

World History Bulletin

Fall 2002

Vol. XVIII No. 2



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In This Issue

Call For Papers: The WHA 12th Annual Conference	Inside Front Cover
Preliminary WHA 2003 Annual Meeting Information	Inside Front Cover
WHA Opens New International Headquarters	1
WHA Appoints New Executive Director	1
Letter from the President	2
WHA Eleventh Annual Conference Summary	2
2002 WHA/Phi Alpha Theta Student Paper Prize	2
Minutes of the August 2002 World History Association Executive Council Meeting	3
Minutes of the August 2002 World History Association Business Meeting	4
2002 WHA Book Award	5
NCSS Update by Ane Lintvedt, McDonogh School	5
WHA 2003 Annual Conference Pre-Registration Form	6
Teaching Forum	
Teaching World History: Problems and Promises Faced by Young Teachers	7
<i>by Casey Jakubowski, Sidney (NY) Central Schools</i>	
Teaching Environment in World History: Nature and Human Society in the Case of the "New World"	8
<i>by Liping Bu, Alma College</i>	
Review of William Duiker and Jackson Spielvogel, <i>World History</i> , 3 ed.	11
<i>by Pamela G. Sayre, Henry Ford Community College</i>	
2002 World History Association Teaching Prize: Japanese Colonialism in Korea, 1920-1945	12
<i>by Linda Miller</i>	
Floating Images: A Critical Inquiry of China as a Non-Sedentary Society	17
<i>by Maurizio Marinelli, SUNY College at Fredonia</i>	
"Temporal-Centrism Recapitulates Ethnocentrism": The Case for an Enhanced Time Perspective	20
<i>by Mark Welter, St. Cloud State University</i>	
World History in Europe	
A World History Curriculum for the Italian School	26
<i>by Luigi Cajani, Universita' di Roma "La Sapienza"</i>	
World History Network by Heidi Roupp, Director - WHA Task Force on Education	32
Letters to the Editor	34
Recent Speech of Interest to WHA Members: "The Philippines as Part of World History"	34
<i>by Linglingay F. Lacandale and Joselito A. Jimeno, Consulate General of the Philippines (NY)</i>	
WHA Officers, Committees, and Regional Associations	35
Photographs from Korea and WHA 2002 by Roger Beck, Eastern Illinois University	Inside Back Cover



Call for Papers

The WHA 12th Annual Conference



The twelfth annual meeting of the WHA will be held in Atlanta, Georgia at Georgia State University, June 26-29, 2003. Papers and panels are invited to address scholarly and/or pedagogical aspects of one of the three themes of the conference, but proposals outside these themes will also be considered.

The official themes are: 1) Migration and Identity; 2) Comparative Perspectives on Islam and Islamic Politics; and 3) The Boundaries of World History: Chronological, Methodological, Disciplinary.

Proposals should be submitted before February 15, 2003 and should include the following information:

The title of paper or panel;

A brief description of the content and approach of each paper (and of the focus of the panel);

The name and institutional affiliation of the participant(s);

Whether the participant is a current member of the WHA.

Proposals for individual papers or entire panels should be sent to: Professor David Northrup, Department of History - Carney Hall, Boston College, 140 Commonwealth Ave., Chestnut Hill, MA 02467-3806

Email submissions, preferably as MS Word attachments, should go to: northrup@bc.edu



Preliminary 2003 Annual Meeting Information



The 2003 World History Association conference, held in conjunction with the annual meeting of the regional Southeast World History Association (SEWHA), will convene at Georgia State University's downtown Atlanta campus on June 26-29, 2003.

Georgia State University (GSU) is one of the country's leading urban research universities. GSU's student body is the most diverse among institutions in the state university system with students representing every county in Georgia, every state in the nation, and more than 140 countries. Among GSU's numerous international initiatives is the new Program in World History and Cultures hosted by the Department of History. For information about GSU, visit www.gsu.edu, and for its Department of History, www.gsu.edu/~wwwhis/.

Whether you prefer simplicity, extravagance, or something in between, Atlanta offers a wide variety of accommodation options. The recently renovated Courtyard-Downtown, nestled immediately behind the Fairfield Inn, is the official hotel for the 2003 WHA conference. Located at 175 Piedmont Avenue NE, the Courtyard-Downtown is within easy walking distance of the GSU campus. The special base rate for king and double rooms is \$89 -- a very competitive rate. For reservations, call 800-MARRIOTT and ask for the World History Association 2003 conference discount. At this time no formal conference activities are expected to take place at the official hotel. Other hotels in close proximity to the Courtyard-Downtown and GSU campus include the Hilton, Marriott, and Sheraton. Limited on-campus dormitory housing is also available (see Pre-Registration Form on page 6).

With its abundant attractions and activities, Atlanta offers something for every visitor. GSU is located in the heart of downtown Atlanta, within a few blocks of numerous sites of interest, including Underground Atlanta, site of the nineteenth-century railway hub from which the city got its start; the World of Coca-Cola, a multi-story salute to the iconic beverage developed in Atlanta in the 1880s; Turner Field, home of the Atlanta Braves; and the CNN Center. A short ride on MARTA, the city's public transit system, will bring visitors to the sleekly modern High Museum of Art, and, for *Gone with the Wind* enthusiasts, to the Margaret Mitchell House and Museum. Venturing further afield, historically-minded visitors can make the pilgrimage to nearby Sweet Auburn, heart of Atlanta's historic African-American business community, to visit the Martin Luther King, Jr. Historic District, part of the National Parks system. Conference participants may also enjoy the splendid Atlanta History Center, located in the swanky northern neighborhood of Buckhead, or the Fernbank Museum of Natural History and its IMAX theater not far from Emory University and the city of Decatur.

Of course, Atlanta offers much more than museums, historic sites and monuments to capitalism. Atlanta is one of the nation's centers of African-American education and civil rights and is home to Clark Atlanta University, Spelman College, and Morehouse College. Other major universities within the Atlanta metropolitan area include Georgia Tech University and Emory University, including the national headquarters of the Center for Disease Control and Prevention. Athens and the main campus the University of Georgia are just an hour and a half drive from Atlanta. Within the city, conference-goers will find a diverse range of neighborhoods, each with its own personality and attractions.



WHA Opens New International Headquarters in Honolulu

Greetings from Hawai`i!

As the new Executive Director of the WHA, I am pleased to announce the opening of the Association's new international headquarters, located in the Department of History at the University of Hawai`i, Manoa. The office began operations on September 3. In January 2003, the university will open a new "Center for World History" alongside the headquarters. As of press time, things remained still very much in start-up mode, but we look forward to getting settled so that we can concentrate on fulfilling the mission of the organization and helping it to grow.

On behalf of the Executive Council, I wish to express our gratitude to all of you whose generous financial and logistical support made the establishment of a headquarters possible. Thank you!

The tasks ahead for the headquarters are many and varied. They include working with the Executive Council to establish a WHA endowment; improving member services and reaching out to new members; and-most importantly-promoting and supporting members' dynamic contributions to the field. In this twentieth anniversary year of the Association's founding, it is clear the WHA has played a critical role in the scholarly and pedagogical development of world history. The infrastructure provided by the headquarters will help further these achievements and assist in the pursuit of new ones.

Should you have questions about the new headquarters or general inquiries for the WHA, feel free to contact the office at thewha@hawaii.edu or by phone at 808-956-7688. The street address is: The World History Association, University of Hawai`i at Manoa, 2530 Dole Street, Sakamaki Hall A203, Honolulu, HI 96822 U.S.A.

Kieko Matteson



WHA Appoints New Executive Director

This August, the WHA hired a new Executive Director, Kieko Matteson, to lead its Hawai`i based headquarters. A graduate of Smith College and current Ph.D. candidate in History at Yale, Ms. Matteson previously worked for the American-Scandinavian Foundation in New York and the Program in International Educational Resources at Yale. She is an environmental historian whose interests span Europe, the U.S., and the Pacific. Her current project examines forest conflicts in Revolutionary France. Kieko says she is grateful for the hard work done by the members of the Executive Council and current and past WHA presidents, as well as the previous Executive Director, Dick Rosen, whose years of toil laid a firm foundation for the WHA's growth.



(L-R) Jerry Bentley, Editor of the Journal of World History; Karen Jolly, Chair of the University of Hawai`i History Department; Herb Ziegler, Incoming Journal of World History Book Review Editor; Kieko Matteson, WHA Executive Director; Faith D'Arcy; Ralph Croizier, WHA President; Clayton Omuro, University of Hawai`i Fiscal Officer; Judith Hughes, University of Hawai`i Dean of Arts & Humanities; and Dave Chappell, outgoing Journal of World History Book Review Editor. Photo by Naoko Shibusawa.



WHA President Ralph Croizier speaking on Pan Yuliang and World History. Photo by Naoko Shibusawa.

WHA ELEVENTH ANNUAL CONFERENCE HELD AT SEOUL NATIONAL UNIVERSITY AUGUST 15-18,2002

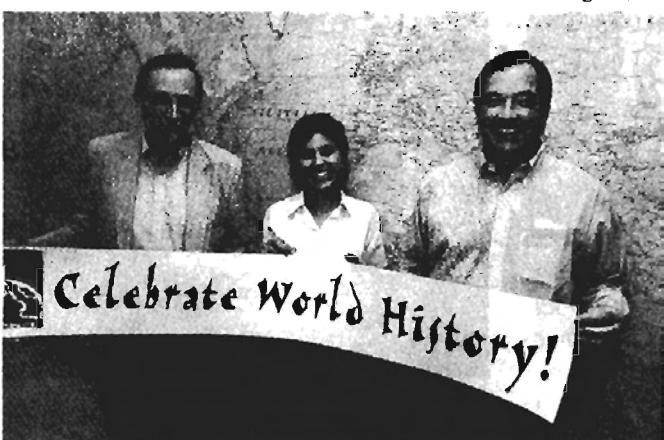
In its first venture to Asia, over 100 WHA members traveled to Korea for the joint conference with the Korean Historical Association. The intertwined program featured three joint panels with simultaneous translation and almost 40 other panels in either of the two conference languages, English and Korean.

There was also simultaneous translation for the three keynote addresses. These were given by Professor Cha Ha Soon, Past President of the Korean Historical Association, Professor Zhang Kaiyuan, Central China Normal University, and Professor Bin Wong, UC, Irvine. Professor Wong substituted for Professor Kenneth Pomeranz, also from Irvine, who was forced to cancel at the last minute. Nevertheless, his paper was read at, and nicely complemented, Professor Wong's address to the First Plenary Session.

On the day before the Conference, College Board AP, held a one afternoon conference on world history teaching. This was partly responsible for the strong showing of Secondary School teachers at the conference, as was travel support for over twenty teachers by The Freeman Foundation and the Korea Society.

Participants were generally satisfied by the intellectual fare at the conference, especially the chance to interact with colleagues from several Asian Pacific countries. They were perhaps even more satisfied by the Korean food at the sumptuous buffet receptions offered by our hosts. The 35 conference participants who took a five day post-conference tour of the peninsula's historic and cultural sites under the knowledgeable and genial guidance of Professor Mark Pederson of BYU, were perhaps the most satisfied of all. For them rising at 3:00 A.M. for prayers at the Buddhist temple where we stayed one night was truly an eye-opening experience.

Ralph Croizier
WHA President



(L-R) Ralph Croizier, Kieko Matteson, and Jerry Bentley. Photo by Bob Chinn, the University of Hawai'i.



WHA President Ralph Croizier Cuts the Cake at the Headquarters Opening. Photo by Naoko Shibusawa.

Letter from the President

Dateline Manoa:

I am writing this after a glorious but arduous week in Hawai'i. The high point undoubtedly was the opening reception for our new Headquarters, a lu'au of sorts amidst the bamboo grove of the Sakamaki Hall courtyard at the University of Hawai'i at Manoa (see accompanying photographs). It definitely has been a business trip, however pleasant.

The business accomplished, not in rank order:

"Inspecting" our new office and bringing "Presidential papers" from past administrations to start filling the newly arrived filing cabinets;

Briefing and debriefing our new Executive Director, Kieko Matteson, who has a big job ahead of her catching up with WHA history and establishing new administrative procedures;

Talking with key players at UH, including Judith Hughes, Dean of the College of Arts and

Humanities, Karen Jolly, Chair of the History Department, and Jerry Bentley, who in addition to being Editor of the *Journal of World History* now wears a new hat as Director of UH's new Center for World History;

Delivering the formal lecture, "What Makes 'World' History? The Sino-French Woman Artist, Pan Yuliang, 1895-1977," which got my way paid to Hawai'i and showed our hosts that the WHA President can do a bit of "cross cultural con-

tact" world history himself;

Modeling the beautiful floral leis which our hosts draped around me for the opening ceremony. Again, see photograph. The island hospitality was wonderful.

What concrete news can I give you from our new Headquarters? We are still in the start-up

stage with such functions as conference organizing, membership services, and accounting procedures being gradually shifted over and centralized. We began talking, as well, about longer-range planning, new projects and functions for the WHA. Initiating a formal planning process will be high on the agenda for the January Executive Council Meeting. There will be more news and more requests for your ideas and suggestions in the near future. Again, I urge you to check our website (www.thewha.org) for updates.

As for me, the next destination on my itinerary is Phoenix for the National Council for Social Studies Annual Conference, November 22-24. After that, the American Historical Association conference in Chicago, January 2-5, 2003. There we will celebrate the momentous occasion of the WHA's Twentieth Anniversary. Party preparations are already underway—but there also will be some important decision-making about future directions for the WHA. I hope to see many of you there and even more of you at our own upcoming Annual Meeting at Georgia State University in Atlanta, June 26-29, 2003. Details about the twelfth Annual Conference follow in this issue.

Aloha,

Ralph

2002 WHA/Phi Alpha Theta Student Paper Prize in World History

The third annual competition sponsored jointly by the World History Association and Phi Alpha Theta Honor Society in History for student papers in world history attracted seven (7) submissions—all by undergraduates.

First prize of \$200 went to Nadine Leon, a December 2001 graduate of Sacred Heart University, for her study, "The Saint Domingue Revolution: The Impact of the Revolution on Colonial France, 1789-1815." Ms. Leon writes in the abstract accompanying her paper:

The Saint Domingue Revolution, which gave birth to the Republic of Haiti in 1804, remains partly unknown. Saint Domingue was the richest colony in the Western Hemisphere, accounting for more than 40 percent of the French economy. However, no historians have shown the impact of the Saint Domingue Revolution on France.

At the onset of the French Revolution, the movement for independence began with white planters' lobbying for administrative autonomy. They were followed by the free people of colors' claim to racial equality and the slaves' demands for freedom. In 1793, taking advantage of the hostilities among the colonists, Saint Domingue was invaded by Spain in the north and east and Great Britain in the major coastal towns of the south and west. Great Britain's involvement in Saint Domingue intensified its colonial rivalry with France.

When Napoleon Bonaparte came to power in 1799, the Saint Domingue issue would influence his international trade policies and subsequently his military career. Four different expeditions were sent to restore order and reclaim the colony, but they failed. Ravaged by war, Saint Domingue became the first black republic and the second independent country in the Western Hemisphere. The loss of Saint Domingue contributed to Napoleon's downfall when he sought to compensate for its loss by becoming involved in a series of costly wars in Europe, and it likewise helped establish Great Britain's naval supremacy.

