

**Cultural Representation and Historical Voice:
American Social Studies Teachers' Access to Non-Western Curricular Materials**

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Abstract

Advanced high school courses such as AP, IB, and dual credit options have been seen as tools in closing the achievement gap. However, AP programs have fewer Black and Latinx students enrolled compared to White and Asian populations. One practical barrier to fixing this problem is a perceived lack of available teaching materials and difficulties in adapting these materials for a differentiated classroom environment. This study surveyed educators and found that teachers and social studies specialists report more difficulty in finding curricular materials for U.S. and European versus non-western social studies topics. In addition, recommendations concerning curriculum priorities are discussed.

Cultural Representation and Historical Voice:

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This study considers the difficulties teachers face in designing a social studies curriculum which reflects and respects student diversity and decenters Eurocentric approaches to historical inquiry. Representation in curriculum is important because it plays an important factor in encouraging student engagement and interest and broadens the perspectives of students and teachers in helping to examine institutional power imbalances more critically (Gay, 2018). Because of a mixture of complex historical reasons, minorities in the United States fall behind their peers in terms of academic performance according to standardized examinations while also being over-represented in special education populations. These inequalities also persist when examining participation in advanced high school courses. For example, Black and Latinx students enroll in advanced high school course offerings at a lower rate than their Asian and White peers (Kolluri, 2018; Xu & Fink, 2021).

The impacts of racial discrepancies in advanced courses move beyond the individual classroom or even earning college credit. Previous research has indicated that advanced course participation leads to several positive outcomes including higher-than-average four-year college completion rates (Bowers & Foley, 2018), increased college admissions competitiveness (Wehde-Roddiger, et al., 2012), and academic success in other courses. Phillips & Lane (2021) recently re-emphasized the call for more Latinx and Black participation in advanced courses as they echoed the above benefits, especially as AP is such a popular program in the United States and the College Board has a vested interest in greater course participation. Their study builds on previous work by scholars, administrators, and educators who have advocated for a more open approach to AP course participation.

In addition to also encouraging open enrollment for AP courses, Flores & Gomez (2011) gave additional practical suggestions to help schools close the achievement gap in advanced course participation. These suggestions included greater parent and community communication as to the benefits of these courses, the training of willing teachers, and campus-level support systems like tutoring and other support services used to serve student success. Flores & Gomez also suggested that districts work toward developing a more rigorous curricular infrastructure which prepares students for AP classes, along with many other suggestions to better implement AP programs in schools. Jeffries and Silvernail (2017) have offered ways which might increase access to advanced courses especially for Black students, including access to preparatory programs such as Advanced Via Individual Determination (AVID) and stronger teacher encouragement in taking these classes. Meanwhile, Gay (2018) has shown that another important factor for student engagement and buy-in to a course or topic is an inclusive curriculum to which students can relate. By increasing minority representation in the curriculum before high school to help gain student interest, Gay's concept of "culturally responsive teaching" might do well alongside a pre-AP support system as mentioned by Flores & Gomez.

Course Level Racial Discrepancies and Social Studies

While the problem of racial discrepancies in advanced course participation is important for all teachers to consider, it is especially important for teachers of social studies for two reasons. First, social studies and history subjects enjoy outsized participation rates compared to other Advanced Placement (AP) exams. In 2021 for example, students taking the American, European, and World History: Modern exams made up 18.3% of test takers according to data released by the College Board (College Board, 2021). With growing national interest in the program and similar college-level courses like IB and dual credit options, this is especially

relevant not only for high school social studies teachers but also for those who teach younger students.

Second, social studies teachers deploy curriculum based on state, local, or in the case of AP, national guidelines, and act as intermediaries between content standards and classroom instruction. For this reason, they play an important role in helping to develop students understand and reflect on historical narratives. Harris & Reynolds (2014) have shown that by making personal connections between students and content by including more diverse voices in historical narratives, schools and teachers can improve student interest and engagement in history. While this applies to all social studies classes, even world history classes (which imply a global framework in their title) need improvement in diversifying their historical narratives. Despite the emerging world history movement which has made great strides in globalizing the subject in classrooms across the country partially through the College Board's AP World History: Modern course, state standards in world history continue to be rather Euro-centric in nature (Marino & Bolgatz, 2010).

Racial Discrepancies and the History Curriculum

Marino & Bolgatz criticized state curricula for portraying history through a sometimes-uncritical lens of colonialism, capitalism, and nation-state paradigms even when discussing non-western history. Dunn (2008) blamed these Euro-centric perspectives on a lack of cohesion between the secondary and post-secondary spheres, noting that the academic world history movement has borrowed elements of sociological analysis like Immanuel Wallerstein's "World-systems theory." World historians use these insights to analyze various global historical narratives through the lens of phenomena like cultural exchanges and interactions via trade routes and warfare. At the secondary level in classes across the United States, these insights have

helped to inform curriculum design by placing less emphasis on a “grand narrative” and instead encouraging teachers and schools to develop courses around a conceptual framework with which to understand the past (Seixas, 2004). In addition to the benefits realized by more inclusion of historical topics, a more global narrative of history helps encourage an attitude of global citizenship among students (Quirin, 2009; Stearns, 2007).

The present study synthesizes previous scholarship and original research regarding inequalities in advanced courses, the benefits of a more inclusive history curriculum, and the practical hurdles to large-scale changes in history curricula. While history curricula have become more globalized as seen in examples like the free “World History for Us All” curriculum and the College Board’s AP World History course outline and examination (National Center for History in the Schools, n.d.; College Board, 2019), we ask how well teachers feel prepared in implementing a more global framework in their curriculum and instruction. Given the Euro-centric nature of some world history guidelines and the fact that many more “classroom ready” curricular materials are available for teaching United States and European history topics than their non-western counterparts, there exists a wide disconnect between the coverage of traditional “Western Civilization” topics and non-western history.

The inclusion of non-western narratives cannot happen in a vacuum and instead requires that teachers feel confident both in training and access to classroom-ready materials that offer truly global perspectives. Also, by incorporating voices which move beyond our traditional narratives, not only world history but all social studies courses can foster a more global perspective and make more authentic connections to students of minority backgrounds. The next step then, is to provide more resources which are “classroom-ready,” especially given the tremendous efforts classroom teachers must put into modifying and adapting curricular materials.

