions). There is also a lack of consistency in the English-language translations of certain terms, such as "transmigration" for *samsara*. It would be fine to use entirely English translations or entirely Sanskrit words, but the authors sometimes chose to use words in their original language and sometimes chose to translate them.

### **Content Accuracy:**

I did not note any errors. The "bias" was in narrative content, covering more European topics than non-European topics.

### **Relevance Longevity:**

The concern with longevity is in the many links to varied content, which threaten to not always work. The updates will be complicated, as there are many links in many different locations throughout the text.

### **Clarity:**

The prose is accessible and jargon free. New terms are defined clearly, though at times, as with "Indian feudalism," they are defined a few paragraphs after they are first used.

### **Consistency:**

Terminology is consistent. Framework, however, is not. In particular, some regions include a sections that would seem to fit throughout, such as "significance of Mesopotamia for world history" or "Methodology: Sources and Problem" or "Global Context."

### **Modularity:**

Small, easily digestible sub headings are used throughout.

### **Organization Structure Flow:**

There was no overarching rationale for the topical flow. For example, in the chapter "Early Middle Eastern and Northeast Civilizations," it is unclear why the Israelite kingdoms are included here, and introduced before Egypt. Given that the thrust of the narrative around Jewish diaspora, it would make more sense to cover this section under the chapter on Rome. Another example of this ill-fitting conceptualization of chronology/religion/and geographic center is that China is defined as a geographic/nationalistic entity, but "Islam" is covered as imperial religion.

### **Interface:**

Very problematic: one cannot easily toggle from one topic to another. Content takes a long time to load. The contents are not navigable from a page within the text. Only appears to work in Mozilla.

### **Grammatical Errors:**

None noted.

### **Cultural Relevance:**

Some may be offended by the lack of coverage of non-European cultures in comparison with European cultures.

**Reviewer:**

**Sarah Hyde, Asst. Professor of History**

**River Parishes Community College**

**Reviewed Work:**

**World History: Cultures, States, and Societies to 1500 by Eugene Berger**

Review Criteria:

**Comprehensiveness**

The text covers an enormous amount of content – the history of the entire world up to 1500. It does indeed cover each area on earth during this large time frame, but there are necessarily some gaps in coverage. The focus is definitely on Europe. Although other regions are covered, they are not given as much consideration. The fact that all of East Asian history from 3300 BCE to 1644 CE is covered in only one chapter is disconcerting. Additionally, the fact that that one chapter is only 58 pages is extremely disappointing.

There is no index, no glossary, and no comprehensive bibliography included at the end of the text.

**Content Accuracy**

The text content is accurate to the best of my knowledge. There were no noticeable errors in factual information. While the language is unbiased, the focus is certainly Eurocentric, with more space allotted to European civilizations and developments than any other part of the world.

**Relevance Longevity**

Factual information is up to date. The works consulted page and suggestions for further reading offer a good mix of both electronic and text resources and all sources are recent works with nothing out of date. However, the current focus of scholarship on world history is on world systems and the similarities between different civilizations that existed during the same timeframe. This text treats each region as unique and separate. There is only one section in one chapter that discusses “global context.” A more topical or chronological approach, rather than geographical, would enhance the text.

**Clarity**

The content is well written, but there are some noticeable omissions in key terms and definitions. I did not think the key terms were always clearly defined and thought there were more important terms that should have been added to the key term list and presented in bold within the narrative. Additionally, there needs to be a glossary added to the end of the text to enhance clarity.

**Consistency**

There is some consistency. For instance, each chapter begins with the same four sections: chronology, introduction, questions to guide reading, and key terms and each chapter ends with the same three sections: conclusion, works consulted and further reading, and links to primary sources. However, some chapter have sections on geography/topography, and others do not. Chapter length, guiding questions, and events noted in the chronology all differ considerably from chapter to chapter.

**Modularity**

The text is easily divided into smaller units. Each chapter has numerous subheadings. You could easily rearrange the material and assign readings in a different order than they appear in the text or assign only parts of each chapter.

**Organization Structure Flow**

The organization is appropriate for way that the authors have chosen to present their content. I think the text would be enhanced by comparing civilizations on earth that lived in the same time frame, rather than presenting each geographic entity as unique and insular. But since the authors chose to organize the material differently, the way they begin and end each chapter with the same sections is useful.

**Interface**

The text did take a while to download, but once done, it was nicely displayed. The maps and images were well chosen and useful. The text is divided into chapters and sections that are bookmarked/hyperlinked from the table of contents, making navigation easy.