Because no graduate-level papers were submitted, the committee decided to award two runner-up undergraduate prizes of \$100 each. Laurie Lahey, Rowan College '04, received recognition for her paper, "Time after Time: China, Europe, and the Fate of the Mechanical Clock," as did Kirk Lawler, North Central College '02, for his paper, "The Jesuit Incursion into Ming China: Science and Humanism in the Service of God."

Lahey was cited for her study of Europe's development and adoption of the mechanical clock as a means of analyzing two competing schools of thought regarding the emergence of European world hegemony: the arguments and conclusions of David Landes and Jared Diamond.

Lawler was cited for the manner in which he studied how the attitudes and philosophies of certain key Jesuits helped shape the exchange between these scholar-priests and the Ming Court.

The WHA and Phi Alpha Theta will continue to support this paper-prize competition for the academic year '02-'03 and for many more years to come.

Minutes of the World History Association Executive Council Meeting

National University of Seoul
Seoul, South Korea
August 15, 2002
9:15 a.m. - 3:30 p.m.

Officers Present – Ralph Croizier, president (2002-2004); David Northrup, vice-president; Roger Beck, treasurer; Jacky Swansinger, secretary. Councilors: Howard Spodek, Ane

Lintvedt, Steve Gosch, Annette Palmer, Anand Yang.

Ex-officio – Carter Findley, Jerry Bentley, Ann Beck.

Minutes Approved

Minutes for the 2002 meeting in San Francisco were approved.

Executive Directorate Search

Ralph Croizier presented the Aloha situation. The search for a half-time executive director position is well advanced. The home of the executive director will be proximate to the history department but not actually a part of it. The search committee received four applications; all of the candidates live in Hawaii, and three are fully qualified. Interviews were held, and a decision was made though the vote was fairly close. Kieko Matteson, who is finishing her dissertation at Yale, gave a verbal acceptance of the offer, but negotiations over salary are not yet final.

Due to the University of Hawai'i's host relationship with WHA, any salary negotiations must occur within the parameters established by Hawai'i's Research Corporation (RCHU). The agency forwarded us copies of their job descriptions and compensations for executive assistants. We also asked for assistant professor salary ranges, and proceeded to compare. The final result was a first offer of \$21,500 for a half-time position, ABD and with only one year's experience. Some final checking and reconfiguring led to a final offer of \$22,398. Although the executive director position is not finalized, we are three-quarters of the way there! Credit for getting most of the work accomplished belongs to previous president Carter Findley, and the present president, Ralph Croizier now understands just how tangled this process can get!

The Executive Committee discussed, in some detail, the rationale for choosing an ABD candidate rather than one with a completed Ph.D. Further discussion was held on how to ensure the future compensation for this position. Although no definite conclusion was reached the following possibilities were raised: grants to help fund a portion of the position, money earning strategies, and fund raising for outside money. A consensus was reached that the job description should prioritize the functions of the office, and it would include some of the suggestions made in the broader discussion.

Treasurer's Report

Roger Beck reported that all the financial records have been transferred into Quicken books. All membership was being entered into Microsoft Access. At this point, all the financial records were physically in the state of Illinois. The WHA is no longer distributed in three different states.

Balance

CES Foundation: The University of Louisville, through CES, an anonymous donor and the good offices of Al Andrea, requested the WHA put together fiscal projections reflecting our overhead needs to pull together our organizational structure. Although the WHA did indeed receive two grants from CES, there is also a challenge to match some of the monies. A suggestion was offered that the executive director could help accomplish this. Also discussed was using lifetime memberships or using the occasion of the twentieth anniversary of the founding of the WHA to focus academic interest on the World History endeavor.

CES requested a budget and finance statement. Figures are meant to represent our needs and our commitments. Revenue sources: conferences (Seoul, Atlanta), dues, grants (CES and challenges), and the executive donor challenge fund.

Brief Presentation by AP

The state of AP/WHA relationship -- World History Best Practices – Two areas in which we need support from the membership. 1. We need more readers for the AP course. Presently 80% High School and only 20% college. This needs to be stabilized. We need to globalize the readings. Present time there is only one African reading. The afternoon session will be discussing some of the ways in which WHA members can aid the development of the AP classes and tests.

Proposal for New Teaching Journal

The executive council received a written proposal for a new teaching journal. Heidi Roupp, chair of the teaching committee, reported on its origins and its present status. A portion of its purpose would be to debrief the AP test, discuss the course and offer problem solving sessions for the AP course. It would also be a supplement to the Jump Start manual and act as an outlet for serious explorations of teaching. (This could include but would not be limited to styles of learning, praxis of teaching, world history scholarship).

The new journal would also be an excellent forum for a review of textbooks, CDs, art, and culture. M.E. Sharpe is interested in pursuing this conversation. Some participants suggested it would be nice to format this new magazine on *Education on Asia*.

A lively discussion ensued regarding copyrights, communication, ownership, coordination with the *World History Bulletin*, and particularly the new initiative launched last spring (Forum on Teaching). Additionally, what would happen to "centered on teaching", development of web listings, web access, etc. Other discussion focused on costs, revenues,

capital expectations and responsibilities of the WHA for raising the capital.

There were too many unresolved questions to judge the proposal immediately, but the council agreed the concept needed further serious exploration. A motion was presented: An *ad hoc* committee chaired by the Vice-president, members to be named later, is charged to examine the proposal for action. (Teaching Committee Report). The committee should report regularly to the president, and should consult with the editorial boards and publishers and report back to the executive council ahead of the January meeting. The motion was made by president Ralph Croizier and seconded by Ane Lintvedt. It passed unanimously.

Other Reports of Education Committee

Tim Keirns is chair of the NCATE committee. Pre-service teaching sessions were presented at NCCS and at the AHA. Looking to present special sessions at the Atlanta conference. 12 NCCS panels were accommodated. It was strongly suggested that members attend their regional conferences. There, some excellent papers and group work by professors and secondary teachers can be viewed.

Membership

The committee brought two motions to the council. The first asked "to charge the executive director to explore the possibilities of on-line memberships"; it was seconded by Roger Beck, and carried unanimously. The second motion "to change membership categories from 'independent scholar' to 'unemployed/part-time employment'" was opposed and did not pass.

A membership discussion followed regarding the functions of the executive director. Members asked, what could the new executive director do to promote membership in the WHA? Items suggested were solving the office personnel issues (staffing, secretarial help), and strengthening the relationships between organizations and the WHA (AHA, NCCS, and Historical Society) by administering the organizational connections and keeping track of the required paperwork. All of this would be done in conjunction with the executive committee and the officers of the organization, but centralizing these functions would be more efficient.

Discussion of Al Andrea's initiative to offer a special rate for teachers at institutes. Fourteen have accepted so far. There are 1256 members at this point in time. A total of 5026 people have been members so far. We need more members. There is a distinct imbalance in our membership numbers between professors and teachers. There are approximately 350 teachers and 1052 professors. We need to appeal to more secondary school teachers. It was also suggested that we explore the potentialities of on-line enrollment.

Committee on Committees

Ane Lintvedt is the chair of the committee on committees. Previous minutes cited the need to establish a more coordinated and sophisticated method of choosing how members and volunteers serve on major committees of the WHA. This essential governance function must be clarified and structured. Ane Lintvedt is in the process of putting together an organizational skeleton for this governance task. She is developing an overall picture of the working committees, their present membership, what membership is available to fill future slots, and the coordination between the governance committee and all other committees.

Organizational suggestions will be proffered in January. Discussion focused on what instruction committee chairs should receive to organize their committees. Chairs will set up the terms for the members of the committee, but one requirement will be that turnaround is insured. Chairs will need to set up terms for their members and establish whether or not they want sequential or full turn around.

Conference Committee Report

Discussion regarding future sites for WHA conferences was active and engaging, however no proposal for 2004 was confirmed at this meeting. A number of helpful suggestions were made, sites suggested, and contacts named. Vice-president David Northrup is chair of this committee and will follow up on some of these recommendations.

Nominating Committee

The nominating committee sought advice from the executive council on the proper methodology and constitutionality for ensuring that two of the nominations for the executive council would be secondary school teachers. There is a need for six candidates for October's mailing.

Affiliates Council Report

The council discussed the nature of affiliate status. Some concern was expressed that European affiliates might see the WHA of North America as extending imperial ties to the world, rather than welcoming a series of equal partners.

Further questions were raised regarding the role of regionals: were they focused on teaching, membership, communication, grant development, lecture series, etc. The conclusion was that next year, the WHA would need to examine this issue more carefully and perhaps solicit feedback from the new executive director regarding the role and function of affiliates.

Book Prize Committee

David Chappell has reminded the executive council that he would like to retire from his

position as chair of the Book Prize Committee. A three-person committee will be appointed. They must all be published scholars in order to give credibility to the judgment of the committee.

Other Committee Reports

There was a general discussion of how to bring world history books to the attention of the AHA, the need to formally define the criteria for book prize, and for nomination to prize status.

There was brief discussion of the possibility of moving the *Journal of World History* to quarterly publication. This would mean each issue would be smaller, but overall there would be a larger volume of articles. Project MUSE hopes to have every primary journal on its site; in this effort, it would like to include the *Journal of World History*.

Minutes of the World History Association Business Meeting

**National University of Seoul
Seoul, South Korea
August 16, 2002
6:00 p.m. – 7:00 p.m.**

Officers Present – Ralph Croizier, president (2002-2004); David Northrup, vice-president; Roger Beck, treasurer; Jacky Swansinger, secretary. Twenty members of the WHA were present.

Minutes

There were no business meeting minutes of January 2002 as a result of the transition between secretaries.

Executive Directorate Search

Ralph Croizier presented the Aloha report. The search for a half-time executive director position is well advanced, but salary negotiations are continuing. Carter Findley hammered out many of the large items last year, but bureaucracies do work slowly and a few details still need attention. The executive director will be a half-time position, will hire a half-time secretary, and will have space, equipment and a modest travel budget.

Responsibilities of the Executive Director: The new director will facilitate administrative transition from an all volunteer to a professional organization, will help with conference organization and administration, memberships, bulletin mailings, some of the financial reporting, help maintain the by-laws and aid in drafting new ones to ensure the proper relationship between the new director and the treasurer. Finally, the new director will help the WHA set up a strategic plan.

Treasurer's Report

Roger Beck reported that there are costs associated with the new headquarters. There will be a requirement for grants and alternate funding sources, and we need to develop ideas and programs. The WHA has received grants from the CES foundation at the University of Louisville, \$5,000 for organizing our accounts, \$15,000 to support salaries of staff at the new HQ, and another \$15,000 in the form of a challenge grant, although we do have two years in which to earn it.

Presently we have three sources of revenue: grants; the executive director campaign fund; and membership dues. We must enlarge our membership – presently we have about 1300 – we need to focus on achieving 2000. The conference in Seoul included 103 paid participants. Although all the bills have not yet been paid, it is expected that there will be a profit.

The endowment money is invested in a Vanguard Ginny Mae, and there is \$31,000 in the general fund. Our accountant has signed off on the books.

Discussion focused on how to spread the word, increase membership, and solicit money from donors. Suggestions were made that the president's letter to the membership address these institutional needs. Questions were also raised regarding incorporating the WHA in Hawaii since HQ will be located at University of Hawaii. Possible need for protection of the officers of WHA.

New Teaching Journal of World History

A proposal has been made to create a new teaching journal. Although there is a great deal of interest there are also many questions. An *ad hoc* committee, under vice-president David Northrup, is to report well ahead of Chicago meeting on its findings. The intent is to bring the issue to a vote in January. Discussion focused on two questions: What went wrong with *Education in Asia*? How should we deliver information to teachers on line?

Membership committee

Reported on the two motions brought to the executive council by the committee. The first, to find out what is required to bring about online registration, passed unanimously. The second motion, to change a category from independent scholar to unemployed or part-time, failed.

Conference Committee

David Northrup reported on the dates for the WHA Atlanta conference, last weekend in June 2003. Five panels will be at the Chicago AHA meeting, 12 panels at the NCCS meeting in Phoenix, and the site for the 2004 WHA conference is still under study.

Other Reports

Heidi Roupp reported on the debriefing sessions of the Establishing a New Teaching Field grant. Ralph Crozier reported that David Chappell is resigning from the book prize committee and the executive council will be setting up a committee to work on finding a replacement. The discussion regarding affiliates, their role and their future was reported back to the general meeting.

Finally, the World History Association membership desired a motion to be drafted to thank our hosts for a wonderful conference and to thank them for their kind hospitality.

Meeting was adjourned at 7:00 p.m.

WHA Book Award: Mike Davis

The World History Association Book Award Committee announced that the winner of its 2002 prize is Mike Davis for his *Late Victorian Holocausts: El Niño Famines and the Making of the Third World* (Verso, 2001). This book stood out for its synthesis of scientific and historical data into a very readable, well-documented and well-argued narrative that makes a significant contribution to transregional history. *Late Victorian Holocausts* shows that the El Niño Southern Oscillation (ENSO) in the last quarter of the 19th century caused massive and recurring famines, which were worsened by political and economic imperialists (foreign and domestic) whose policies either helped to cause such disasters or took advantage of them to acquire territory and extract wealth.

ing out information, and answering questions.

Attending members of the WHA have also formed a Special Interest Group (SIG) within NCSS. This means that we will be an officially-recognized sub-group within NCSS, and will therefore receive some priority treatment in scheduling panels for subsequent NCSS conventions.

Submission deadlines for the 2003 NCSS meeting (Nov. 21-23 in Chicago) are probably due by Feb. 1. If you are interested in organizing a World History panel, please contact Ane Lintvedt at alintvedt@mcdonogh.org. All WHA panels will be submitted as a group to the NCSS program committee.

The panels and panelists at the 2002 NCSS meeting were as follows:

1. *Around the World with the American Memory Collection of the Library of Congress*: Martha Battles, Maryann Johnson
2. *Using Web Resources in World History Classrooms*: Despina Danos, Peggy McKee, Marc Gilbert
3. *Early Modern World History*: Patricia Lopes Don
4. *AP World History and China*: Larry Beaber, Louise Forsythe, Marlene Kassel
5. *Trade in World History*: Laurie Mannino, Wendy Eagan, Susan Olden-Stahl
6. *Europe's Place in World History*: Sharon Cohen, Peggy McKee, Erik Pielstick
7. *Korea in World History*: Yong Jin Chi, Marjorie Bingham, Mary Connor, Trudi Niewiaroski
8. *New Approaches to AP World History*: Nancy Jorcak, Lenore Schneider
9. *The Rights of Women in Islam*: Karima Alavi, Joan Brodsky-Shur
10. *Mexican and Spanish Reactions to Industrialization in the 20th Century*: George Rislov, Louise Forsythe
11. *Scoring the WHAP*: Ken Curtis, Despina Danos, Arna Margolis, Ane Lintvedt
12. *Gendering World History*: Sharon Cohen, Anand Yang, Linda Black
13. *Using Children's Art to Teach About Tragedy*: Linda Swerdlow, Dianne Hilsky

Notice

Effective 1 January 2003, the new Book Review Editor for the *World History Bulletin* will be Peter Dykema. Book reviews and inquiries should be sent to Peter Dykema, Department of Social Sciences and Philosophy, Arkansas Tech University, WPN 255, Russellville, AR 72801 USA. Tel: (479) 968-0265, Fax: (479) 964-0812.