Amidst a crisis of teacher burnout only exacerbated by the COVID-19 pandemic (Pressley, Ha, & Learn, 2021), this is an important consideration especially considering how much a diverse curriculum can benefit students. Further, it is assumed that barriers to easily finding non-western curricular materials for teaching (e.g., videos, worksheets, primary sources, or other materials) will make the process of teaching a truly “global” world history (or any social studies course) more challenging. This study uses the results of a short online questionnaire provided to 20 respondents who consisted of 19 K-12 social studies teachers and 1 social studies specialist. It is hoped that this questionnaire can inform future studies and aid in framing questions that might be asked about the intersection of teacher preparation, burnout, and curriculum efficacy.

Research Questions and Methods

This study measured correlations between difficulties teachers face in finding curricular materials to help aid instruction and the geographic region which the teacher would be covering during classroom instruction (Research Question 1). Due to a mixture of factors such as state and national funding prerogatives which are often tied into standards-based testing and the fact that world history as an academic and pedagogical movement is relatively new, it is hypothesized that we will observe disparities in how prepared teachers feel planning and teaching non-western subjects. Moreover, when considering other issues teachers face such as needing to adapt materials for differentiated instruction (e.g., modifications for students with exceptionalities), even more is added to the teacher mental workload which further puts into question progress regarding implementation of globally minded curricular materials (Research Question 2). To assess whether these trends are present and measurable, an online questionnaire was developed in which respondents rated questions with a Likert-type scale. This quantitative data was then

compared and analyzed considering the research questions as well as secondary literature. The self-reported ethnicity for this group was 85.71% White, with three respondents each reporting Asian, Black, and Mixed Race (4.76% each). No detailed questions regarding the respondents' expertise or teaching experience were asked.

Discussion and Findings

Following a self-assessment of prior knowledge and comfort levels in teaching each global region in the classroom, respondents indicated their perception of finding curricular materials with a Likert-type scale ranging from 1-4 described as "Very Easy" (1) to "Very Difficult" (4). One respondent did not answer the question relating to United States history, and for this reason n for that result receives a value of 19, rather than 20. As seen in the appendix which includes the full data set, two other questions had an n of 19, but respondents largely completed the entire survey.

Based on responses to the questionnaire, the data collected indicate that a discrepancy exists between teachers' access to western and non-Western topics in the K-12 social studies curricula. Teachers are more likely to report difficulty in finding classroom-ready materials for non-Western topics than European or American topics (Research Question 1). Where nearly all respondents noted that finding curricular materials for United States and European history courses is "Easy" or "Very Easy," these categories were only chosen by 45% of respondents when asked about world history materials and 65% regarding non-history social studies courses such as psychology, geography, or sociology. Even with a small sample size like the one seen in this study, this correlation is interesting and will be later discussed in more detail.

Region/Topic	Very Difficult		Difficult		Easy		Very Easy		Total <i>n</i>
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	
United States History	0.00%	0	0.00%	0	31.58%	6	68.42%	13	19
European History	0.00%	0	0.00%	0	65.00%	13	35.00%	7	20
Non-western World History	10.00%	2	45.00%	9	35.00%	7	10.00%	2	20
Other social studies courses	0.00%	0	35.00%	7	55.00%	11	10.00%	2	20

The next part included two questions which asked respondents to reflect on their experiences adapting course materials to students with exceptionalities. These exceptionalities could include adapting lessons for students with 504 or IEP documentation, students who speak English as a second language (ELL), and gifted/talented populations. The first question, labeled on Table 2 as “Question A,” asked respondents to rate their experiences in implementing or adapting US or European history materials for students with exceptionalities while the second question, labeled on Table 2 as “Question B” asked about these experiences regarding non-western course materials. As expected, a discrepancy exists between US and European, and non-western topics as teachers report feeling less comfortable in adapting non-western materials to students with exceptionalities (Research Question 2). Comparing the “Difficult” and “Very Difficult” responses, we see a 55% difference in the perceived difficulty for teachers in adapting non-Western course materials (75%) to students with exceptionalities compared to their U.S. and European counterparts (20%).

TABLE 2									
<i>K-12 Social Studies Teachers and Specialists' Rating of Ease of Adapting Western Versus Non-Western Curricular Materials for Students with Exceptionalities</i>									
Question	Very Difficult		Difficult		Easy		Very Easy		Total
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	
Question A	0.00%	0	20.00%	4	60.00%	12	20.00%	4	20
Question B	10.00%	2	65.00%	13	20.00%	4	5.00%	1	20

Note. “Question A” above asked respondents to “Rate the difficulty or ease you feel might be faced by yourself or other teachers in implementing or adapting US or European history materials for students with exceptionalities (504/ELL/IEP/GT/other).”

“Question B” above asked respondents to “Rate the difficulty or ease you feel might be faced by yourself or other teachers in implementing or adapting non-Western history materials for students with exceptionalities (504/ELL/IEP/GT/other).”

As we will later discuss, the sample size is obviously rather small, and the questions are kept simple to encourage teacher participation. Despite the simplicity of the data, they present an important problem which suggests that teachers may feel less prepared and have fewer tools with which to teach global topics. This notion certainly follows with what Marino & Bolgatz (2010) have indicated as to the Eurocentrism of some world history classes. This can be seen in the fact that teachers often seek out readily available resources and the availability of these teaching materials might affect how effectively classroom instruction can take place. In addition, most teachers teach more than one subject area and in the effort to decrease workload they often search for pre-designed lesson materials. These factors – training and preparation – affect more than the single history classroom of that teacher as the student carries these historical insights into future classrooms and schools throughout their academic career. We will discuss the

implications of these in the next section alongside scholarship which has explored these topics previously.

This data at first might seem limited when relating to the overarching theme of encouraging minority student participation in AP classes because it does not seek to analyze these discrepancies directly further. However, this data can inform recommendations and approaches to help diversify curriculum. More specifically, this data shows practical limitations of implementing a less western-centric curriculum, as we will later address. In this way, it is both informed by and reinforces arguments by Gay (2018), Kolluri (2018), and Harris & Reynolds (2014) which all argue the importance of diversity in the curriculum as being an important step toward more equitable advanced course participation. On a more practical level, it bolsters and adds to the practical suggestions of Flores & Gomez (2011) in trying to identify and manage barriers to AP implementation on campuses in the United States.