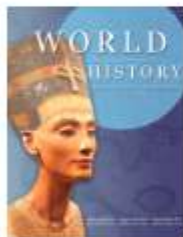
**Grammatical Errors**

There were few grammatical errors within the text.

**Cultural Relevance**

By the very nature of the topic, this text is culturally relevant. The authors do a great job discussing the difficulty defining “civilization,” the western civilization bias of most traditional world history, and the need to expand definition/foci to include other regions of the world. I wish the authors had done more of that themselves, but this textbook will be a very useful introduction to world history for college students.

## Textbook



**World History** by Eugene Berger; Brian Parkinson; Larry Israel; Charlotte Miller; Andrew Reeves; Nadejda Williams

Publication Date: 2014-04-01

You will need to download PDF

## Supplemental Materials

- Africans in America  
Nominated by Troy Allen
- A Comprehensive Outline of World History  
Nominated by Maribel Dietz
- HIST103: World History in the Modern & Modern Eras (1600-Present) from Saylor Academy  
Nominated by Sara Hyde
- The History Guide  
Nominated by Sara Hyde
- Internet Medieval Sourcebook  
Nominated by Sara Ritchey
- Khan Academy: World History  
Nominated by Maribel Dietz
- Metropolitan Museum of Art: Resources for Education  
Nominated by Maribel Dietz
- The Nat Turner Project  
Nominated by Troy Allen
- The Rise & Fall of Jim Crow  
Nominated by Troy Allen
- The World History Project  
Nominated by Maribel Dietz
- World History Sources  
Nominated by Maribel Dietz. From World History Matters: <http://worldhistorymatters.org/>



[1 Foreword](#)[2 Introduction](#)[3 The Mechanics of and Some Problems of the Presentation](#)[▶ 4 The Method of Geographical Presentation](#)[▼ 5 Beginning to 8000 B.C.](#)[5.1 Beginning to 8000 B.C.](#)[5.2 Africa: Beginning to 8000 B.C.](#)[5.3 The Near East: Beginning to 8000 B.C.](#)[5.4 Europe: Beginning to 8000 B.C.](#)[5.5 Central and Northern Asia: Beginning to 8000 B.C.](#)[5.6 The Indian Subcontinent: Beginning to 8,000 B.C.](#)[5.7 The Far East: Beginning to 8000 B.C.](#)[5.8 The Pacific: Beginning to 8000 B.C.](#)[5.9 America: Beginning to 8000 B.C.](#)[▶ 6 8000 to 5000 B.C.](#)[▶ 7 5000 to 3000 B.C.](#)[▶ 8 3000 to 1500 B.C.](#)[▶ 9 1500 to 1000 B.C.](#)[▶ 10 1000 to 700 B.C.](#)[▶ 11 700 to 601 B.C.](#)[▶ 12 600 to 501 B.C.](#)[▶ 13 500 to 401 B.C.](#)[▶ 14 400 to 301 B.C.](#)[▶ 15 300 to 201 B.C.](#)[▶ 16 200 to 101 B.C.](#)[▶ 17 100 B.C. to 0](#)[▶ 18 0 to A.D. 100](#)

# 1 Foreword

[Get This Book!](#)

Page by: Jack E. Maxfield

[▶ Summary](#)

"A Comprehensive Outline of World History" was written and self-published by Dr. Jack E. Maxfield.

The structure of the work is innovative. Each chapter covers a period of historical time (e.g. a century). Sections within chapters describe what was going on in every geographical region of the world; each section provides a reference for that region in the subsequent chapter, i.e. in the next time period. The reader can thus get a snapshot of the entire world at a point in time by reading one chapter, or can follow the history of a region through time by linking to sections in successive chapters.

This modular, linked structure is ideally suited to web-based online implementation, especially to the Connexions platform. I am pleased to make this content available on Connexions for the enjoyment and enlightenment of everyone with an interest in the history of our world.

Robert Maxfield  
October 2008

## More Details on the Origin of this Material

My father, Dr. Jack Eldred Maxfield, was an orthopedic surgeon with a deep interest in history. He self-published three editions of "A Comprehensive Outline of World History." The 1959 first edition consisted of 200 pages with 8 references in the bibliography, and included a unique time-line, hand-drawn and hand-colored by him, showing the rise and fall of civilizations. An original and six carbon copies were typed from his hand-written manuscript. He put these copies into binders and presented them to me and my friends as high-school graduation gifts.