We wish to thank Chris Michelmore for her years of service to the *Bulletin* as Book Review Editor.

NCSS Update

Ane Lintvedt

The WHA sponsored 13 panels at the 82nd Annual National Council for the Social Studies (NCSS) Convention in Phoenix AZ Nov. 22-24, 2002. Organized by Ane Lintvedt and Heidi Roupp, the panels provided high school social studies teachers and curriculum supervisors with panels that provided both content and pedagogy in World History. The panels were extremely well-attended, with most panels averaging 40 people in the audience. The WHA also shared a booth with the AHA in the exhibition hall, and Ane, Heidi, and Ralph Crozier took turns answering questions, pass



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Teaching Forum

Teaching World History: Problems and Promises Faced by Young Teachers

Casey T. Jakubowski

Within the past five years, there have been a number of new and radical changes in the way in which Global History is taught in New York State. In this discussion, the author covers two very important questions: What changes have the New York State Board of Regents made to the Global Studies and Geography curriculum, and how have these changes affected practitioners at the student teacher and in-service level?

In response to a growing outcry of public pressure, The Regents of New York State has changed the expectations (standards) for high school students, and by extension, their teachers. The New York State Global History and Geography standards and Core curriculum demands that all students in grade 10 in New York pass a two year comprehensive exam that covers both 9th and 10th grade work. The core curriculum specifies what geographical areas the teacher and the students must cover, and the historical figures and historical time periods to be emphasized over the course of the two-year cycle.¹ The sequence demands the use of multiple perspectives in teaching and learning as well as a chronological approach, as opposed to the regional approach used prior to the new Scope and Sequence.² This creates interesting issues in teaching and learning. Another issue that needs consideration is the time frame in which the Board of Regents placed the Scope and Sequence: 9th and 10th grade.

Many students, upon entering high school, experience challenges of social and peer interaction, as well as physical changes. These changes and adjustments occur at a time when students need to concentrate on a new, challenging and difficult curriculum.³ In addition, a number of past studies have shown students rating social studies as one of their least favorite

subjects! This brings up an age-old question: How to help student achievement on standardized tests when students do not see their studies in social studies as relevant?⁴

The Constructivist approach to social studies attempts to bridge that gap between relevance and abstraction in the social studies. Constructivism is based on the theory that a student who does something with the knowledge they learn will be in a better position to retain and find meaning in the information.⁵ Examples of Constructivist teaching include creating timelines, role-playing simulations, and writing newspaper articles.⁶ Many teaching packages which accompany textbook series now include "creative teaching approaches" packets, and the OAH *Magazine of History*, as well as *Social Education* have included a number of activities to meet the Constructivist approach to history.⁷

At the college and university level, teacher preparation programs have been at the forefront converting to the way new teachers teach history to their students. Methods courses have consistently offered new teachers-in-training the most up-to-date scholarship in the field of education. Yet there has been a breakdown in the bridge between methods classes and the practicing teacher, especially in student teaching.⁸ Universities and colleges must be willing to increase levels of cooperation between the pre-collegiate and collegiate levels if novice teachers are to be fully integrated into the faculties of schools.⁹

In schools, there must be an increased emphasis on mentoring young teachers. Many mentoring programs exist, but in order to be effective, an experienced teacher must be willing to guide the young recruit along.¹⁰ In addition, the administrators of schools need to look at the opportunities of mentoring for their experienced staff not as a nuisance but as an insurance policy for the future.¹¹ Staff development, proactive involvement and child-centered curricula need to replace bottom-line number crunching, and high-stakes, limited competency testing in schools. Schools are for the future, not

the bottom line. We as a profession, need to start helping our new teachers succeed in the classroom for our future.¹²

ENDNOTES

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Teaching Environment in World History: Nature and Human Society in the Case of the “New World”

Liping Bu

When we open a world history textbook, we find that the narrative of human history is often approached from four perspectives—political, economic, social, and cultural. In their latest editions, various authors of world history textbooks have tried to add recent scholarship of environmental history in their stories of human history, which is encouraging.¹ But how well are elements of environmental history blended into the general narrative of world history? I am afraid the result looks more like a tossed salad than mashed potato. Rarely do we see an integrated discussion of ecological or environmental transformation in association with the changes of a society, although Richard Bulliet and his associates have given environment a more prominent space in their book *The Earth and Its Peoples*.

We often begin world history with the discussion of humans as food gatherers and hunters, but the theme of nature and humans tends to get lost as we proceed our discussion by focusing on the social, political, economic, cultural, and technological aspects. Where there is ample opportunity for integration of environmental history into these aspects, we have seen so little accomplished in world history textbooks. Incidentally, I am not advocating teaching world history as an environmental history, but the relevance of teaching environment in human history could not be more clearly illuminated than what Elinor Melville has demonstrated in *A Plague of Sheep*. Her study of the environmental transformation of the New World as a vital dimension of the process of European conquest brings home the importance of environment in the making of human history. Melville showed that the ecological degradation in the New World paralleled the decline of Indian culture and the remaking of societies in the Americas.

Other scholars such as Warren Dean also demonstrated the parallels of the deforestation and soil erosion in the Americas and the accumulation of wealth of colonizing European countries. In an effort to understand environment as integral to human history and to promote the incorporation of this dimension in the teaching and learning of world history, I will focus

on how human interactions with their environments led to societal and cultural changes during the European expansion in the New World. These changes often influenced gender relations, specialization of work activities, patterns of daily life, and power structure within a given society and of inter-continental relations. From this examination of colonial Americas we find some patterns that explain the relations between humans and their environment and how this relationship shaped the change of particular cultures and societies.

The European expansion into the Americas was a showcase of how the transformation of landscape functioned as an integral part of conquest and re-creation of cultures. It also provided the opportunity to examine the links between different continents and the shift of power relations in the world. Alfred Crosby, in his *Ecological Imperialism*, showed with convincing evidence that European colonization of the Americas was essentially an ecological process, in which the colonizers transformed the biological regimes and therefore, social regimes of the New World.² In the discussion of European expansion into the Americas, most world history textbooks, however, only mention the exchanges of plants and diseases between the Old World and the New World, while paying little attention to the fundamental transformation of ecosystems in the Americas that had significant cultural and societal consequences.

When the Portuguese and Spaniards came to the New World, they introduced Old World flora and fauna—plants, animals, and diseases—to the Americas, resulting in the drastic transformation of the American environment and the death of millions of Indians. They also brought with them their cultural baggage and developed a new system of production and lifestyle—plantation economy and pastoralism. Alfred Crosby noted that the “raising of a certain few crops on large plantations for export to Europe...with their fields of sugar, cotton, rice...stretched all the way from Virginia’s tobacco fields to Brazil’s coffee fields” was the “economic underpinnings of most of the important European settlements.”³ Of all the plants brought to the New World, sugarcane became the most valuable and viable crop. Columbus brought sugarcane to the New World from the Spanish Canary Islands on his second voyage in 1493.⁴ The Portuguese cleared forest and burned grasslands to grow sugarcane in colonial Brazil because they believed that sugarcane grew best on the

fertile soils of forestland. The increase of sugar plantations went hand in hand with the deforestation of the Atlantic Forest, especially when those who commanded the sugar trade were transient and improvident. Warren Dean pointed out, “of those who came none has love for this land....All want to act in their own behalf, even if it is at the cost of the land, because they expect to depart it.”⁵ Colonial governors distributed the best lands to sugar planters as an encouragement for sugar industry, uprooting subsistence farmers (Indians) when necessary. The planters took no care of the land, preferring to acquire primary forest instead. As Warren Dean calculated, sugarcane fields had done away with some 1,000 square kilometers of the Atlantic Forest in Brazil by 1700 when “export of sugar achieved commercial scale.”⁶

Sugar became the major export of the colonial Portuguese to northern European markets. It was no exaggeration that “the sixteenth century was the Brazilian century for sugar.”⁷ The economic activity of sugar linked the Atlantic Forest with the development of European metropolis, pumping money into the colonizing European countries.

In the early decades of the seventeenth century, the British (the Dutch and the French to some extent) established sugar plantations in the Caribbean islands. The settlement of Barbados in 1627 signified the turning point for the British sugar industry. In 1655, the same year the British took over Jamaica, Barbados sugar began to affect British market and contributed, along with sugar from other island colonies, to the consumption of sugar in Britain. As more lands were colonized, sugar became an increasingly important source of profits for the British. British sugar industry expanded with astonishing rapidity, engulfing first Barbados, then Jamaica as well as other sugar islands in West Indies. In the next two centuries sugar consumption increased steadily and extensively in Europe and the world. Sugar also evolved from a specialized commodity for ritual and medicinal purposes into an ever more common food as sugar prices fell. More westerners, from the elite to the commoners, consumed sugar and used it heavily in their daily diet.⁸ (Just think how much sugar we consume today!). A growing demand for sugar all over the world, no doubt, boosted the industry and the accumulation of wealth in Britain.

With fast expansion of sugar plantations in the New World, British sugar prices became increasingly competitive.

Eventually England was able to drive Portuguese sugar out of the northern European market, and later edged France out of the sugar market. The British monopoly of sugar trade and prices contributed significantly to the wealth of the British Empire and played an important role in its ascendance as the world power. Sugar in the British Empire building “is of an infinite deal more Benefit to the Wealth, Honour, and Strength of the Nation, than four times the same Number of hands, the best employ’d at home can be.”⁹

The ecological impact of the sugar industry, however, was devastating in colonial Americas. In Brazil, forestland was disappearing with the encroaching sugar plantations and mills. Island colonies such as Barbados and Jamaica became sugarcane islands at the expense of forest and soil erosion. There was even shortage of firewood with the depredation of forests. According to Richard Grove, the situation was so grave in the islands of West Indies that local authorities contemplated new and stiffer regulations. In 1694 the governor of St. Helena ordered “that none of the Company’s [English East India Company] timber trees...be sold for private use.”¹⁰ The undesirable environmental effects resulting from forest clearance for plantation purposes were referred to in Royal Society publications as early as 1675. For instance, Grove mentioned that Ligon made comments on forest clearing and water shortage in Barbados in his book, *A True and Exact History of the Island of Barbados*, published in London in 1673. But Ligon also noted the efforts to “preserve our woods as much as we can.”¹¹

The sugar plantations and mills also gave rise to another tragedy in human history besides the degradation of land, that is, the rise of slave trade first within colonial Americas and then across the Atlantic.¹² The work force for plantations was made up of first slaves of indigenous source and indentured Europeans, and then slaves from Africa. Two triangles of trade grew with sugar plantations in the Americas. The first triangle linked Europe to Africa and to the New World: finished goods were sold to Africa, African slaves were shipped to the Americas, and American tropical commodities (especially sugar) were sent to the mother countries in Europe and their importing neighbors. The second triangle started with New England, from where rum was sold to Africa; from Africa slaves were transported to West Indies, from where molasses (with which to make rum) was sent back

to New England. The maturation of this second triangle, as Sidney Mintz analyzed, “put the New England colonies on a political collision course with Britain, but the underlying problems were economic, taking on political import precisely because they brought divergent economic interests into confrontation.”¹³

The most unusual feature of the triangles of trade was that human beings were traded as cargo directly for European finished goods. Products were shipped to Africa to obtain Africans, who in turn created wealth in the Americas by their labor for the Europeans. Among European powers, Britain fought and conquered the largest share of colonies to create a plantation system and imported the most slaves in the Trans-Atlantic trade. “The wealth the slaves created mostly returned to Britain and the products made by Britons—cloth, tools, and torture instruments—were consumed by slaves who were themselves consumed in the creation of wealth.”¹⁴

Sugar industry also had significant demographic impact worldwide. As Mintz observed in his *Plantation Systems of the New World*, “Sugar...has been one of the massive demographic forces in world history. Because of it, literally millions of enslaved Africans reached the New World, particularly the American South, the Caribbean....This migration was followed by those of East Indians, both Moslem and Hindu, Javanese, Chinese, Portuguese, and many other peoples in the nineteenth century.”¹⁵

In addition to sugar plantations, cattle raising was another major economic activity the Europeans introduced to the New World, which had tremendous environmental and societal effects. The Iberians brought with them pastoral lifestyle to the Americas by introducing cattle and setting up their pastoral way of life. Farming lands of the Indians were soon taken away for grazing cattle. The characteristic Iberian figure in colonial America was “the rancher on horseback observing his herds of livestock, most often herds of cattle.”¹⁶ This shift of pattern of production not only helped drive Indians off into the interior of forests but also fundamentally changed the landscape of the New World. The arrival of cattle in the Brazilian back-country was, in fact, first associated with demand for animal power for sugar mills. According to Crosby, cattle were introduced in the 1530s and grew slowly at first in Brazil because of the tropical climate. They were too valuable for beef but were preserved to haul sugarcane to the mills and to turn the millstones to crush the cane. By 1590 Spanish cattlemen

broke the Indian resistance in Sergipe and drove their herds of cattle into the Indian grasslands. Cattlemen were also vanguard for the sugar plantations spreading along the coast. Cattle herds were slowly increasing in the area of São Paulo and from there they began to move inland and spread as far as the grasslands extended. Moreover, as cattle multiplied, beef became the preferred source of protein for the neo-Europeans and the gold and diamond miners.¹⁷ Demand for beef made cattle an important economic income, along with sugar and gold.

In the Spanish colonies, the Spaniards drove their cattle into the grasslands and let them multiply freely. As a result, there were probably more cattle in the New World in the 17th century than any other type of vertebrate immigrant.¹⁸ In Mexico, for example, cattle were first introduced in 1521 and a few decades later cattle were grazing everywhere. “As the European population of Mexico built up and spread north, Spanish cattle penetrated into the rich grass country of northern Mexico setting off one of the most biologically extravagant events of that biologically amazing century.”¹⁹

Cattle supplied the Spaniards with beef, and more than that, cattle were killed more often for hides and tallow. The high demands for hides in America and Europe led to immense exports and huge profits. “Cattle were one of New Spain’s greatest economic assets and their hides figured significantly in her exports.” For instance, in 1587 alone Espanola sent 35,444 hides to Spain. In the 1560s profits from hides had already exceeded the profits from sugar, as Espanola’s income from her exports amounted to about 640,000 pesos annually from sugar and 720,000 from hides.²⁰

There was also an inestimable number of wild cattle that roamed freely far beyond the land of colonists. Many moved to places long before the colonists set their feet on the soils of those areas. For instance, when the Spaniards attempted to settle in southern Texas in the early eighteenth century, they discovered the wild cattle that were the ancestors to the famous Texas longhorns. English colonists who moved to Texas in the nineteenth century mistakenly thought that the cattle were native to the land.²¹

The appearance of cattle on the American grasslands brought significant ecological degradation. Warren Dean made the following observation of the negative effects in his study of Brazil: First the cattle fattened fast on the lush grasses but a generation or two of grazing

left the landscape transformed: unintended cattle overgrazed the most palatable grasses so that fields grew back in scrubby and noxious plants. To get rid of the unwanted scrubby plants, ranchers used fire to burn relentlessly the pastures. Although the inedible plants were burned to ashes, the fire caused soil erosion in the long run, for burning removes the soil nitrogen and soil bacteria that participate in nitrogen fixation, which is essential to animal nutrition. Degraded pastures decreased their carrying capacity and animals took longer time to reach maturity.²² It is clear that environmental damage acts back on cattle industry and human society as well.