Conclusions and Recommendations

This was a small-scale study with a limited sample size and scope. Future research would do well to not only increase the sample size but also collect other relevant teaching data. While the original intent of this questionnaire was to seek out patterns in previous and future teacher training and attitudes, the questions became riddled with too many variables outside of the two examples presented above. These original questions included teacher comfort levels with instruction in various regions of the globe but unlike questions pertaining to the availability of resources, this topic was deemed too subjective to consider more in-depth with such a limited dataset. Future studies might also consider qualitative data in examining the struggles teachers might face in implementing non-Eurocentric curriculum.

As earlier mentioned, we did not ask teachers in-depth questions about their training. While some questions which can be found in the appendix hinted at training at the college or career level, it was determined that these questions were not clear enough to make much meaning from and that there was too much limitation in including this as a variable in the main part of our study. Since skilled teachers are an asset to any classroom, Flores & Gomez (2011) elaborated on the importance of recruiting motivated instructors for advanced classes. Future studies might examine how veteran teachers can utilize pedagogical and historical knowledge to translate especially the more conceptual ideas to various levels of differentiated instruction.

Additionally, it would also be interesting to see what role history classes specifically play in an AP program regarding student preparation for future AP or dual credit courses and college study. Because well-designed history courses can help students practice literacy, reading, and study skills which have wide translation to other courses, it would be interesting to compare for example English/Language Arts or English composition course growth. Often, an AP, IB, or dual credit history or social studies course is the student's first experience taking an "college level" class.

Regarding the study of teaching and curriculum deployment, this is also important for teachers, administrators, and academics to carefully consider the role played by advanced social studies teachers. AP, IB, and dual credit social studies teachers often become the first introduction that many students have to post-secondary level material. As mentioned earlier, the College Board reported that 18.3% of AP exams in 2021 were for United States, European, or world history so it might be helpful for teachers, administrators, and academics to consider the relationship they play with future success in college. Additionally, these courses continue to grow in popularity – for example, the College Board has boasted a 1,392.34% increase in

students who sat for the AP World History exam between 2002 and 2019 (College Board, 2019; Dunn, Mitchell, & Ward, 2016, p. 9).

More Than Lesson Plans: Curriculum Suggestions for All History Classrooms

In addition to the increase of “classroom ready” resources for non-western topics, three more recommendations will be discussed which might help all social studies courses foster more global narratives and increase higher-order thinking. These recommendations include the encouraging of conceptual or thematic rather than “grand narrative” approaches to teaching history, utilizing “skills first” instruction at all levels of history education, and facilitating more dialogue between academic historians and secondary educators. It is hoped by rethinking some aspects of history instruction that we might not only move toward a more equitable advanced high school history course, but we might also help students at all levels practice and retain valuable thinking and reasoning skills which they can transfer outside of the history classroom.

Most history classes are framed around a nation-state paradigm and serve a function in helping students understand their past, present, and future (Barton & Levstik, 2004). However, adapting frameworks which are more conceptually organized rather than adhering to a chronological narrative allows teachers to encourage disciplinary thinking, gain a more global perspective even in non-world history classes, and incorporate more skill practice. While not a new concept, this organizational method has been used extensively in world history classrooms to engender a more global perspective and can help other social studies classes as well.

By encouraging connections between seemingly very different topics, students can practice many of the same skills used by historians such as comparison, analysis of continuity and change over time, contextualization, and causation (Harris & Shreiner, 2014). Shreiner &

Zwart (2020) typify this as a process of “pulling back the curtain” in a way which allows students to see that history is a construction based on written records rather than a pre-determined narrative. In a world history classroom, a conceptual framework mixed with disciplinary language might compare global processes such as exchange and interaction which students can then use historical knowledge to “flesh out.” For example, Eaton (2020) provides case studies of various historical topics with which students and instructors can demonstrate similarities over time, continuities, and other factors.

Outside the “world of world history,” perhaps more of these “concept-first” methods could be used to help a U.S. history class become more global. For example, a teacher could ask students to map out official U.S. policies toward Native Americans during the Manifest Destiny era alongside the contemporaneous colonial policies as carried out by the British and French in Africa and India. In addition, by mixing the use of primary sources into this through a “skills-first” approach, all social studies classes can include more voices that may be neglected in secondary sources. There are already many resources which host these sources, but it might be best to curate sources for content, reading level, and length for the high school and elementary classroom.

Teaching skills alongside traditional historical narratives is not always natural or easy for many teachers. Partly due to the survey nature of most secondary history courses, there exists a problem of balancing historical narratives and facts (e.g., what students “need to know”) alongside epistemological skills that help students and teachers find these facts. By emphasizing the active *doing* of history rather than the reading of it, teachers in elementary, junior high, and traditional high school classrooms as well as advanced courses can provide students the tools with which historians analyze information. As mentioned before, this might take on the role of

considering comparison, causation, and contextualization just to name some skills, but it should also include guided “hands-on” approaches to primary sources. Many of these literacy-building exercises are thankfully already practiced in history and English classrooms today, but it should be expanded as it can be relatively easily scaffolded to all academic levels and leads to higher-order engagement with Bloom’s taxonomy.

The movement toward emphasizing historical thinking skills has been popularized by Sam Wineburg and the Stanford History Education Group (SHEG), among other academics. Wineburg (2018) criticizes the modern history curriculum in that it is more interested in rote memorization of certain topics (e.g., dates and people) and often neglects skills which could help students in contexts outside of history class. In effect, Wineburg argues that using 20th century assessments in a 21st century classroom keeps students behind conceptually but also surrenders key opportunities to engage students in higher-order thinking. To remedy this, we must “turn Bloom’s taxonomy on its head” (in Wineburg’s words) and emphasize “historical thinking skills” which borrow the disciplinary language and shadow the methodologies of academic historians. By taking part in these “unnatural acts” (to again borrow from Wineburg), students are engaging in analysis and evaluation and backing up these higher-order thinking skills with historical evidence.