The second, hardbound edition, published about 1975, was a single volume of 474 pages, 47 bibliographical references, and numerous hand-drawn, hand-colored maps. I do not know how many copies were printed.

The third edition, typed by my father on an electronic typewriter and published in 1984, consisted of three hardbound volumes totaling 1303 pages and 322 bibliographic references. Well over one hundred copies, in batches of 20, were eventually published as demand grew. The following letter was included with each set he gave away:



# – HIST103: WORLD HISTORY IN THE EARLY MODERN AND MODERN ERAS (1600-PRESENT) –

[HOME](#) / [COURSES](#) / [COURSE CATALOG](#) / [HISTORY](#) / HIST103: WORLD HISTORY IN THE EARLY MODERN AND MOD...

## Navigation

### Home

- ▶ Site pages
- ▼ Current course
  - ▼ **HIST103: World History in the Early Modern and Mod...**
    - Participants
    - ▶ Course Introduction
    - ▶ Unit 1: Global Networks of Exchange in the 1600s
    - ▶ Unit 2: Conflict and Empire in the 1600s and 1700s
    - ▶ Unit 3: Religious, Intellectual, and Political Rev...
    - ▶ Unit 4: Scientific and Industrial Revolutions of t...
    - ▶ Unit 5: New Imperialism during the Long 19th Century
    - ▶ Unit 6: World War I
    - ▶ Unit 7: The Rise of Totalitarian States in the 20t...
    - ▶ Unit 8: The Second World War and the New World Order
    - ▶ Unit 9: The Cold War and Decolonization
    - ▶ Unit 10: Global Society in a Post-Cold War World
    - ▶ Optional Course Evaluation Survey

[Help](#)

## Course Introduction

This course will present a comparative overview of world history from the 17th century to the present era. You will examine the origins of major economic, political, social, cultural, and technological trends of the past 400 years and explore the impact of these trends on world societies. This course will be structured chronologically and thematically, with each unit focusing on a significant historical subject. The units will include representative primary-source documents and images that illustrate important overarching themes, such as the emergence of modern nation-states, the economic and technological interactions between Western and non-Western peoples, the changing social and cultural perceptions about religion and the state, and the development of physical and virtual networks of information exchange.

[Course Syllabus](#)[Course Terms of Use](#)

## Unit 1: Global Networks of Exchange in the 1600s

By the early 17th century, European merchants had established maritime trade networks across the Atlantic Ocean and eastward to India and China. These networks allowed them to acquire furs, tea, sugar, spices, and other luxury commodities that were in great demand throughout Europe. In the Americas, European settlers began using large numbers of enslaved Africans to grow labor-intensive crops such as sugarcane and tobacco for export to Europe. Portuguese, and later Dutch, merchants acquired many of these slaves from trade posts on the West African coast. Once the slaves had been sold in the Americas, merchants used the proceeds to acquire local commodities to sell in Europe. This circular trade pattern dominated the Atlantic economy until the 1800s. European nations closely guarded their trade networks against rival states. The Dutch East India Company, for example, possessed its own private army and navy, which it used to defend its trade links with India and Southeast Asia.

Global trade altered production and consumption patterns throughout the world and led to the rapid growth and development of England and the Netherlands at the expense of older colonial powers such as Spain and Portugal. In this unit, we will examine the growth of global trade networks in the 1600s and evaluate the political, social, and cultural impact of these networks on the

**Medieval History**

Select Sources  
 Full Texts  
 Saints' Lives  
 Law Texts  
 Maps  
 Search  
 Help

**Selected Sources Sections**

Studying History  
 End of Rome  
 Byzantium  
 Islam  
 Roman Church  
 Early Germans  
 Celtic World  
 Carolingians  
 10 C Collapse  
 Economic Life  
 Crusades  
 Empire & Papacy  
 France  
 England  
 Celtic States  
 Iberia  
 Italy  
 Intellectual Life  
 Medieval Church  
 Jewish Life  
 Social History  
 Sex & Gender  
 States & Society  
 Renaissance  
 Reformation  
 Exploration

## Internet Medieval Sourcebook

Paul Halsall, ORB sources editor *Last Modified: Nov 4, 2011*

*[linked pages may have been updated more recently]* The Internet Medieval Sourcebook is located at the Fordham University Center for Medieval Studies.