More than cattle in destroying the natural environment were sheep, as some scholars

have demonstrated in their research.²³ Sheep ranching was more

important for Spain than cattle ranching, as sheep were important elements of Iberian civilization. First of all, mutton was a common meat in Spanish diet and continued to be so in the New World. Second, sheepskins were important materials for clothing in Europe as well as in the Americas. Last but not the least, sheep produce wool, which was the material used in large textile mills and factory industry. In fact, numerous wool mills were built in New Spain that produced sufficient woolen to meet the needs of local demands and to export to Spain.²⁴

Although sheep had a relatively slow adaptation to the tropical areas of the New World, they propagated rapidly in the temperate interior plateaus and valleys of New Spain. Crosby estimated that by 1582 about 200,000 sheep were grazing on a range of nine leagues square north of San Juan de los Ríos. The vast increase of sheep population soon led to seasonal migrations. Hundreds of thousands of sheep would cross one area after another to follow green grass. Sheep ranches concentrated in central Mexico and New Mexico, and sheep far outnumbered cattle until the coming of the English. Peru was also a land where sheep thrived. They grazed in large numbers in the high meadows and they delighted their owners by "lambing twice in fourteen months." Sheep grazed in every area where there was green grass, temperate climate, and access to market.²⁵

The effect of sheep and other European livestock on the native herds were not

pleasant, either. As European animals transmitted diseases to native stock, llama and alpaca populations diminished as quickly as their human counterparts. Sheep also brought severe damage to the environment by consuming forage and grass to such an extent that they were difficult to recover. This degradation then acted back on sheep. Melville pointed out when forage declined, the average weight of the animals also decreased. Thus it led to a decline in the reproduction rates of ewes, and the production of wool, tallow, and the decline of meat quantity and quality. It is a mutually affecting process that "high density of grazing animals reduced and weakened native grasses...but the expansion of woody species occurred

when numbers of animals were dropping rapidly."²⁶ This mutual impact resonates well with Dean's

analysis of the relations between cattle and grassland.

Melville's study of Valle del Mezquital in Mexico demonstrated a complete change from irrigation agriculture to extensive pastoralism when the Spanish took over the means of production by introducing sheep grazing. In the meantime "the indigenous populations were economically marginalized while land and regional production passed into the hands of large landowners who were socially (if not always ethnically) Spanish." Melville pointed out, "The processes of transformation, and the evolution of the colonial regime, meant the conquest and domination of the indigenous societies and their physical world."²⁷ Therefore, environmental change, marginalization of indigenous peoples and the formation of colonial control were inseparable parts that worked simultaneously in the process of conquest.

The transformation of ecosystems and biodiversity fundamentally affected the very existence of Indians, for their source of life—the grassland, the wild animals and plants of native origins—was taken away. Worse than that, some of them were completely eliminated by the diseases and military conquests. The ecological transformation of the Americas made it impossible for many Indian tribes to survive. Richard White's study of three Indian tribes—Choctaws, Pawnees, and Navajos—demonstrated how these Indians were uprooted from their ancestral lands and then lost their ability to sustain

their traditional ways of life in face of a complete change of landscape.²⁸

Cynthia Radding's book, *Wandering Peoples*, showed that the very composition of peoples and their behavior changed in the communities—mixed bloods, adopted social practices and languages. There was a direct link between the transformation of landscape and the transformation/disappearance of Indian cultures. But Europe thrived in the international trade they created with the overseas expansion, emerging as the core of what Wallerstein termed a world economic system.²⁹ The Americas (with the change of landscape and death of Indians) and the Africans enslaved to this continent supported the advancement of Europe, whose economic power helped shape its dominance in the world. English writer and artist, William Blake, in a compelling statement, made an engraving of three female figures to personify Africa, Europe, and America with the delicate European supported from each side by the African and the American.

The above discussion shows that the availability of natural resources and the change of landscape affect a society's economic, social, political, and cultural developments. Environmental factors are part of the landscape of human society. J. Donald Hughes called on world historians to "familiarize themselves with the work of environmental historians, and keep the ecological context and the operation of environmental changes constantly in the forefront."³⁰ He criticized the tendency of world historians to write a triumphant history of humans with technological advances (development) while ignoring ecological process, especially "the environmentally destructive course of modern world economy."³¹ Hughes critiqued the inadequacy of development as the organizing principle of world history writing and strongly encouraged the use of ecological process as the major theme of a new narrative of world history.

William Cronon, in his article "A Place for Stories," pointed out that "our stories must make ecological sense."³² There is an encouraging sign that world historians are paying increasing attention to the environmental theme. Some textbooks have added a paragraph or two about the environment. But instead of integrating the material in the general narrative, environment is still an add-on element, to a large extent, that cannot effectively demonstrate the dynamic interdependence of human society and its ecological surroundings. Nor does the add-on elements help the students effectively see the con-

nections among different cultures and peoples. As historical scholarship on environmental studies increases, we hope to see more conscientious efforts by historians to integrate that knowledge into the writing and teaching of human history.

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23. Elinor Melville, *A Plague of Sheep: Environmental Consequences of the Conquest of Mexico* (Cambridge University Press, 1994). See also cited works by Crosby, Grove, and Dean.
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Textbook Review

World History, 3rd ed. By William J. Duiker and Jackson J. Spielvogel. Belmont, CA: Wadsworth/Thomson Learning, 2001. 1152p., combined edition.

Reviewed by Pamela G Sayre

The teacher of World History is engaged in a never-ending search for the perfect text. Alas, like the perpetual motion machine, such text does not exist. However, Duiker and Spielvogel's *World History* comes very close to that elusive perfect text.

Like most World History texts, it begins, very briefly, with the Old Stone Age and ends in the very late twentieth century. Thus, it can only touch on the highlights of each age and civilization. Of course, choices were made: the chapters on Greece and Rome, covering the period from c.1100 B.C.E. to c.476 C.E., are given sixty-six pages, while the whole of Mesopotamian and Egyptian history, covering a time period roughly twice as long, get only thirty-seven pages. This is a common problem in World History texts, a holdover from traditional Western civilization texts, but it is a point that should be kept in mind. Another common problem, also found in Duiker and Spielvogel, is the treatment of Japanese history. As the only non-European country able to act independently on a regional, even global, scale in the twentieth century, its history should be more detailed in order to explain this (in as much as it can be explained). And yet, Japan before the Tokugawa period (c.1570-1868 C.E.) gets only brief coverage. On the other hand, coverage of the slave trade, both inside and outside of Africa, and European colonialism is very good and even handed. The chapter on the civilizations of early India is also very good but contains gross oversimplifications. Nowhere do the authors explain what being "twice born" really meant in the Indian religion: the great divide between the three highest castes and the lower ones is spiritual in that the "twice born" have a spiritual birth as well as a physical one, making them a higher order of being than those with only one birth. Also, the definition of vaishya and sudra is different from what is usual. The latter is not too serious, but the former oversimplification is. Even more serious is the omission of any real discussion of Shi'a Islam, its origins and beliefs, and its impact on the history of Persia, the Middle East, and the world. Despite these complaints, I did not find too many serious errors, omissions, or oversimplifications and the ones I found can be corrected by a knowledgeable instructor.

Two of the great strengths of Duiker and Spielvogel's work is its arrangement and study aids. One of the most important decisions anyone writing a World History text makes is whether to arrange it thematically, regionally, or chronologically and then dealing with the strengths and weaknesses. Duiker and Spielvogel combined all three methods, using the strengths of each to modify the weakness-

es. *World History* is divided into five periods chronologically (prehistory to 500 C.E., 500-1500, 1500-1800, 1800-1945, and 1945 to present) and within each period discussed by region, the regions varying depending on the period. Developments in political, social, cultural, intellectual, and popular history are consistently addressed. The ten great themes of *World History* are listed and discussed on p. xxi and should be assigned reading. These themes are sometimes highlighted in separate chapter sections, but more often are integrated into the text.

The "Themes for Understanding World History" is one of the first of many study aids in this work. Also in the introductory pages is a short essay on "languages and the dating of time." Throughout each chapter are headings and subheadings to help organize study. The text is well illustrated with the expected images such as a sculpture of Akhenaton, but also with more unusual ones such as a view of the ruins of the old Thai capital of Ayuthaya. The captions are fairly long and informative, reinforcing main points from the text. There are many, many excerpts from primary texts, also ranging from the expected (Hammurabi's Law Code) to the unexpected (letters exchanged between Louis XIV and the King of Tonkin in modern Vietnam). They are set off by a parchment toned background. Maps abound, as do timelines, and there are a few charts including one showing the development of cuneiform writing. There are also a glossary, pronunciation guide, and an index.

To further help in understanding the material, each chapter begins with a short chapter outline and a series of "focus questions" to guide reading and ends with a conclusion summarizing the most important points, source citations, and suggested readings. At the conclusion of each of the five main parts is a section entitled "Reflections" to help a student grasp the important developments which unify each part. These "Reflections" are several pages long and are a real strength of the text. They, too, have timelines and suggested readings.

World History is available in the comprehensive edition reviewed here or in two volumes. Volume I covers the period up to 1800 (in 774 pages) and Volume II covers from 1500 (in 800 pages), making them very versatile.

CONGRATULATIONS

Bogac Ergene's dissertation, "Local Court, Community and Justice in the Seventeenth- and Eighteenth-Century Ottoman Empire" (The Ohio State University, 2001), has been chosen by the Middle East Studies Association of North America (the leading academic association in Islamic and Middle East Studies) as the winner of 2002 Malcolm H. Kerr Dissertation Award in the Humanities.

Past WHA President Carter Findley was the dissertation advisor.



Dr. Linda Miller has been awarded the 2002 World History Association's Teaching Prize. The association awards the best lesson which incorporates recent scholarship into a classroom lesson. Dr. Miller's lesson on "Japanese Imperialism in Korea, 1910-1945" was the winner of a highly competitive pool of submissions. Her prize was announced at the annual conference of the World History Association in Seoul, Korea. The lesson was based on her experiences as a fellow of the Korea Society visiting Korea in the summer of 2000. Miller has taught world history for 32 years in Kansas and Virginia prior to her retirement and move to Nevada. Currently, Miller is a docent at the Guggenheim Hermitage Las Vegas at the Venetian hotel, where she is developing the school program for the exhibit "Art through the Ages." Earlier this year, Miller received the National peace Educator award from the National Peace Corps Association for her work in student and teacher exchanges with Russia and Korea. She is the author of many published lesson plans, including curriculum for Millennium, published by Turner Learning/CNN.

[Editor's Note: Due to space limitations, Dr. Miller's Lesson Plan has been abridged. The entire lesson plan can be found on the World History Association's website <www.thewha.org>.]

JAPANESE COLONIALISM IN KOREA, 1910-1945

Linda Karen Miller

INTRODUCTION – The lesson is intended for World History II as well as Advanced Placement World History Classes. Thus it could also be used at the college level as well. The purpose of the lesson is to analyze primary source documents to examine the effects of Japanese imperialism/occupation in Korea and to

use this documentary evidence to formulate an essay. It focuses on issues of modernization, nationalism and imperialism in the core curriculum. It fits into World History II when I discuss imperialism and the perspective of Japanese imperialism, thus putting an Asian focus and more global perspective of imperialism. I use it after I have discussed European imperialism in Asia. Thus the purpose of the overall lesson is to incorporate an Asian topic into a generally western coverage of Imperialism. My lesson shows that imperialism is not merely western powers taking over in Asia but Japan is the only non-Western power making imperialistic moves in Asia. The topic fits into the world history standards in the following areas:

Era 7 An Age of Revolutions, 1750-1914

Standard 5: Patterns of Global Change in the era of western military and economic domination 1800-1914

Standard 5C: The student understands the causes of European, American and Japanese imperialism and expansion.

Standard 5D: The student understands transformations in South, Southeast, and East Asia in the era of the "new imperialism."

Era 8: A Half Century of Crisis and Achievement, 1900-1945

Standard 1: Reform, revolution and social change in the world economy of the early twentieth century.

The links to current research include the new trend to present a global perspective and incorporate Asia into the core curriculum. This topic was presented by Jerry Bentley at the World History Association Conference in Colorado Springs which I attended and at the A.P. World History national training seminar at Northwestern University in Boston which I attended. Although I did not find any articles in the *World History Association Journal* I did find his article "Asia In World History" by Jerry Bentley in *Education About Asia* (Spring 1999), "Integrating Asia into World History: Perspectives from Three Pre-Collegiate Teachers," by Don and Jean Johnson also in the same issue, and "Asia in the Core Curriculum" in *Education about Asia* (February 1996). I also attended a Virginia Council for History Education conference a few years ago in which Carol Gluck spoke. Teachers using this lesson can read the above articles plus the essays from Carol's book *Asia in Western and World History: A Guide for Teaching* edited by Ainslie T. Embree and Carol Gluck which included the following essays: "Modern Korea 1860-1990" by Michael

Robinson; "Themes in Korean History" by Michael Robinson and "East Asia in the National Standards" by Carol Gluck and also *The World Of Asia* edited by Akira Iriya, Harvard University (who also spoke at Virginia Council) "The World of Korea" by William Miller.

The key links from this research includes offering the incorporation of an Asian topic and a different perspective on Japan. At the same time that Japan is being subjected to unequal treaties imposed by Western powers. Japan succeeded in imposing unequal treaties on China and Korea. However, oppressive Japanese imperialism, it claimed to act on behalf of the oppressed while keeping Taiwan and Korea tightly subordinate. This lesson reflects the recent move to discuss trans-history (global) and cover patterns of human experiences. This topic has not been covered in detail in the textbooks. Through the documents the students can become historians themselves as they uncover the Korean people's struggle to escape the yoke of Japan so that they can grow into a modern nation. It gives students an up close and personal view of the "game of imperialism" in Asia. Through the documents the students come to an understanding of the only non-Western global power who developed effective control policies over Korea, stripping them of their national identity.

PROCEDURES FOR IMPLEMENTATION – Students are expected to read the short explanation in their textbooks plus I give them a hand out based on "Japanese Colonialism in Korea" from *Korea: Lessons In World History* (p. 71-72). I also give the students small excepts from Michael Robinson's articles on Modern Korea to read. The teacher should read all of the above articles for information before starting the lesson.

After the initial reading introduction, the students are divided into 13 groups which allows for 2-3 students per group (for 30 students in class). Each group is given a copy of one of the documents. They are expected to analyze the documents and then answer the questions for the documents. When all of the groups are complete, the groups present the main points of their document to the whole group. Transparencies are made of each of the documents which are displayed on the overhead as the students present. A transparency is also made of the data retrieval sheet. The student teachers fill out the main points of their document as they "teach" their document. All groups present their documents until each student has a completed data retrieval sheet of all the documents. This may take 2 days. There is then a discussion of the feelings of the

people about the occupation and the types of methods the Japanese used to subjugate the Koreans.