An example of how this looks in a classroom might be through the popular “document-based question,” or DBQ, which have become not only a mainstay of the AP history exams but also a popular teaching tool. Perhaps the most important process of a well-practiced DBQ is the active participation students take in constructing a historical narrative with evidence. Often thought of (and hated by many students) as a “writing” activity, the DBQ is adaptable and can take forms ranging from the classic written essay to shortened outlines which show student

practice of critical thinking in less time required. In addition, teachers might assign DBQs as poster activities which allow physical manipulation and encourage recategorization of the sources in the DBQ packet according to an argument structure. Since it works as a “simulation” of historical work, the DBQ models disciplinary language in the classroom, allowing students to engage in higher-order concepts as well as beginning to understand what academic historians write about and how they do their work (Shreiner & Zwart, 2020).

Websites like World History for Us All and the Stanford History Education Group (SHEG) are excellent in that they provide teachers with ready-made (or at least easily adaptable) resources for the classroom. However, many times these resources are organized according to a particular historical discipline. By creating more resource databases which, like SHEG, are “topically agnostic,” we might be able to alleviate the problem posited earlier in this study that teachers have trouble finding non-western sources. Next, social studies teachers can more easily adapt their classes by considering more conceptual and skills-first frameworks. By adding a healthy use of primary source materials into this mix, curricular materials will become more relevant and offer more voices in the stories of history which we tell and listen about. While there may not be a panacea to alleviate problems with inequitable educational structures, a more globalized curriculum which prioritizes skills and diverse voices will be an important step in realizing the arguments and models as put forth by Gay (2010), Kolluri (2018) and others.

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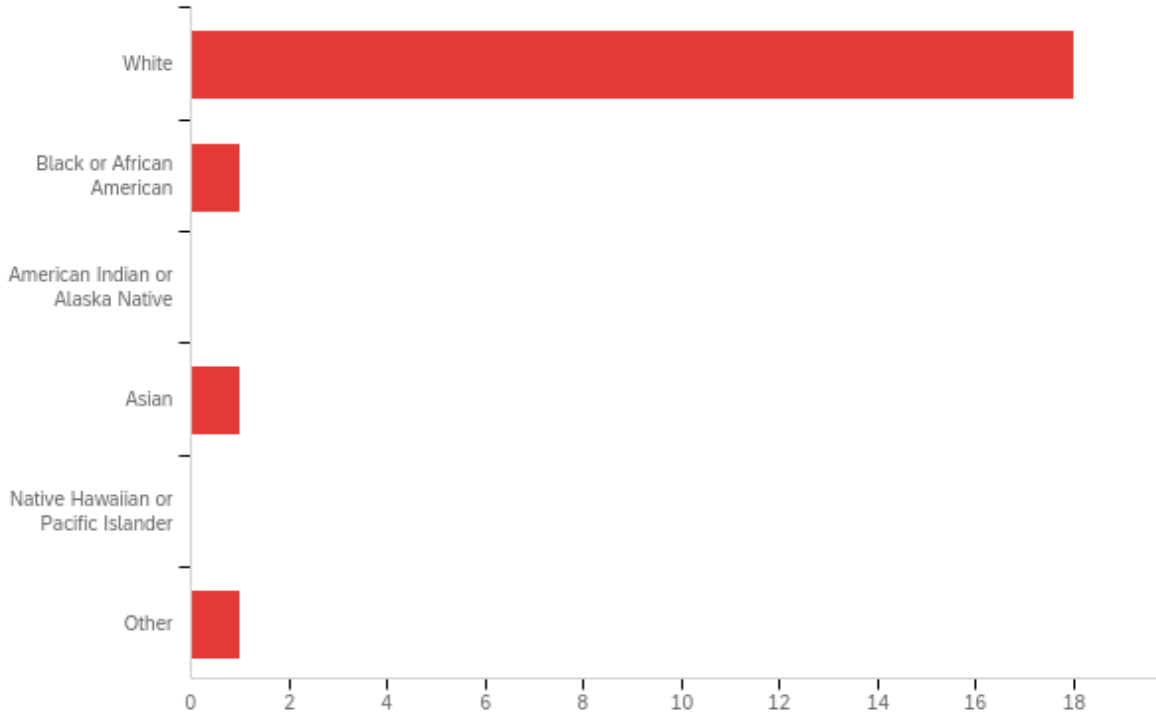
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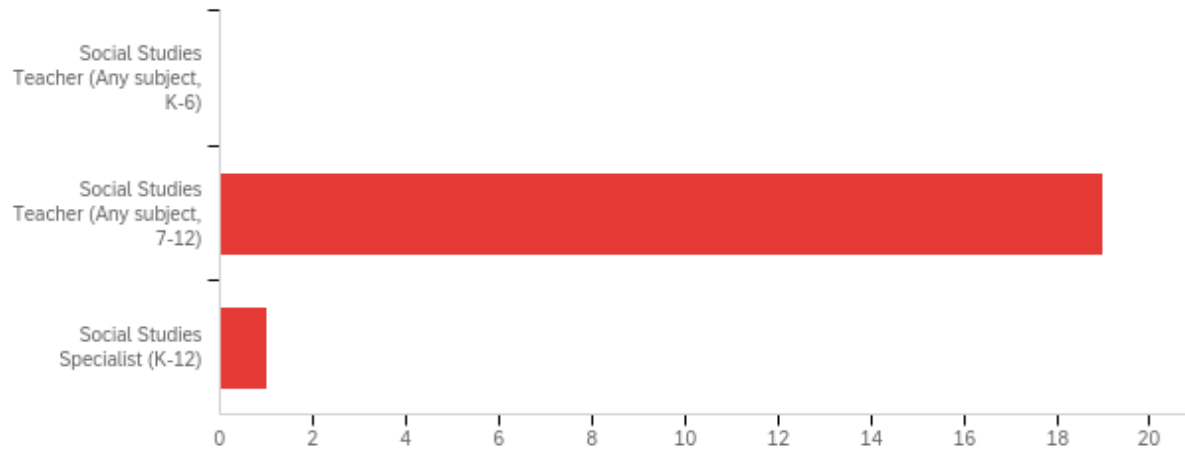
Appendix

Q1 - Please provide your self-reported race/ethnicity from the selections below. You may choose more than one category.



