Let’s face it. There are many students enrolled at North Carolina Central University (NCCU) who do not particularly like history.  Despite this fact, the administration at NCCU, in its infinite wisdom, has mandated that every student learn about World Societies, an interdisciplinary history course that teaches a global perspective of the economic, political and social history and/or circumstances around the world.

As stated in the goals of World Societies class: “These conditions demand that we teach and learn the social sciences from a global perspective. It is the aim of this course that students who live in the global village, may, through the study of various world people, cultures, societies, and civilization, acquire a better understanding and appreciation of other citizens of that village. Students’ ability to relate to other cultures and peoples demand some understanding of their history and values, and without this understanding there can be no effective commitment to seek peace and dignity for all.”

World History is really all about the verbal and written accounts of individuals making decisions when faced with situations in their lives. The various accounts of world history show how humanity has journeyed from the family to the ethnic group, to feudal states to nations and we are currently on the verge of comprehending the realities of a global community.

World History is a story of the development from stones and clubs to knives and spears to bows and arrows to guns and cannon to bombs and rockets and a very uncertain future!

World History is the story of worshiping-  instinctively worshiping-   a power greater than ourselves.  At first, humans worshipped gods of wood and stone and eventually worshipped gods in humans’ own image who were warlike and peace loving, hateful,  etc.  Then humans worshipped the unknowable God of Law and Justice, the God and of reward and punishment, then the God of faith, love  grace and mercy  and of  heaven and hell.

World History is an uneven tale of great development and   inspiring moments of consciousness and yet we seem to keep knocking over our positives with grosser expressions of cruelty, greed, corruption, self-centeredness and destructiveness.

The study of world history shows  what it really means for an individual to gain knowledge and skills and unite his ability with the advancement of the community.

World History is about learning about other cultures and forming new bonds of human relationships.

NCCU has realized that, with the study and understanding of world history,  it is  possible   humans can now change the pattern and advance into a progressive, unified, unprejudiced, law abiding, peaceful, planet with  unity and justice  for  all mankind.

With the choices one makes, one can be both scientific and spiritual.

With the  choices one makes, one can seek meaning and purpose in contributing to the peace and wellbeing of humanity.

 With choices one makes, one can seek dignity for all of members of the human race.

With choices one makes, one can acknowledge past history but no longer repeat it!

The following fable will illustrate this point.

A Native American grandfather said to his grandson, “There are two wolves fighting inside of me; one wolf is very mean and will do anything to harm others. The other wolf has compassion and wants to do good.”

The grandson asked, ”What wolf will win?”

The grandfather replied, “The wolf that I choose to feed!”

NCCU realizes that its students can choose to give all of us a more certain future!

 NCCU knows that studying world history will help reconnect to a higher purpose where students understand that they will not go to preeminence emulating the mores of the dominant culture.

 Students must be encouraged to independently investigate what pride in oneself really means. Additionally, students will learn that no matter how much material progress one has made it does not equate to happiness, and that education should rightfully be about perfecting one’s character and manifesting this fulfillment in expression of service to others (as you know, NCCU has been in the vanguard of service learning).

 The following are some sagacious thoughts on how history will lead the way in accomplishing this feat:

 (1)There are two major categories of reality: subjective reality and objective reality.

(1)               Subjective is looking at one view (a person’s own view) and objective reality is looking at a situation and/or event from all sides; this usually shows what is really going on in any situation.

 (2)               Often the real problem about ‘a problem’ or ‘any situation’ is how one looks at the problem or situation!

 What good is freedom of speech, or freedom of religion if one does not have the freedom to think?

 History does not repeat itself.  People make choices to repeat History! (in other words people make choices to repeat what has been done before!)

 Any negative is actually a chance to become a beacon of light.  Difficulties can actually be great opportunities to progress!

 Look at the problem/situation differently! Utilize objective reality!

 “Every obstacle is a stepping-stone to progress.” Shoghi Effendi

 For example, arsenic is a poison, but taken in small quantities, arsenic can actual heal!

 (3)               Looking beyond one’s senses (eyesight, hearing etc) to critically think about our choices is crucial. In other words, one must use sagacity.

 (4)               Empathy must become a habit.

          “Empathy will lead to objective reality. Objective reality will lead to unity and unity will lead to justice; justice will then lead to dignity for all” Bandi D’Pore

 (5)               When one learns what has been written about incidents in history, one must analyze and evaluate by asking these questions

(a) What does this historical event have to do with society?

 (b) What does this historical event have to do with you and me?

 (c) What does this historical event have to do with THIS course in history?

 Although, one may disagree with what another culture is about or disagree about the choices made by others, the fact remains that everyone has an opinion and one cannot keep choosing to get upset when someone else utters an opinion that one may disagree with.

 The more prudent course is to pursue the course of true education. Critically evaluate information (start by using the questions above) and, like Confucius suggested so many, many centuries ago, set the pattern by being examples and face ignorance with a stronger thought (or action) of objective thinking and behavior.

 An egregious paradox of our time is that we have built huge infrastructures but  have actively pursued narrower viewpoints. We like to think of the incident in New York as September 11th, when, in fact, it was really  a NINE ONE ONE (9 1 1) call to humanity.

 Choices were made to willingly engage in "mythtangling   and "shamshackling". Another view of world history would have helped humanity journey to a more positive future!

Note: Throughout the course I will be quoting individuals from all over the world. There are some quotes in your syllabus, quotes in this writing and in the world religion notes (the only one you will not have to learn is the one by Bandi D’Pore)

“Excellence is the result of caring more than others think is wise, risking more than others think is safe, dreaming more than others think is practical, expecting more than others think is possible”- Author Unknown