After all documents have been presented, then the students use this information to write their essays. See the lesson plan for instructions. This is used as a homework assignment. On the due date, one accommodation is for the students to do a peer review, This is the way I can tell if the students have “slopped it. Otherwise the teacher can grade the essays using the rubric found in the lesson plan.

CONCLUSION – I think that the lesson went very well and the several Korean students that I have in class appreciated the coverage of their own history. Since the material has been covered in class I felt that the students felt confident to review their own peer’s papers. For the lower students I would not do the essay in such detail, but just a paragraph. I would give the advanced students more background readings.

Other curriculum links that I use are to have the students create a time-line of events that led to the Japanese annexation of Korea, the events during the occupation and the end of the occupation. I would also have them write letter preferably as a Korean person under occupation to explain the effects of the occupation on the Korean people. I feel that I have helped accomplish Jerry Bentley’s charge that it is “the task for historians to find ways to discuss the experiences of Asian lands and investigate their role in the larger world.” By adding Japanese imperialism to the discussion, the students get a more global perspective of the topic.

JAPANESE COLONIALISM IN KOREA 1910-1945: A DOCUMENT BASED ESSAY EXERCISE

GRADE LEVEL: 10-12

SUBJECT: World History II and/or A.P. World History

TIME REQUIRED: One ninety-minute period

OBJECTIVES: As a result of this lesson students will:

1. Examine the effects of Japanese colonialism in Korea.
2. Use evidence to make plausible arguments, use documents to analyze point of view context, bias and understand and interpret information.
3. Formulate and support an essay from documentary evidence.

APPLICABLE NCSS STANDARDS: This activity addresses the themes of cul-

ture; time, continuity and change; individuals, groups and institutions; and power, authority and governance.

MATERIALS REQUIRED: Documents on Japanese colonial period in Korea.

RATIONALE: The purpose of this activity is to introduce students to the effects of the Japanese colonialism in Korea through the analysis of primary source documents. Little is mentioned in textbooks to cover this topic other than the dates of annexation and liberation. This is also good material for the students to compare with Western imperialism. It is appropriate for high school and a good activity for the new Advanced Placement World History course.

PROCEDURE:

1. Give background lecture on Japanese Colonialism in Korea using Handout 1 from *Korea Lessons for High School Social Studies Teachers* from the Korea Society, edited by Young Jin Kim Cho, p. 71-72.
2. Hand out primary source documents and have students answer questions.
3. Then using this evidence, draw conclusions and write an essay.

EVALUATION: Students will be assessed on the depth of understanding of their essay using the criteria in the rubric.

DOCUMENT BASED ESSAY

This task is based on the accompanying documents. Some of these documents have been edited for the purpose of this task. This task is designed to test your ability to work with historical documents. As you analyze the documents, take into account both the source of each document and the author’s point of view.

DIRECTIONS: Read the documents in Part A and answer the questions after each document. Then read the directions for Part B and write your essay.

HISTORICAL CONTEXT: The Japanese occupation of Korea from 1910-1945 went through several phases, sometimes relatively benign, others often very oppressive. Many political, social, and economic changes occurred in Korea during this period.

TASK: Using information from the documents and your knowledge of global history, write an essay in which you: a) Compare and contrast the effects of

Japanese colonial rule in Korea, and b) Describe political, economic, and social change that occurred during this period.

PART A: SHORT ANSWER

DIRECTIONS: Analyze the documents and answer the questions that follow each document in the space provided.

Document 1 — Protocol Signed Between Korea and Japan, February 23, 1904

Source: *Korea: Tradition and Transformation* by Andrew Nahm

Article 1: For the purpose of maintaining a permanent and solid friendship between Korea and Japan and firmly establishing peace in the Far East, the Imperial Government of Korea shall place full confidence in the Imperial Government of Japan and adopt the advice of the latter in regard to improvements in administration.

Article 2. The Imperial Government of Japan shall in spirit of firm friendship ensure the safety and repose of the Imperial House of Korea.

Article 3. The Imperial Government of Japan definitively guarantees the independence and territorial integrity of the Korean Empire....

Question 1: What is the point of view of the Japanese from this document?

[...]

Document 4 — The Women’s Movement and Politics

Source: *Women of Korea: A History from Ancient Times to 1945*, Yung Chung Kim (p.259-261).

The Christian gospels served in awakening nationalism which developed into a resistance movement against Japanese colonialization. After the Ulsan Treaty (1905) Ewha students stopped studying at 3 PM every day to pray for national independence. Some of them organized an underground society called Patriotic Women’s League. ...They made a plan to send a woman representative to the Peace Conference to be held in Paris in January 1919 to disclose the inhuman oppression of the Japanese colonial rule and to appeal to the whole world for Korea’s independence. But because of the imprisonment of Pak In Dok and Sin Chul-lyo their move ended in failure.

It was not a coincidence that the Ewha

students took an active part in the March First Movement in 1919. They served as a forward guard standing at the very front of the procession. Many were wounded or killed. On March 19, Hwang Ae-dok and many others were arrested and imprisoned for three years.

Among the student participants, the most notable was perhaps was Yu Kwan-sun (1904-1920), who was a secondary school student at Ewha Haktang at the time. When the Government-General issued orders to close all schools because of the student unrest, Yu returned to her hometown where she, her brother, and several friends decided to hold a rally similar to the one held in Pagoda Park. They secretly made contact with the people in the surrounding area and arranged to have the gathering on the first of March by the lunar calendar. On that day Yu addressed the crowd assembled in the marketplace. They waved the national flag and shouted for national independence. The incident at once brought in the Japanese military police who shot down many people. Yu Kwan-sun's parents were among the first to be killed. Yu was arrested and after a long period of torture and suffering she died in 1920 at the age of sixteen. (Her unflinching resolve, even in the face of death, has earned her the title of Korean Joan of Arc.)

Question 4: What strategies did the Koreans use to combat the Japanese oppression?

[...]

Document 6 — Education Policy

Source: *Korea: Tradition and Transformation*, Andrew Nahm (p.250)

The colonial government issued an education ordinance in August 1911 which stated that the purpose of education in Korea was to produce "loyal and obedient" and useful subjects of the Japanese emperor. It adopted a system of four-year primary education, a four year secondary school program for boys and a three year secondary curriculum, for girls. However only a handful of schools were established during this time while a large number of private schools were closed. The ordinance made the study of the Japanese language compulsory at all approved schools and banned instruction in Korean history and geography; All textbooks which had been previously used in Korean schools were confiscated and only those approved by the government were allowed.

Question 6: What changes did the

Japanese make in the Korean education system?

[...]

Document 8 — Poem by Ch'oe Nam-Son

Source: *Korea: Tradition and Transformation*, Andrew Nahm (p.218)

We have nothing
Neither sword nor pistol,
But we do not fear.
Even with an iron rod
They cannot prevail.
We shoulder righteousness
And walk the path without fear.

We have nothing to call our own.
Neither dagger nor (gun) powder
But we do not fear.
Even with the power of the crown
They cannot prevail.
Righteousness is the spade.
With which we maintain the path.

We have nothing to hold in our hands,
Neither stone nor club,
But we do not fear,
Even with the all the wealth of the world,
They cannot prevail.
Righteousness is the sword
With which we watch over the path.

Question 8: Describe the mood of the poem.

[...]

Document 11 — Seizures, Suspensions and Closures during the Japanese Occupation

Source: *Chosun Ibo* booklet (p.18-19)

Soon after the start of World War II the *Chosun Ibo* refused to comply with "voluntary closures" as suggested by the Japanese, who had sought to wipe out Korean Language newspapers. Finally on August 10, 1940 the *Chosun Ibo* met with the fate of forced closure and published its last edition No.6923. Four short lines from a regular *Chosun Ibo* column called Palmyunbong described the grave atmosphere of that fateful day. They allude to the despair of undergoing long hardship without fulfilling one's destiny and bid farewell to readers.

"Enduring stormy weather, the *Chosun Ibo* has voiced my opinion each day for 20 springs and 20 autumn. My mission is over today. I am going, going. May all you former and future readers enjoy the best of health and luck."

Question 11: What aspect of life has been violated here?

[...]

Document 13 — National Labor Mobilization Ordinance (1939)

Source: *Korea: Traditions and Transformation*, Andrew Nahm (p.250)

The National Labor Mobilization Ordinance depleted the labor force from rural areas and light industries in order to meet the increasing demands for labor by newly established heavy war industries. Those who hid were hunted out and forcibly shipped from villages and town to various industrial sites. In addition many Korean workers were mobilized to meet the labor shortage in Japan. From 1939-1945, close to one million Korean youths were shipped to mines and factories in Japan. As a result, the Korean population in Japan jumped from 690,502 in 1939 to 2, 400,000 at the end of the colonial period. Moreover, tens of thousands of young Korean women were sent to war fronts to provide sexual services to Japanese troops. When Korea's twenty-five million people were liberated from Japan, Korea was an exhausted land, its natural resources and manpower had been ruthlessly exploited and its energies had been sapped for Japan's vain dream of dominating all of Asia.

Question 13: What caused the decline of Korean population?

Bibliography of Document Sources:
Eckert, Carter. *Korea: Old and New*; Kim, Yung Chung. *Women of Korea: A History from Ancient Times to 1945*; McKenzie, F.A. *Korea's Fight for Freedom*; Nahm, Andrew, *Korea: Traditions and Transformation*.

PART B: ESSAY

DIRECTIONS:

1. Write a well organized essay that includes an introduction, several paragraphs and a conclusion.
2. Use evidence from the documents to support your response.
3. Do not simply repeat the contents of the documents.
4. Include specific related outside information.

HISTORICAL CONTEXT: Korea was occupied by Japan from 1910-1945. Many political, social and economic changes

occurred in Korea during this period.

TASK: Using information from the documents and your knowledge of Global History write an essay in which you: a) Discuss political, economic and social changes that occurred during this period; and b) Compare and contrast the impact of these changes on the Korean people.

ANNOTATED BIBLIOGRAPHY

Bentley, Jerry. "Asia in World History", *Education about Asia* Vol. 4 No.1 (Spring 1999), p.5-9.

Excellent background material for teachers and gives ideas for incorporating Asia into other topics. There is brief mention of imperialism.

Choi, Yong Jin, editor. *Korea Lessons for High School Social Studies Courses*, New York: The Korea Society, 1999.

Lesson plans from previous Korea Society Fellowship winners to Korea such as myself. Has excellent background material for teachers but good handouts for students.

De Bary, Theodore. "Asia in the Core Curriculum", *Education About Asia* Vol. 1 No. 1 (February 1996), p. 19-25.

Good background material for teachers.

Eckert, Carter. *Korea: Old and New*, Cambridge: Harvard University Press, 1990.

Documents for the lesson came from here. Also good background reading for teachers.

Embree, Ainslie, and Carol Gluck, editors. *Asia in Western and World History*. Armonk, New York: M.E. Sharpe, 1997.

The essays by Michael Robinson are excellent background material for teachers and some excerpts for more advanced students (although this is a more difficult read than William Miller's essays. Carol Gluck has done an excellent job of listing the history standards and how they apply to the topics.

Johnson, Jean and Don Johnson. "Integrating Asia into World History: Perspectives from Three Pre-Collegiate Teachers", *Education About Asia* Vol.4 No.1 (Spring 1999), p.10-15.

Good reading for teachers. It has interviews of three teachers and how they use Asia in the curriculum. There is brief mention of imperialism.

Iriye, Akira, editor. *The World Of Asia*, Wheeling, Illinois: Harlan Davidson, 1995.

The essays on "World of Korea" by William Miller are excellent background material for teachers and some excerpts could be used for the more advanced students.

Kim, Yung Chung. *Women of Korea A History from Ancient Times to 1945*.

Good background reading for teachers. Contains some of the documents.

McKenzie, F.A. *Korea's Fight for Freedom* Seoul: Yonsei University Press, 1969 reprint.

Good background reading for teachers. Contains some of the documents.

Nahm, Andrew. *Korea: Traditions and Transformation*. Seoul: Holly International Corporation 1996.

Good background reading for teachers. Contains some of the documents.

DATA RETRIEVAL SHEET FOR JAPANESE OCCUPATION DOCUMENTS		
DOC.	TYPE OF DOCUMENT	MAIN POINTS/ PERSPECTIVE
1 (Protocol)		
2 (Annexation)		
3 (Independence)		
4 (Women)		
5 (National Council)		
6 (Education)		
7 (Korean Student)		
8 (Poem)		
9 (Education Ordinance)		
10 (Pledge)		
11 (Seizures)		
12 (Petition)		
13 (Petition)		

SCORING RUBRIC

Score: 5

Thoroughly addressed the task by accurately interpreting most of the documents plus incorporating outside information related to the documents

Discusses all aspects of the task.

Richly supports the discussion with accurate and appropriate use of facts examples and details.

Analyzes the conflicting perspectives presented in the documents--weaves documents into the body of the essay.

Includes a strong introduction and conclusion.

Score: 4

Addresses most of the task by utilizing most of the documents and incorporating limited outside information that may be somewhat uneven in treatment.

Discusses most aspects of the task.

Supports thesis with accurate and appropriate use of facts, examples and details.

Reflects the conflicting perspectives and complexity of the conflicts--discussion of the documents may be descriptive and analytical.

Includes a good introduction and conclusion.

Score: 3

Addresses some of the task by utilizing some of the documents and incorporating little or no outside information that may be somewhat uneven in treatment.

Attempts to complete some of the task.

Supports the discussion with some facts, examples and details--minor errors in factual information may occur.

May acknowledge conflicting perspectives. Discussion of the documents may be more descriptive than analytical. Paraphrasing of the documents may be present.

Restates the theme in the introduction and concludes with a simple restatement of the task.

Score: 2

Attempts to address the task with limited use of the documents. No outside information is apparent.

Little attempt to complete the task.

Little discussion or use of factual data.

Reiterates the contents of the documents--only one perspective may be acknowledged or may ignore the complexity of the conflicts under discussion.

Has vague or missing introduction and/or conclusion.

Score: 1

Demonstrates a very limited understanding of the perceived conflicts.

Little or no completion of the task.

Contains significant factual errors.

Little to no discussion or use of factual data--significant inaccuracies may exist.

Fails to use or only vaguely refers to the documents.

Has no introduction or conclusion.

Floating Images: A Critical Inquiry of China as a Non-Sedentary Society

Maurizio Marinelli

This article is an attempt to engage in a dialogue with the current studies on Chinese transformation in general, and investigates how new parameters, such as mobility, in particular, can be used from a comparative perspective to analyze and teach world history.