#	Answer	%	Count
1	White	85.71%	18
2	Black or African American	4.76%	1
3	American Indian or Alaska Native	0.00%	0
4	Asian	4.76%	1
5	Native Hawaiian or Pacific Islander	0.00%	0
6	Other	4.76%	1
	Total	100%	21

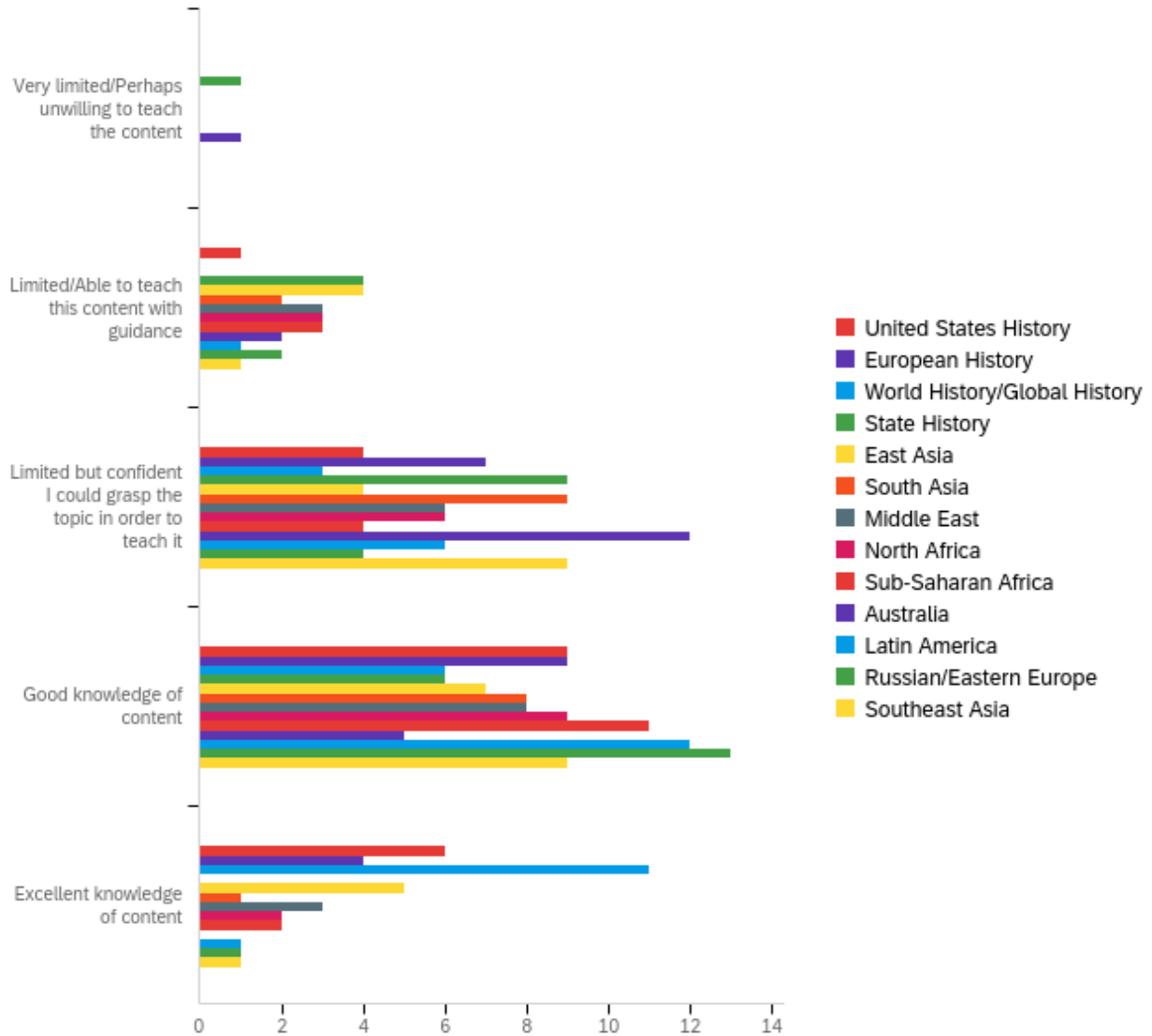
Q2 - Please choose which role BEST describes your current role in education.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please choose which role BEST describes your current role in education.	2.00	3.00	2.05	0.22	0.05	20

#	Answer	%	Count
1	Social Studies Teacher (Any subject, K-6)	0.00%	0
2	Social Studies Teacher (Any subject, 7-12)	95.00%	19
3	Social Studies Specialist (K-12)	5.00%	1
	Total	100%	20

Q3 - Self-assess your personal knowledge of content as it relates to each of the historical regions below.