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MIDI: Sumer is icumen in 13C MIDI: Estampie 14C MIDI: Cantigas II 13C  
 MIDI: Attaignant 16C MIDI: Veni Emmanuel trad MIDI: Alleluya: Nativitas 12C  
 Music courtesy of [The Internet Renaissance Band](#)  
 Play any of the above for appropriate music for browsing

1. This project is both very large and fairly old in Internet terms. At the time it was instigated (1996), it was not clear that web sites [and the documents made available there] would often turn out to be transient. As a result there is a process called "link rot" - which means that a "broken link" is a result of someone having taken down a web page. In some cases some websites have simply reorganized sub-directories without creating forwarding links. Since 2000, very few links to external sites have been made. An effort is under way to remove bad links.
2. All links to documents marked [at this Site] should be working. *[In the **Internet Medieval Sourcebook**, but **not** the other associated sourcebooks, if there is no indication of the file's location then the text is hosted locally and the link should be working.*
3. Users may attempt to locate texts not currently available, or where the links have changed via [The Internet Archive/Way Back Machine](#). Alternately, a search via [Google](#) may locate another site where the document is available.

### Sourcebook Contents

The **Internet Medieval Sourcebook** is organized as three main index pages, with a number of supplementary documents. Each individual section is still large - an organizational goal here is to avoid incessant "clicking" to get between pages and to information.

- [Selected Sources](#)  
This is the main entry to the resources here. It consists of an links to an organized "index of selected and excerpted texts for teaching purposes." For teachers who wish to refer students to the **Sourcebook**, this page is the best starting point.
- [Full Text Sources](#)  
Full texts of medieval sources arranged according to type.
- [Saints' Lives](#)  
Devoted to Ancient, Medieval and Byzantine hagiographical sources.

### Supplementary Documents

- [Help!](#)  
A help page, on use of the Sourcebook, for research questions, and on use of the Internet..
- [Search the Sourcebook](#)  
Search the full texts of all the **Sourcebook** texts physically located on Fordham servers, at ORB, or selected ancient, late antique, and medieval text databases.

[← ARTS AND HUMANITIES](#)

# World history

[Explore](#)[Practice](#)[Practice for your next test >](#)

47 exercises available



## Beginnings - 600 BCE

Where did humans come from and how did those early communities function? How did the advent of agriculture change human society (neolithic revolution)?

[The origin of humans and early human ...](#)[Ancient Egypt](#)[The birth of agriculture and the neolithi...](#)[Ancient Americas](#)[Ancient Mesopotamia](#)[Shang China](#)[Ancient art and artifacts](#)[Hinduism](#)[Ancient India](#)[Humanity on earth](#)

## 600 BCE - 600 CE Second-Wave Civilizations

This period lays the foundation for much of civilization as we know it today. The classical Greeks lay the cultural foundation for Western civilization. The Achaemenid Persians under Cyrus unify much of the Middle East and Egypt. Alexander the Great unifies Greece with Persia. Later, the Roman Empire dominates the Mediterranean and Europe.

[Survey of second-wave civilizations](#)[Beginnings of Christianity](#)[Classical Greece](#)[The Americas](#)[Ancient Persia](#)[Empires form in India](#)[Empire of Alexander the Great](#)[Buddhism](#)[Rise of Rome](#)[Syncretism](#)





## sources

### Finding World History

Scholarly reviews of online primary source archives, including teaching potential

### Unpacking Evidence

Eight guides by leading world history scholars to analyzing primary sources: music, images, objects, maps, newspapers, travel narratives, official documents, and personal accounts

### Analyzing Documents

Eight multimedia case studies model strategies for interpreting particular types of primary sources (music, images, objects, maps, newspapers, travel narratives, official documents, personal accounts) and placing them in historical context

### Teaching Sources

Sixteen case studies, written by high school and college teachers, discuss the planning and implementation involved in teaching a particular primary source

### About

About the project's staff, authors, and approach as well contact information

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[finding world history](#) | [unpacking evidence](#) | [analyzing documents](#) | [teaching sources](#) | [about](#)

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## Curriculum Resources

Introduce your students to the richness and diversity of works of art in selected collections of the Museum. These comprehensive and fully illustrated guides provide useful background information and ideas for engaging students.

These and other resources are available as packaged sets:

- [Request a complimentary copy](#). One copy is available free of charge to every New York City public school. [See a list of all available teacher resource sets](#) (PDF).
- Borrow from Nelen Library in the Museum's Ruth and Harold D. Uris Center for Education



# ISSUES ENCOUNTERED

- Very broad topic of “world history” with no specified time frame
- Difficulty building consensus via email and getting timely feedback from colleagues
- MERLOT site not especially user friendly