China in the transitional post-Mao or post-socialist era has been often defined, both in the public and the academic discourses, with conflicting images. Images of Chinese "Otherness" (e.g. Chineseness) have tried to embrace in one unilateral and coherent formulation the complex and heterogeneous nature of a socio-economic transformation which is still in progress, and has a clear onset - symbolically represented by the death of Mao Zedong on September 9, 1976 - but does not seem to reveal an ending. Rapid economic growth, coupled with profound changes in the social structure, has characterized China's political economy during the past quarter century, not to mention the ruling party's perennial concern for political and institutional stability. Any attempt of interpretation using a "macrohistorical perspective" has demonstrated its fallacy as China is geographically so vast and economically so diverse that any concept of "ultrastable structure" can hardly explain the pattern of Chinese history.¹

If we agree that a broad pattern is not recognizable in the recent evolution of Chinese history, we have moved our first step in a direction which leads us to challenge traditional theoretical models and conceptual frameworks, from the bottleneck of orthodox Marxism to the allegedly universal apotheosis of the doctrine of the free market. We can acknowledge, therefore, the emergence of a shapeless, and at times even deformed, social system which is "struggling hard amid difficulties,"² linked to the maturation of bureaucratic capitalism and the dissolution of the communist ideology. Once we realize that



Photograph by James Thomas Stevens

there are no predefined, self-explanatory categories suitable and ready for use, we find ourselves going back to square one both subjectively, as historians of China, and objectively, as educators in our attempt to teach Chinese history to our students. What's left which might reveal more than a theoretical framework of non-sedentary society. Images that challenge the official State ideology of incorporation; floating images that construct both a historical past and a more coherent narrative of social transformation.

Images opening a new discourse

At this new starting point, if I had to select two images of China in the last few years which can represent (or re-present) the transformation of Chinese social and economic structures, I would definitely choose two recent artworks. The first one is a performance entitled, "To raise the water level in a fishpond (*wei yutang zenggao shuiwei*)," which I saw in Beijing on August 15, 1997. The artist Zhang Huan chose Nanmofang fishpond in Beijing and invited approximately forty workers, whose ages ranged from 4 to 60, to enter the pond, find a place to stay, and then asked them to stand still. The common denominator was that all of them had moved to Beijing from other provinces in

search of jobs. The adults were mainly construction workers, fishermen and movers. As Zhang Huan himself explains: "Within the traditional Chinese view, fish symbolizes sex, and water is the source of life, the source of all the things, and the backdrop against which Chinese people in historical times pursued their goals. Their work in fact represents an attempt to understand the interpretation of water and of the uselessness of trying to raise the water level of a fishpond."³ The iconographic reproduction of Zhang Huan's performance has traveled around the world, and it was chosen as the cover of the catalogue edited by Gao Minglu for an exhibition that traveled from New York and San Francisco in 1998-99.⁴ Zhang's artwork illustrates quite effectively the social dynamic of the relation between the countryside and the city in the post-Mao era.

The second image of China that I have in mind comes from my most recent

trip to China in May 2002. It is a figurative artwork, which is visible at the main entrance of the Shanghai Art Museum. The title is certainly less allegoric than Zhang Huan's, since it is explicitly addressed to the "Urban Peasants (*Chengshi nongmin*)," an apparently self-contradictory expression applied to the emerging third category of labor migrants or transients, breaking the classical distinction between "urban" and "rural" residents.⁵

The artist Liang Shuo created these sculptures of nine life size figures in 2000, presenting them a year later at the Shanghai Biennale. The location of the migrants' sculptures in front of the Shanghai Art Museum, on Nanjing Road, the major artery of the city, on the southwest corner of People's Square, not too far from the City Planning Exhibition Hall and the Shanghai Municipal Building, can be interpreted as the final institutional acknowledgement of the existence of this "floating population" as a social category. This recognition is particularly significant as it occurred after many years in which the migrants have been considered "citizens-non-citizens" and their "villages (cun)", the clusters of neighborhoods created in the major cities, have been repre-

sented as areas of uncontrolled crime, doomed to be at first neglected and then demolished.

I am extremely aware of the effects of transferring images across national boundaries, but I argue that these two images have a powerful symbolic and emotional capital in terms of the transnational and crossnational investigation on China. The first one has an inherent temporary character, but it is determined to survive through its wide-spread iconographic reproduction; while the second one is there at the entrance of the Art Museum in Shanghai, the showcase of Chinese globalization, and therefore, cannot escape the people's view. Both images contribute to an enduring and collective cultural memory, for they most accurately re-present the challenge of Chinese "modernization" in this transition stage. But what is the "floating population"?

Floating to the cities

Since the introduction of economic and social reforms in the late 1970s, the cities of Beijing, Shanghai, Guangzhou, along with the so-called Special Economic Zones along the coast, have been undergoing a period of phenomenal structural metamorphosis and immense growth as a consequence of the "reform and open door" policy. The rapid expansion and growing economic importance of the metropolis have sharply accelerated since the early 1990s, and these cities have progressively attracted thousands of Chinese coming from other parts of the country. These migrants are mainly peasants moving from the countryside and are part of one of the most massive migration movement in world history. In the 1980s, the dissolution of the rural communes and the implementation of the household responsibility system increased agricultural output and freed enormous numbers of peasants from the land. This high level of surplus labor in the countryside forced a greater mobility toward the chimerical higher salaries in the cities. This flood of humanity is commonly known as the "floating population" (*liudong renkou* in Chinese), and refers primarily to the peasant migration to the urban centers in order to sell their goods and wares at informal private markets, or to work in unskilled jobs, remitting wages to families still living in the countryside. Most of them enter the cities without official permission, with no work or money, but in the 1980s and 1990s they constituted the bulk of the labor force necessary to meet the growing demands for construction and urban development. Once these "peasant-workers" reach the cities, if they have the "three cards," i.e. a work permit, a temporary household registration card, and an

identification card, they are officially categorized as "temporary residents" (*zhanzhu renyuan*). But the majority of the "floaters" lack these documents and, in any case, they are not granted 'urban resident permits' since they cannot change their hukou, the

household registration system that functions like an internal passport mechanism. Therefore, these "waves of rural workers" (*mingongchao* is another term frequently used) are denied many of the housing, welfare facilities, and social privileges the government grants to legal urban residents. The "floaters" do not become citizens, but remain temporally displaced, "outsiders" (*waidiren* - literally "coming from another place") expected to return to their hometowns. This implies that the "floaters" be treated as subaltern⁶ as they become "internal aliens" while still living in their own country. In the economic growth of the last two decades, the floaters have often been used as disposable goods to satisfy the needs of an increasingly commodified society, even though recent studies tend to emphasize the entrepreneurial spirit of many migrants, demonstrating how they generally find ways to meet the needs of city residents and end up doing far better, at least economically, than they could hope to do back in their home-villages.⁷

Official and unofficial estimates vary widely, placing the floaters at between 50 and 100 million people, but according to other sources, we are confronted with a sleeping volcano, since the countryside could hold another 120-200 million surplus laborers who are being increasingly lured to the cities in the south and east.⁸ The floaters are always second-class citizens, and they are often associated with "hoodlums" (*liumang*) or with "blind vagrants" (*mangliu*). These terms clearly reveal derogatory connotations and evoke a mixture of derision, suspicion, and fear that characterizes the attitude of the permanent residents toward transients. These people often refer to themselves just as *liulang* (floating or wanderers). In reality, even the more politically correct expression *liudong*, connotes both rootlessness and dangerous instability. The idea of *mangliu*, or "blind vagrants," implies a random and disorganized, unregulated flow of people, and harkens back to socially unstable and dangerous social forces from the perspective of the Chinese Government. An important dimension for the study of the floating population is the

analysis of the political and legal barriers to geographical mobility in an historical perspective. The "floating" phenomenon is producing revolutionary changes in the organizational forms of social practices and relations. This stands in stark contrast to the celebrated image

of "precocious stasis" of Chinese civilization, characterized by an early transition to sedentary agriculture with the Neolithic revolution in northern China about 9500 years ago. The floaters are also in antithesis with traditional Chinese culture that officially promoted the ideology of sedentarism and tends to institutionalize spatial immobility. Confucianism emphasized an earth-bound mentality (*antuxinli*), based on the ideal of attachment to the native place, which procures a sense of self-satisfaction (*antuzhongqian*). The psychological "power of place" was strengthened by the dual process of sinification of "barbarians" and nomadic tribes, and the reinforcement of the *baojia* system of household registration and surveillance during the Qing dynasty (1644-1911). From historical perspective, these can be considered, as discursive practices, the precedents that influenced the strict control of internal migration throughout much of the Mao era. A permanent, nationwide households registration system was instituted and by 1958, when the "Regulations on Household Registration System (*hukou*) in the PRC" passed, all the citizens were required to register as permanent residents in their usual place of abode, so that the entire population was divided between "urban" and "rural" residents. These measures were taken in order to prevent unauthorized "blind flows" from the countryside to cities, and they substantially reinforced the psychological binding of the citizens to their place of birth. Beginning in 1958, therefore, internal migration was strictly controlled, with the peasants and workers tied to the *hukou* and *danwei* (working unit) systems. But Chinese domestic migration did not cease. Even during the "ultra-static" Mao era, millions of people were relocated, mostly as a consequence of state projects and the urban youth rustication campaigns; especially during the peak years 1968-70, about 10 million middle-school graduates were resettled in the countryside (*xiaxiang*).⁹

Nevertheless, the idea of non-sedentary society can be used as a challenging paradigm to analyze the characteristics of the period that goes from the foundation

of the People's Republic of China (1949) to the death of Mao Zedong (1976) in a comparative perspective with the following "reform and open door" policy period. The lack of spontaneous large-scale migration from the rural to the urban areas in the Maoist period after 1958 can be explained by the interlocking mechanisms of state control generated by the urban employment policy, food rationing, and accommodations, based on the household registration.¹⁰ The breakdown of the first two policies, along with the subsequent reshaping of the household system, have opened a space for migration in the post-Mao era.

Floating population in other contexts

The term "floaters" is used in biological sciences and in zoology, to study evolutionary stable strategies and it indicates individuals who do not defend the territories that they occupy even when there is space for them to do so. This term seems, therefore, to address a voluntary as well as involuntary phenomenon.¹¹ In the historical and economic domains, the term "floating population" has been used, with different connotations, in other countries. In India, for example, floating is usually associated and counted together with the homeless population, but this category created a deep concern during the 2001 enumeration of "households" for the census records. The houseless population in India includes a large number of those individuals who do not live in regular houses, people who "live on pavement, under fly-overs, bridges and staircases, or in the open, in temples, mandaps and railway platforms and bus stands," while the floaters are "all those persons serving on merchant and naval ships and people who are generally away from their houses and sailing."¹² The problem rises from the fact that the question of the citizenship of the respondent does not arise in the Indian census and therefore, in the enumeration of the floating population on the night of the 28th of February 2001, we find both Indians and foreigners working on Indian or foreign ships. In other sources, as for example in the documents relevant to HIV-AIDS programs in India, the two groups of houseless and floaters show less defined boundaries, and the enumeration includes both groups in only one category.¹³

In Ghana, the expression "floating population" is one of the three main areas of demarcation marked out for the National Housing and Population census of 2000, along with institutional population and household population. In Ghana floating primarily refers to locations such as markets, lorry parks, and shopping areas, as opposed to hospitals, prisons, police cells,

schools, and camps where the institutional population is counted.¹⁴

In Bosnia and Herzegovina, between December 1995 and the end of 1998, the expression "floating population" referred to the displaced Bosniaks and other non-Serb minorities who were evicted from their home by the policy of "ethnic cleansing" during the war. The case of Bijeljina was particularly emblematic, as Bijeljina is a strategic city in the Republika Srpska (RS), located at the juncture of the two divided territories of Bosnia and Herzegovina. The reinstatement of the right of the refugees and displaced persons to return and reside in their own houses was crucial in implementing the Dayton Peace agreement and ending the war between Bosnia and Herzegovina, but this same right was often obstructed by the authorities.¹⁵

The term "floating" is also used in the study of border relations between the United States and Mexico. In the investigation of Tijuana's demographics, one of the complication factors resides exactly in the enumeration of the "floating population". Here the term refers to the large percentage of people "recently arrived or in transit to the United States" which counts for 22.6% of Tijuana's population.¹⁶ The floaters include Mexican citizens coming from other areas of Mexico, migrants from Central American countries to Tijuana on their way to the United States, as well as undocumented immigrants. Sometimes, "floating population" is also used to refer to the vast numbers of individuals who commute to work in Tijuana while residing outside the municipality. This massive flow makes it difficult to determine the population of Tijuana, which, according to different state and local agencies, as well as the popular press and marketing groups, can range from 1 to 2 million.

Floating back to China

When scholars discuss the "floating population," one common denominator is the association of the term with internal migration, interregional population distribution, and, in many cases, the rights of the subalterns. In China, the different and inconsistent definitions and classifications of floating population have led to opposite conclusions. The emergence and exponential development of the "floating population" has been interpreted at times as the cause of unequal distribution of wealth, and by others as a response to the widening gap between the rich coastal and poor inland areas, which is one of the major products of the "reform and open door" policy inaugurated after the III Plenum of the XI Central Committee of the Chinese Communist Party in December 1978. The

strategic preliminary involvement of China's coastal areas in the process of open-door, i.e., "globalization," has acted as a magnet to attract the floating population to the most prosperous areas. Recently, a more restrictive classification of migration has been put forward that distinguishes between "permanent" and "temporary" migrants, within the context of China's household registration system.¹⁷ But this attempt to agree on a unilateral redefinition is challenged when the expression "floating population" is used in other contexts; for example, when the Tibetan government in exile criticizes Han Chinese population transfer to Tibet as a violation of international humanitarian law and as a war crime. Here the expression "floating population" is used to refer to all the non-Tibetan individuals, both the surplus laborers who enter Tibet independently seeking to benefit from economic opportunities, and those brought in to work on special Chinese government-sponsored development projects.¹⁸

The Han Chinese who work in Tibet in governmental projects enjoy preferential treatment in housing, employment, and social services. In this case, the floaters are not necessarily the subaltern, while the native people and their cultural identity are those who run the risk of being progressively marginalized and annihilated. The most recent phenomenon of massive government-induced relocation complicates the situation even more: the controversial Three Gorges project to dam the Yangtze River, due to be fully completed by 2009, has required the forced resettlement of millions of people strongly encouraged by the government to move to Tibet, Xinjiang and Gansu. Some scholars argue that throughout Chinese history, the state has repeatedly used controlled migration as a major tool to promote its policies of political and social integration and economic development¹⁹. The transfer of Han Chinese cadres, military and workers into Tibet is a means to convert a military occupation into legitimate political "assimilation," and these measures belong to the strategy of "strengthening the borders (*zhiyuan bianqiang*)," implemented not only in China, but also in other countries such as Indonesia and Vietnam.

An open conclusion

Adopting the perspective of China as a non-sedentary society can help to problematize and perhaps reactivate the ways to engage the complex social relations involved in the "countryside versus city" equation. Interregional demographic and socio-economic dynamics are creating new configurations of power. The investigation of the nation's changing urban

landscape leads to the necessity to rethink the very meaning of categories such as "urban" and "rural." In order to fully comprehend the urban it becomes indispensable to examine how rural life is and how the impact of socialism and post-socialism have transformed it. For researchers, it becomes necessary to rethink the urban-centered anthropological critiques during a period of unprecedented change on local, regional, national, and global levels. For teachers, a focus on primary sources related to gender, market and spatial practices can shed light on the patterns of proliferation of different urban centers. Two key points in the study of China's transformation are: the diversified distribution of resources among various regions, and the pervasive appeal to "urban peasants" of the imagined urban benefits both in terms of living in cities and in acquiring products and conventions indicating urbanity.