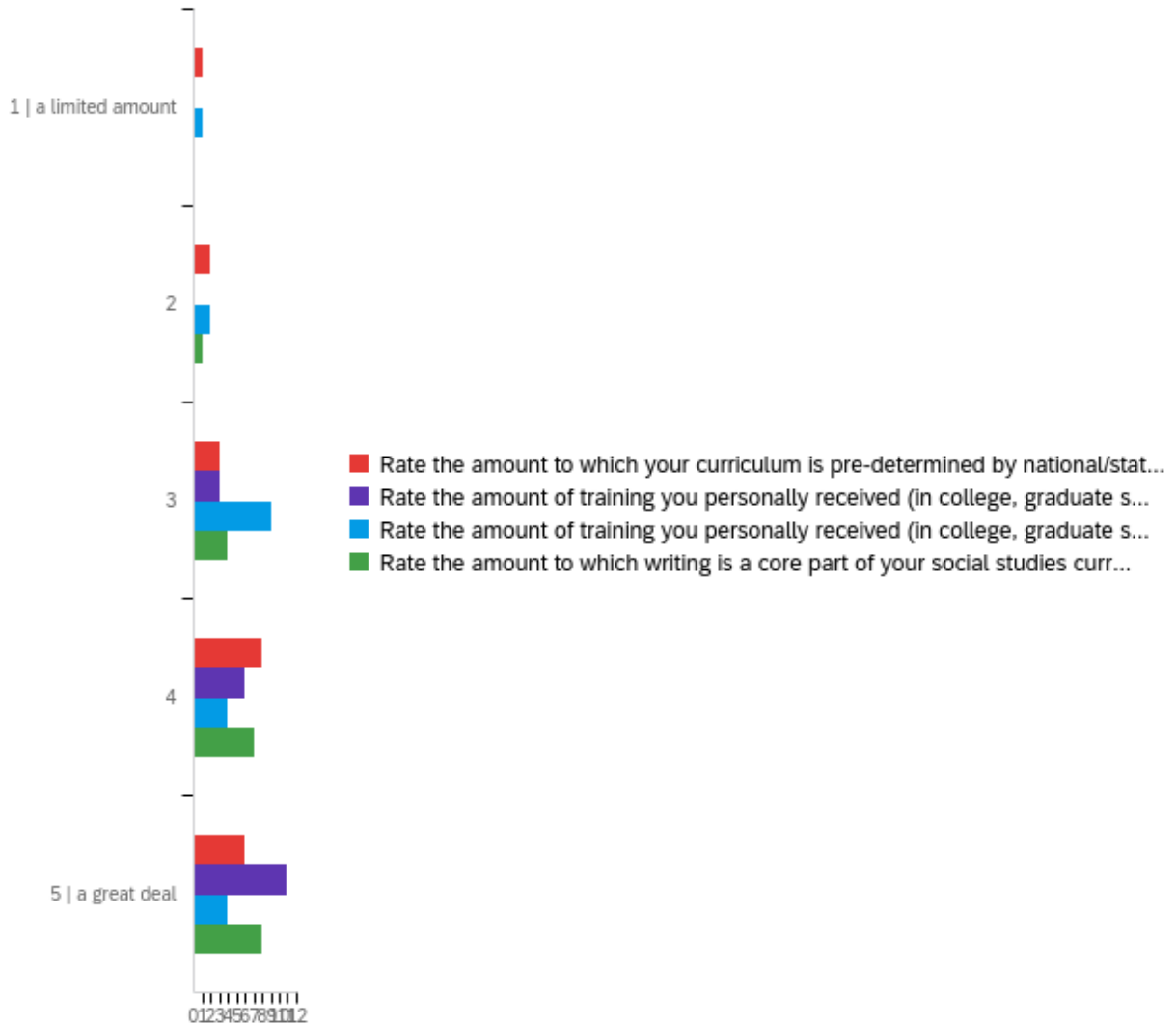
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	United States History	2.00	5.00	4.00	0.84	0.70	20
2	European History	3.00	5.00	3.85	0.73	0.53	20
3	World History/Global History	3.00	5.00	4.40	0.73	0.54	20
4	State History	1.00	4.00	3.00	0.84	0.70	20
5	East Asia	2.00	5.00	3.65	1.06	1.13	20

6	South Asia	2.00	5.00	3.40	0.73	0.54	20
7	Middle East	2.00	5.00	3.55	0.92	0.85	20
8	North Africa	2.00	5.00	3.50	0.87	0.75	20
9	Sub-Saharan Africa	2.00	5.00	3.60	0.86	0.74	20
10	Australia	1.00	4.00	3.05	0.74	0.55	20
11	Latin America	2.00	5.00	3.65	0.65	0.43	20
12	Russian/Eastern Europe	2.00	5.00	3.65	0.73	0.53	20
13	Southeast Asia	2.00	5.00	3.50	0.67	0.45	20

#	Question	Very limited/Perhaps unwilling to teach the content	Limited/Able to teach this content with guidance	Limited but confident I could grasp the topic in order to teach it	Good knowledge of content	Excellent knowledge of content	Total
1	United States History	0.00% 0	5.00% 1	20.00% 4	45.00% 9	30.00% 6	20
2	European History	0.00% 0	0.00% 0	35.00% 7	45.00% 9	20.00% 4	20
3	World History/Global History	0.00% 0	0.00% 0	15.00% 3	30.00% 6	55.00% 11	20
4	State History	5.00% 1	20.00% 4	45.00% 9	30.00% 6	0.00% 0	20
5	East Asia	0.00% 0	20.00% 4	20.00% 4	35.00% 7	25.00% 5	20
6	South Asia	0.00% 0	10.00% 2	45.00% 9	40.00% 8	5.00% 1	20

7	Middle East	0.00%	0	15.00%	3	30.00%	6	40.00%	8	15.00%	3	20
8	North Africa	0.00%	0	15.00%	3	30.00%	6	45.00%	9	10.00%	2	20
9	Sub-Saharan Africa	0.00%	0	15.00%	3	20.00%	4	55.00%	11	10.00%	2	20
10	Australia	5.00%	1	10.00%	2	60.00%	12	25.00%	5	0.00%	0	20
11	Latin America	0.00%	0	5.00%	1	30.00%	6	60.00%	12	5.00%	1	20
12	Russian/Eastern Europe	0.00%	0	10.00%	2	20.00%	4	65.00%	13	5.00%	1	20
13	Southeast Asia	0.00%	0	5.00%	1	45.00%	9	45.00%	9	5.00%	1	20

Q4 - Section 1: Introduction Note: "non-Western" topics refer to areas of coverage that are set outside the United States or Europe.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate the amount to which your curriculum is pre-determined by national/state standards, community, or school/district policy.	1.00	5.00	3.80	1.12	1.26	20
2	Rate the amount of training you personally received (in college, graduate school, or on the job)	3.00	5.00	4.40	0.73	0.54	20

	through your district) regarding United States and European topics in social studies or history.						
3	Rate the amount of training you personally received (in college, graduate school, or through your district) regarding non-Western topics in social studies or history.	1.00	5.00	3.40	1.07	1.14	20
4	Rate the amount to which writing is a core part of your social studies curriculum.	2.00	5.00	4.10	0.89	0.79	20