Another significant opening is the consideration of non-sedentary as a duality: both at the transnational and cross-national level, engaging in this way the radically political and economic questions of the transformation of contemporary Chinese society and culture in a global context. The image of China as a non-sedentary society can help scholars, teachers, and students to go beyond stereotyped attempts to condense "China" in the categories of socialism or capitalism, thus opening the way for new theoretical searches for alternative ways of addressing the people as subject of historical narrative.

ENDNOTES

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3. Gao Minglu (ed.), *Inside Out: New Chinese Art*, San Francisco: Museum of Modern Art, New York: Asia Society, University of California Press, 1998.

4. *ibid.*

5. See Decree of the President of the People's Republic of China, *Zhonghua renmin gongheguo hukou dengji tiaoli* (Regulations on Household Registration in the People's Republic of China), January 9, 1958. See Ministry of Public Security (ed.), *Zhonghua renmin gongheguo gongan fagui huibian 1957-1993* [Compilations of PRC Public Security Regulations (1957-1993)], Beijing: China People's Public Security U.P., 1984.

6. My use of "subaltern" comes from Gramsci. He uses this term in *The Modern Prince* and The Prison Notebooks to refer to the social classes (workers but also other groups) subordinated by hegemony and therefore excluded from any possibility to speak and play a meaningful role in a regime of power.

7. See Kate Zhou, Zhou Kate Xiao, *How the Farmers Changed China: Power of the People*, Boulder, CO: Westview Press, 1996, pp. 148-49; Lawrence J.C. Ma, Xiang Biao, "Native Place, Migration and the Emergence of

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10. See Lei Guang, "Reconstituting the Rural-Urban Divide: Peasant Migration and The Rise of 'Orderly Migration' in Contemporary China", *Journal of Contemporary China* (2001), 10, pp. 471-493.

11 See Hanna Kokko and William J. Sutherland, "Evolutionarily stable strategies of floating" <http://acarus.enu.tu.acz/Abstbook/abstbook/node/12.html#SECTION00012000000000000000>.

12 See Garimella Subramaniam, "Focus shifts to 'houseless' population", *The Hindu* (India's National Newspaper), Feb. 28, 2001 <http://www.hindu.com/2001/02/28/stories/0228000m.htm>.

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19 See, for example, James Lee, "Migration and Expansion in Chinese History", in W. H. McNeill and R.S. Adams, eds. *Human Migration*, Bloomington: Indiana U.P., 1978.

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"Temporal-Centrism Recapitulates Ethnocentrism": The Case for an Enhanced Time Perspective

Mark Welter

"To be wise is not to see the mountain but what lies beyond it." Gandhi's observation serves as the central theme of this effort. Usually, history is written for a specific purpose, to present an account of an individual nation, a "unique" group, a given period, a specific event. In itself, there is nothing wrong with this, but what "lies beyond the mountain" of the story being told is seldom seen, even less often, admitted.

The term for this common omission is "temporal-centrism," judging the past in terms of current, limited perceptions. "Temporal-centrism" distorts accuracy by purposely styling both time and space to fit present proclivities. The standard history account assumes nothing happened before (or after) the time under focus. Thus, prior to the Periclean Greeks, the Western Renaissance, or 1492 C.E., there was "only a void." A second pretension claims (again by elimination) that nothing of consequence occurred outside the geographic area of the subject being described. The overall effects are negative, for not including an adequate amount of space and time does an injustice to the world's real story of ecumenical achievement and continuous human interaction since the days of the Sumerians, or in the eyes of Big History, since the "Big Bang."

Said differently, histories encompassing less than a full sweep of time and space invariably omit the successes of other cultures and the impact they had on their own group. Innovations and advances are assumed indigenous, bestowed by a benevolent deity, or drawn from a superior gene pool.

Unfortunately, such micro-editing remains standard throughout the history profession today. This is unfortunate, for temporal-centric writing typically generates inflated views of self while demeaning those who go unmentioned. And, exclusivity is, of course, the antithesis to attitudes and outlooks mandated by a world community confronted by a host of common quandaries: pestilence, pollution, population — and peace.

Traditional American history presents a classic example of how tension-exacerbating outlooks are cast. The typical U. S.

History chronicle begins around 1492 and is textually molded to fit modern borders and Anglo-American perspectives. (See President Reagan's Thanksgiving Day address within.) Thus limited, most pre-Columbian Amerindians do not come off well. With a few exceptions, like the Anasazi, North American Native endeavors have not gone beyond hunting and gathering at Columbus' arrival. Unflattering stereotypes and condescending assessments (ethnocentrism) normally follow.

But if the bogus boundaries of space and time are lifted to include both North and South early America, a very different picture emerges. Natives south of the Rio Grande, as every world history student knows, had unprecedented achievements in agriculture, mathematics (the world's most accurate calendar), and spectacular civil engineering feats (some 7000 miles of highways among the Andes) well before 1492. (These are more fully described within.)

Thus, the heart of our contention: when specialized histories are confined to artificial borders and customized time periods (temporal-centrism), distorted outlooks (ethnocentrism) follow. The corollary elicits the essence of our antidote: only world, or the more recent Big History (see below), offer a sufficient time/space perspective to alleviate the ill effects of temporal-centrism and offer sufficient framework for generating a "tension-reducing awareness" of humanity's commonalities.

The need for change is compelling. The prevailing chest-thumping myths — often pursued with terrorist fanaticism — are too flammable for use in a volatile world. We need an ecumenical history, a narrative that reveals our similarities, not just our differences. Except for a handful of macro-historians, William McNeill and David Christian being among the best-known, this perspective has not been forthcoming.

For nearly two centuries, micro history has been accented at the expense of macro history. The first 150 years might be excusable; the last half century is not. This writing tenders a plea for equality with, not an elimination of, "small" history — a balance, not a banishment.

The call for a paradigm shift fits the realities of our time. Continued emphasis on specialized histories is glaringly out of step with a world that must cooperate to confront its borderless social, economic, health, and environmental challenges. To reiterate, as the global community becomes inevitably and inexorably linked by way of its mutual dilemmas and speed-of-light technology, we must cultivate a stress-alleviating awareness of our common (not separate) origins; of our record of universal (not exclusive) achievements; and of our mutual (not "chosen") origins and destiny. This, we contend, can be significantly facilitated by histories that transcend man-made measures of time and space — by seeing what "lies beyond the mountain."

What is history? What is Truth? What is the impact of time on our perceptions of history?

Consider these views:

Case 1. "No other form of government rivals our own institutions" [of equality and democracy]. We have not copied our neighbors; but rather, have set an example for them. . ." Pericles' Funeral Oration, Athens, 431 B.C.E.

Case 2. "I shall now speak of the knowledge of the Hindus, . . . of their subtle discoveries in the science of astronomy — discovers even more ingenious than those of the Greeks and Babylonians — of their rational system of mathematics, or their method of calculation which no words can praise strongly enough — I mean the system of nine symbols [our modern decimal sequence]." Severus Sebokht, Syrian astronomer-monk, 662 C.E.

Case 3. I am happy because I am a human, not an animal, A male, not a female; A Chinese, not a barbarian; And because I live in Loyang, The most beautiful city in all the world." Shao Yung, 12th Century China.

Case 4. "I contend that we Britons are the first race in the world, and the more of the world we inhabit, the better it is for the human race. I believe it is my duty to God, my Queen, and my country to paint the whole map of Africa red [imperial Britain color], red from the Cape of Good Hope to Cairo." Cecil Rhodes, 1885.

Case 5. "I have always believed that this anointed land was set apart in an uncommon way, that a divine plan placed this great continent here between the oceans to be found by people from every corner of the earth who had a special love of faith and freedom." Ronald Reagan, Thanksgiving Day Proclamation, November 25, 1982.

The reader will note that the foregoing observations have several characteristics in common: each speaker believed he was of a superior culture/nation/people/gender; each spoke at a different time in history; each knew little or nothing about the others' achievements; and — although unspoken — each believed he and his people had achieved their "golden age" independently. Very likely, each thought covertly what Pericles stated overtly: his group had no help from "strangers." Finally, by all indications, each was certain he was describing the "[T]truth."

Another message is difficult to miss: "We are a group of 'chosen' people. Because of superior genes, divine plan, or exceptional initiative, "we have achieved what no other people have." Unfortunately, hubris often

generated aggression. As any world history student knows, Cecil Rhodes was neither the first nor the last person who believed that his people deserved to rule the "inferiors" of his time. (More on this later.)

Yet, it is unfair to fault the speakers for most of what they professed. Except for President Reagan, none had a viable means to learn about the other. Outside the ever-present exchanges occurring during trade and war, earlier civilizations lacked the technology and traveling facilities to familiarize themselves with others. As world historians know, except for the accounts of worldly travelers such as Marco Polo and Ibn Batutu, little effort was made to become acquainted with, let alone to understand, "strange" people and distant cultures.

In more recent times, perceptions of isolated achievement have been challenged. In 1963, William McNeill's classic, *Rise of the West*, presented compelling evidence that, given global perspective, human civilization is the story of exchanges, with no single group having a monopoly on brilliance. As the don of world history contends, "Innovations were not so much discovered as borrowed." Thus, because diffusion is universal, "all cultures have taken turns at being world teachers."

Unfortunately, the McNeill thesis seems to have fallen upon deaf ears. Most contemporary histories are still written in a narrow vein, and time-warped outlooks dominate. Indeed, "small history," in spite of the rise of the World History Association, commands campus curricula throughout the nation. Indeed, some critics have described the prevailing mode of course offerings as "Balkanized" history.

Why is this so? Why does a trend of specialized accounts continue to have the major influence on public perceptions? If world politics are any indication, many cultures/nations/ethnic groups still believe that they are unique, special, "chosen," or superior to others. Never mind that since McNeill — and more recently (1991) David Christian — world historians have documented that intercultural exchanges were the norm long before the Common Era. (See Christian's "Silk Roads or Steppe Roads?" in the *Journal of World History* (Spring, 2000), for a superbly documented account contending that the silk roads are much older and culturally deeper than thought.) The question remains: Why, outside of the World History Association (1982), is nearly forty years (since McNeill's classic) of macro-history relegated to the background. Why does the micro history rule in an era when we communicate, inter-act, and transact across the world at the speed of light?

There are many reasons for the intellectual lag, but this effort will concentrate on one: most views of the past (and the present) are the product of limited perspectives of space and time.

"Truth," in other words, suffers from varying degrees of "temporal-centrism"; that is,

being “now centered.” The past is presented in terms of present outlooks, which distorts — either positively or negatively — the subject being chronicled. Our histories are still tethered to nineteenth century separateness paradigms. Or, as David Christian so nicely states, “Understanding our commonness is not inherent to modernity.” This is simply out of date. The 21st century issues a clarion call for larger dimensions of time, more meaningful samples of our planet’s story.

Undesirable, even ominous, outcomes flow from the prevailing “time bound” histories. When a people, a civilization, a culture, sees itself as “superior,” “chosen by god,” or “anointed,” it usually has ignored what others have contributed to its success in favor of benevolent deities, genetic selection, and indigenous heroics. As seen above, a sense of exclusiveness is almost inevitable. While this enhances needed group loyalties, it usually breeds arrogance, a disrespect of diversity.

The foregoing introduces our central contention, “temporal-centrism recapitulates (summarizes, repeats) ethnocentrism.” When all the gold medals are pined upon the chests of the currently thriving group, others — by omission — are deemed inferior. Frequently, this stokes aggressive proclivities that lead to arms build-ups, hatred, violence, terrorism and even Holocausts.

[Note: For purposes of this effort, we will explore two types of temporal-centrism, macro and micro. “Macro-temporal-centrism” refers to the ultimate dimension of time; one that begins with the primordial explosion, the “Big Bang.” Because the cosmic view offers the only empirically verified “birth of time,” it must be employed as the ultimate and only legitimate context for exploring truth. The corollary contention flows from this: perceptions short of the total dimension of time are incomplete, lacking full context, and therefore are a pretext, or something less than “truth.” Some micro and macro perceptions are compared below.

“Micro-temporal-centrism” employs time-space editing to mold history to fit contemporary values and favorable geographic borders. In fine, this includes judging the past in terms of current issues and/or intentionally selecting historic periods (usually eras of high achievement) while omitting others (typically of less accomplishment) to flatter or to demean the subject being delineated.

Inevitably, the real picture is distorted. Our introductory “cases” are representative products of “time-bound” history, while the essay, “The 100% American,” (below) is offered to illustrate the picture that emerges when a broader measure of time is employed.

Finally, being “time-bound” almost always includes being “space-bound” (geo-centrism). As suggested above, historians who believe their people are “special” almost invariably fail to include — or simply do not know about — the contributions of other

civilizations. Almost without exception, the excluded subjects have significantly enhanced the very achievements that are being enumerated (and extolled) by the local author. S/he knows full well what the readers want to experience. In a more insidious way, time-space management often projects additional negative perceptions. Topics like slavery, women’s rights, nuclear weapon use are familiar examples. How, for instance, could Thomas Jefferson ‘have slaves and write the Declaration?’ “How could we be so cruel to women a hundred years ago? “How could a democracy drop nuclear weapons on the ‘already beaten’ Japanese people?”

A brief reply, including time-space adjustments, might be: slavery and what we term human rights abuse today were common in *Thomas Jefferson’s time*. Seen spatially, this was true for human rights and gender issues across the world in the 18th century. There was, for example, foot binding of women in China, serfdom in Russia, indentured servitude in Britain.

These were the values of *that time*. Even free Blacks and Native Americans owned slaves in 19th century America ... and around the world. Similarly, objective understanding of nuclear weapon use must employ the context of *that time*. The 1945 battle for Okinawa illustrates the point. The all-out struggle consumed 10,000 casualties per square mile! Did anyone of *that time* believe the casualties would be fewer in the struggle to conquer the Japanese home islands?

More so, and of equal importance, concentrating on current impressions of the past normally eliminates the positive side of the equation. We have, for example, come a long way in human rights progress, gender rights, since the days of slavery. Further, the horrors of war notwithstanding, we are the only victor in human history to turn around and invest billions in re-building our previous enemies. How often has this been included in recent histories?

Finally, we hasten to add that reducing temporal-centrism neither lessens guilt for wrong doing nor excuses actions done, but we enthusiastically submit it does address our central purpose: *to increase objectivity, to produce a tension-reducing awareness of other times, places, and peoples.*

Returning to the five introductory “cases,” we see that they take on a different hue when a full allotment of time and space are added. Indeed, considering the realities of temporal-centrism, the statements seem logical — but, to repeat, certainly not excusable. As mentioned, in earlier times, people simply did not know much about each other, and expressions of pride were natural. Our point remains that more recent declarations of exclusivity and self-righteousness are less pardonable, for they ignore huge masses of contrary information generated in the last fifty years and heighten already volatile emotions.

The origins of status quo historiography help explain how “small history” gained its commanding status. About two centuries ago, with the birth of the nation state, historians were charged with the task of generating patriotism and citizen-rallying myths. Authors responded by writing flattering accounts of the past for popular consumption by their fellow citizens. Self-embellishment was augmented by omitting distant events and remote peoples. All that was needed, they reasoned, were the “facts” about their group and the mission would be accomplished. By the mid- 19th century, their myth-making mission was further galvanized with the acceptance of Leopold Von Ranke’s call for “scientific history,” the meticulous documentation of events.