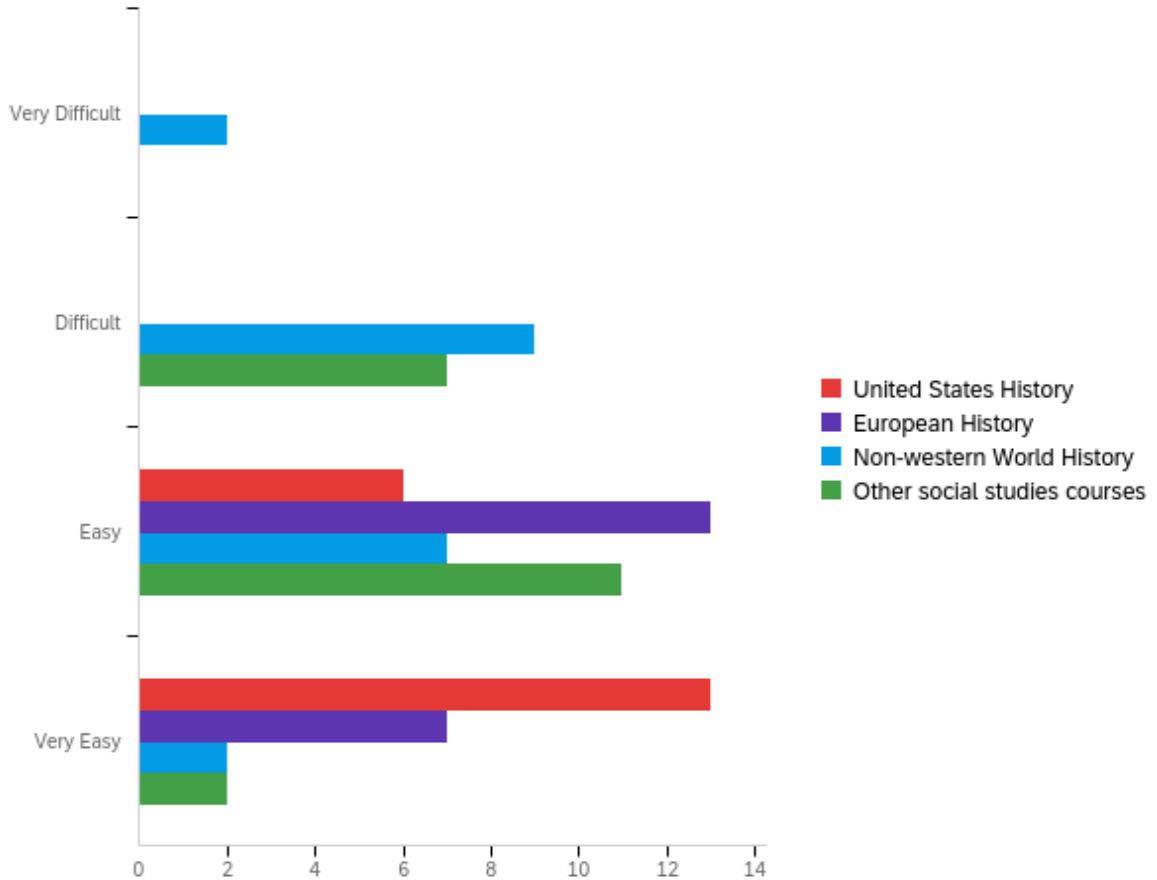
#	Question	1 a limited amount	2	3	4	5 a great deal	Total
1	Rate the amount to which your curriculum is pre-determined by national/state standards, community, or school/district policy.	5.00% 1	10.00% 2	15.00% 3	40.00% 8	30.00% 6	20
2	Rate the amount of training you personally received (in college, graduate school, or through your district) regarding United States	0.00% 0	0.00% 0	15.00% 3	30.00% 6	55.00% 11	20

	and European topics in social studies or history.											
3	Rate the amount of training you personally received (in college, graduate school, or through your district) regarding non-Western topics in social studies or history.	5.00%	1	10.00%	2	45.00%	9	20.00%	4	20.00%	4	20
4	Rate the amount to which writing is a core part of your social studies curriculum.	0.00%	0	5.00%	1	20.00%	4	35.00%	7	40.00%	8	20

Q5 - Section 2: How much of your curriculum either represents or directly covers geographic regions outside of the United States and Europe? Provide your best estimate. This can apply to any social studies course.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Non-western history curriculum	1.00	100.00	60.42	32.10	1030.14	19

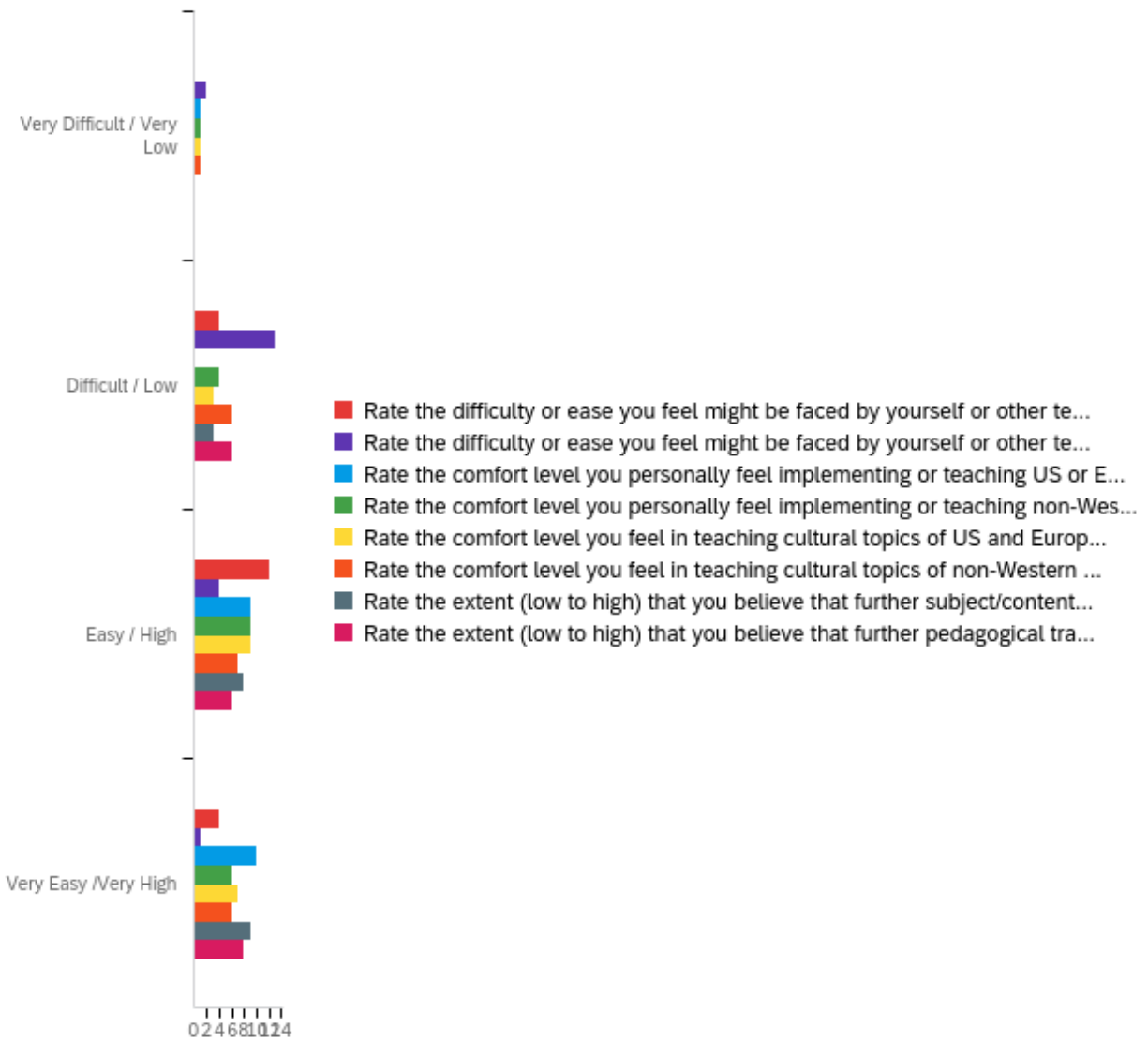
Q6 - Section 3: For the subjects below, rate the difficulty or ease you have encountered in finding quality curricular materials either through your campus or through your own lesson and curriculum planning. For this part, "curricular materials" could include teacher ancillaries, assessments, videos, and other resources used for instruction and assessment.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	United States History	3.00	6.00	5.05	1.39	1.94	19
2	European History	3.00	6.00	4.05	1.43	2.05	20
3	Non-western World History	1.00	6.00	2.65	1.28	1.63	20
4	Other social studies courses	2.00	6.00	2.95	1.12	1.25	20

#	Question	Very Difficult		Difficult		Easy		Very Easy		Total
1	United States History	0.00%	0	0.00%	0	31.58%	6	68.42%	13	19
2	European History	0.00%	0	0.00%	0	65.00%	13	35.00%	7	20
3	Non-western World History	10.00%	2	45.00%	9	35.00%	7	10.00%	2	20
4	Other social studies courses	0.00%	0	35.00%	7	55.00%	11	10.00%	2	20

Q7 - Section 4: Rate the difficulty or ease in adapting curriculum to each of the situations presented. For this part, "curriculum materials" could include teacher ancillaries, assessments, videos, and other resources used for instruction and assessment.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Rate the difficulty or ease you feel might be faced by yourself or other teachers in implementing or adapting US or European history materials for students with	2.00	4.00	3.00	0.63	0.40	20

	exceptionalities (504/ELL/IEP/GT/other)						
2	Rate the difficulty or ease you feel might be faced by yourself or other teachers in implementing or adapting non-Western history materials for students with exceptionalities (504/ELL/IEP/GT/other)	1.00	4.00	2.20	0.68	0.46	20
3	Rate the comfort level you personally feel implementing or teaching US or European history materials for all students.	1.00	4.00	3.40	0.73	0.54	20
4	Rate the comfort level you personally feel implementing or teaching non-Western history materials for all students.	1.00	4.00	3.00	0.84	0.70	20
5	Rate the comfort level you feel in teaching cultural topics of US and European history, such as religion, art, and literature.	1.00	4.00	3.10	0.83	0.69	20
6	Rate the comfort level you feel in teaching cultural topics of non-Western history, such as religion, art, and literature.	1.00	4.00	2.90	0.89	0.79	20
7	Rate the extent (low to high) that you believe that further subject/content training might help bridge any inconsistencies between US, European, and non-Western history.	2.00	4.00	3.30	0.71	0.51	20
8	Rate the extent (low to high) that you believe that further pedagogical training might help bridge any inconsistencies between US, European, and non-Western history.	2.00	4.00	3.10	0.83	0.69	20

#	Question	Very Difficult / Very Low	Difficult / Low	Easy / High	Very Easy / Very High	Total
1	Rate the difficulty or ease you feel might be faced by yourself or other teachers in implementing or adapting US or European history materials for students with exceptionalities (504/ELL/IEP/GT/other)	0.00% 0	20.00% 4	60.00% 12	20.00% 4	20
2	Rate the difficulty or ease you feel might be faced by yourself or other teachers in implementing or adapting non-Western history materials for students with exceptionalities (504/ELL/IEP/GT/other)	10.00% 2	65.00% 13	20.00% 4	5.00% 1	20
3	Rate the comfort level you personally feel implementing or teaching US or European history materials for all students.	5.00% 1	0.00% 0	45.00% 9	50.00% 10	20
4	Rate the comfort level you personally feel implementing or teaching non-Western history materials for all students.	5.00% 1	20.00% 4	45.00% 9	30.00% 6	20
5	Rate the comfort level you feel in teaching cultural topics of US	5.00% 1	15.00% 3	45.00% 9	35.00% 7	20

	and European history, such as religion, art, and literature.									
6	Rate the comfort level you feel in teaching cultural topics of non-Western history, such as religion, art, and literature.	5.00%	1	30.00%	6	35.00%	7	30.00%	6	20
7	Rate the extent (low to high) that you believe that further subject/content training might help bridge any inconsistencies between US, European, and non-Western history.	0.00%	0	15.00%	3	40.00%	8	45.00%	9	20
8	Rate the extent (low to high) that you believe that further pedagogical training might help bridge any inconsistencies between US, European, and non-Western history.	0.00%	0	30.00%	6	30.00%	6	40.00%	8	20