Both were successful marriages, and a symbiotic relationship among “scientific” history, professionalism, and a myth-demanding citizenry developed. Historians received promotions, awards, and recognition while their nation gained reputation, distinction from other groups. When writers added loyalty-enhancing rallying cries like “Manifest Destiny” and “White Man’s Burden,” and “God’s chosen people,” everyone was happy.

Nor was this all bad. Surely, national-scientific history was an improvement upon earlier accounts based upon folklore, the “word of God,” and establishment-serving traditions. Further, specialized history still serves a legitimate need within the profession and among nations. All peoples need a myth, a direction-giving goal, some type of cohesive cement for their culture, creed, or state. But, for addressing the realities of the 21st century, the weaknesses of “small history” issue an irrefutable call for balance.

Applying the traits of temporal-centrism to the standard account of United States history exposes its shortcomings. Normally, the negatives begin with the first page of the narrative. Even though solid documentation (such as arrow heads in bison bones) tells us that Native Americans were here as early as 40,000 years ago, virtually every American history begins at, or near, the year 1492.

Being “space-bound” as well as “time-bound,” the norm of traditional histories is to limit the account to contemporary borders. As such, the standard story overlooks the prodigious pre-Columbian Amerindian accomplishments south of the Rio Grande. Some of these are: the world’s most accurate calendar (until the 19th century); the original use of the ubiquitous symbol for “zero”; the 7,000 miles of Inca highways constructed among the cliffs and crevices of the Andes; and an unmatched agrarian wizardry. Before they ever saw a European, Native Americans had originated two of the four basic crops that feed the contemporary world, corn and potatoes. Overall, the early Americans introduced nearly 100 flora to the Europeans.

Excluding these accomplishments encourages ethnocentrism. Orwellian omissions

lead readers to believe that Native Americans were little more than the hunter-gather groups which the arriving Europeans encountered (and “civilized”) across the North American plains and woodlands. More importantly, such cultural customizing is not the exception, but the rule, for prevailing national histories. Normally, neither credit nor connection to other peoples is granted, thereby evoking the inevitable biases and emotions that shape the average citizen’s outlooks.

But the time-space “cookie-cutter” is not limited to specialized history. Sections of “Western Civilization” courses are carefully pruned and plucked to conform to cherished outlooks. Thus, students are “free” with the Greeks, “saved” with St. Augustine, “oppressed” with Marx; and — of course — “blessed” in an “anointed land” when their text is limited to the post-World War II apogee of American success. The upshot is a carefully coiffured mythical mold into which “facts” are poured, formed, and hardened, thus producing a vintage example of how “temporal-centrism creates ethnocentrism.”

Simultaneously, as the more inclusive story of western humans (frequently labeled “world history”) is “cherry-picked,” Eastern history goes almost untouched. Neither the civilization-altering Chinese inventions of gunpowder, printing, paper, and the compass nor the computer-driving decimal system created by the early Hindus (second century C.E.) is mentioned in standard tracts. Likewise, the Arabic advances in medicine and mathematics are barely alluded to in standard accounts of “world” history. The culture-molding contributions of the pre-500 B.C.E era suffer a similar fate. Outside of a few infrequently-offered “ancient” history courses, the central tenants of contemporary religions, vital mathematical strategies (such as algebra), and popular literary classics are given little or no credit for their pre-Christian origins.

All this returns us to the fundamental message of this effort: status quo histories are incongruous with the Age of Cyberspace. Because readers of their country’s story logically feel good about themselves and know little about others, they are conditioned to see the world in terms of “us” and “them,” “chosen/unchosen,” even “saints and sinners.” After centuries of cultivation, this pattern of thinking has contributed significantly to many stereotypes. And the effects have been devastating. Ask a rhetorical question: could the Holocausts, genocide, tribalism, and “ethnic cleansing” and terrorist actions of the 20th century be conceived, tolerated, or implemented without the general support of these historically-influenced mind-sets?

McNeill sees the ills of temporal-centrism in different terms. The source of much intolerance, he asserts in his classic, *Mythistory*, may be traced to the flaw inherent to professional, and universal, “myth-making”: What is one nation’s (even a

region’s) history becomes another group’s myth and vice versa. In an era of mutually destructive weaponry and widening gaps in socio-economic well-being, it is dangerously counter-productive to tout one people’s greatness at the expense of others. Narrow notions of national uniqueness intensify emotions; and believing one is among the “chosen people,” tends to make him/her less open-minded about — and tolerant of — the “unchosen.”

Meanwhile, we remain “fellow travelers on Spaceship Earth”. And because modern problems are oblivious to borders, separate ness-minded and micro-detailed histories fail to address today’s dilemmas. Pollution and pestilence flow with the waters and fly with the winds. National/ethnic/cultural chest-thumping is disconnected from a world that is economically, informationally, and ecologically interconnected. Edited views of the past fall short of addressing our problems because they exacerbate, not alleviate, tensions within the world community at the very time cooperation and understanding are most mandated.

The conclusion is inescapable. Contemporary quandaries trumpet a clear call to expand the definition of “community” to the point where world citizens accept that all people — all creeds, all cultures, all colors — are fellow crew members of Spaceship Earth, and their options are few: co-existence or no existence. Or, as Martin Luther King once synopsized: “We either learn to live together as brothers and sisters, or we will die together as fools.”

Thus, a host of realities move the pivotal challenge facing today’s historians to center stage: creating a global myth, an ecumenical “truth” — a single record with which all humans can identify. The “us” and “them” era has outlived its time. The latter’s contribution to contemporary dilemmas cannot be overlooked: volatile rivalries in the Middle East, in the Balkans, in Northern Ireland, in tribal Africa, and in Kashmir, ad infinitum. Each side believes it is right, that its people are blessed with the “[T]truth” but is dangerously out of step with the Information Age. When the world is a seamless web of economics, ecology, and existence, it is counterproductive to shape loyalties according to limited, particularized vignettes of the past. The mandate of the micro-chip dictates a paradigm shift. “Us” and “them” history must yield to a “we” history.

But how do we do this? How do we create the global history in the Age of specialized — or “Balkanized” — history. Two requisites are vital: (a) the requirement to balance “small” history with more inclusive views; and (b) the need to craft a common history large enough to communicate humankind’s sameness, not just its differences.

Given the dimensions of the challenge, this formidable task inherently calls for a framework large enough to reduce temporal-centrism. Enter Big History. As described earlier, “Big History” begins exploration of the

human venture with the “Big Bang,” the scientifically verified “Genesis I” of all time. Because this vista erases all man-made labels of time and space, it offers a clean slate for revising labels, re-examining arbitrary time frames, and confronting long-standing assumptions, stereotypes.

Begin with the concept of “race.” Prevailing (an temporal-centric) views accept three races, Caucasoid, Mongoloid, and Negroid. Because of differing pigmentation and dissimilar physical features, each “race” is easily identified. And because of limited time-space exposure to the true origins of physical differences, the prevailing perceptions are assumed correct.

Big history’s macro-dimensions paint a very different picture. Framing the concept of “race” within the ultimate dimension of time frees it of many assumptions. Indeed, the terms “culture,” “civilization,” and “race” — as well as all of standard history’s “periods” — take on a different hue when displayed on the full canvas of time.

Let us, then, view “race” through the prism of Big History and the beginning of all time. The “Big Bang” and myriads of subsequently revealed data quantify a series of compelling, paradigm-altering conclusions. For beginners, consider the message that follows a bit of syllogistic reasoning: If we all came from the same source, we are, ultimately and universally, constructed from the same cosmic dust and debris. When this is true (the common DNA of life empirically testifies to this), it follows that we are all related, that all may be correctly called Cosmic Cousins. There can be, therefore, only one race, the human race.

Space Telescope Hubble’s cameras further substantiate our celestial pedigree. Besides photographing the actual formation of heavenly bodies in the Eagle nebula (1995), Hubble has recently (July, 2000) confirmed the existence of some fifty planets and verified the existence of at least one other solar system. As Einstein predicted, and Hubble supports, our solar system emerged from the whirling, swirling debris of a nebula, which in turn, was formed by the endless interplay, of dust and debris dating. Said differently, the Big Bang initiated a cosmic minuet that produced the current level of celestial complexity: a combination of black holes, an endless variation of heavenly bodies, followed — after some 13 billion years — the current human form. (For a compelling “read” on our precarious existence, see Martin Rees’ *Just Six Numbers*, 1999.)

Not surprisingly, the implications of a fully “time-free” history are mind-bending. Begin with a sample hypothetical case: The presence of the mentioned second solar system enhances the possibility of extraterrestrial life somewhere in the cosmos. If this is the case, what contemporary race, color or creed of Planet Earth can legitimately claim that they are a “chosen people” “anointed by God,” possessors of a “Holy Grail of Civilization”?

That is, if we are all made of a common, cosmic construction material, what happens to claims of a "superior" race? culture? creed? if another form of intelligent life is found? Clearly, all were made of the same "stuff." The conclusion focuses: when seen in full dimension, common labels of nations, historical periods, civilizations are undeniably man-made; they are not the product of a deity — divine or legendary.

In the final analysis, all people, all events, all of what we currently see are part of continuum begun some 12-13 billion years ago. We are not a product peculiar to a fabricated, man-made place and period (continental United States, 1492-present, for example) that relegates to inferiority anything lying outside of its artificial time/place boundaries. We are the current end result of all space and time. We are not the outcome of the last two or three centuries, but the culmination of a process of change and continuity that was initiated by a primordial explosion taking place some 13,000,000,000 years ago.

Hence, a different picture emerges. Throwing off the synthetic shackles of era and area exposes the commonness, not the differences, of the human species. Again, this requires a significant shift in thinking from the status quo. But who can deny quantification that began with astronomer Hubble's 1929 observations and continues today in the form of photographic documentation from his namesake space telescope.

Nevertheless, for sake of illustration, let us offer second — and more earthly — example of viewing "race" through a second enhanced version of time and space inherent to Big History, paleo-anthropology. Adding the dimension of "pre-history" to the story of the human venture confirms that race is no "black and white" matter. Nearly a half-century of work with the earliest known African fossils reveals no genetic evidence among hominids and proto-humans of what we currently label "race." There are, however, shared characteristics. Mitochondrial DNA, the common denominator for the human species has, for example, been traced back 200,000 years to its initial "African Eve."

Correspondingly, Dr. Luigi Cavalli-Sforza, representing The American College of Physicians, has urged members of his profession to stop using the term "race" altogether. "Genetically speaking," he stated in 1995, "There is no separation of races. Inherited traits do not cluster within any particular group." "The genetic structure of all humans is identical."

Meanwhile, paleobiologist William Loomis addresses the external racial characteristics, color and physical traits. He advances a well-supported thesis claiming that what we call "race" developed over the millennia from two rather prosaic phenomena: environment and diet.

His thesis is convincing. Beginning with our African origins, he explains, skin color

has acted as a window shade. Over eons of time, those who lived closer to the equator developed darker skin to block out excessive sunshine, while those who migrated north evolved lighter complexions to allow more of the vital, bone-hardening vitamin D-laden sunlight into their bodies.

Similarly, differing food-growing environments dictated menu variety. People with limited supplies of protein, for example, exhibited different physical characteristics from those having a ready access to this body building essential. Caucasian/ Oriental dissimilarities are, Loomis claims, instructive examples. (Note: The February 2001 issue of *Discover* magazine [pp. 32ff.] carries a well-documented account of how the interaction among sunlight, vitamins and location generates differing color and characteristics among humans.)

Thus, the contention reappears: a more inclusive scope of time and space exposes a picture different from what we currently perceive as "race." Skin pigmentation and physical features evolved over millions of years as natural responses to differing environments. Myths and legends about human colors and characteristics — often cultivated to inflate the assumptions of a particular culture, color, or creed — are unmasked for what they are: cohesive-enhancing for the group being flattered, but tension-exacerbating for the excluded.

Only Big (and world) History includes a sufficient arc of the ages to demonstrate a full facet of reality. Only a complete sweep of the Planet's history and geography sufficiently unveils the shortcomings of the prevailing man-made periods and labels. Only mega-measures of time and space reveal the commonness of the human species and the universal sharing of the human achievements (see below). Specialized history has its place, but it is inherently limited to smaller segments of space and time. As such, it includes more detail, but it obscures the larger patterns. The micro is accented at the expense of the macro.

But an augmented perspective of time and space does more than develop a fuller understanding of the concept "race." It also throws all of human achievement into a different light. Indeed, macro-history confirms a postulate long held by world historians: "All people — all creeds, all colors, all cultures — have been depositors and withdrawers at the world bank of knowledge."

Again, this contention directly contests the five declarations of "exclusiveness" that launched this effort. If, however, universal — versus local, ethnic, national, or racial — accomplishment is true, no nation, no people, no civilization has had a monopoly on creativity, innovation, or contribution to the human "bank of knowledge." If all peoples have taken turns being "world teachers," none can claim to be The Teacher of the human community.

But let us look more closely. To be fair, the spokesmen who introduced our essay were

not entirely lacking substance for their claims. Reagan and Pericles have accurately stated some of the valuable "deposits" of the Western world (democracy, rule by written law; judgment by ability, not nobility); in broad terms, Severus Sebokht has described a cardinal contribution from the East (India), the decimal system. And Shao Yung, too, has grounds for pride. By the 12th century, the Chinese had made major contributions to the world bank. Roger Bacon summarized accurately when he declared that "Four inventions led to the Renaissance: printing, paper, gunpowder and the compass." What he did not know at the time was that all four civilization-altering creations originated in Middle Kingdom. A closer look and more definitive documentation of our "depositor/withdrawer" assertion follows.

Perhaps no account of human endeavor more tersely describes the universality of human innovation than Ralph Hinton's classic, "The 100% American". The hypothetical story (revised here) opens with an imaginary citizen rising from her bed, the form of which originated in the ancient Near East. She throws back sheets made of cotton, first grown in India; and, using an imperial Roman culinary tool, the spoon, consumes a whole wheat (near east) breakfast from a bowl made of a clay-like material first used in China.

As our friend reaches for the morning news, a whole new set of alien contributions greets her. She reads the morning news unaware that the alphabetic characters were originated by the Phoenicians almost a thousand years before Christ and placed on a material first used in China (paper) by a process also begun there (printing) nearly six centuries before Mr. Gutenberg produced his Bible.

As she prepares to leave for work, our faithful citizen notices it is raining and takes her umbrella (southeast Asia) and her rubber (pre-Columbian Native American) boots before departing. Following an exhausting day of continually using borrowed items such as the decimal system (early Hindus) that drives her computer and the zero (pre-Columbian Native Americans) that is central to balancing her checkbook, our grateful heroine returns home. Following a dinner including corn and potatoes (pre-1492 Native American), she listens to some soothing jazz (pre-slave Africa origins) and prepares to retire. After setting an alarm whose time units are based upon the ancient (c.

Important Notice

The deadline for submissions for the Spring 2003 issue of the *World History Bulletin* is 15 February 2003. Any materials received after that date will be considered for the Fall 2003 issue.

3000 B.C.E) Sumerian system of 12's, she drops to her knees to thank a Hebrew deity in an Indo-European language that she is a "100% American."

Needless to say, the student limited to national histories or researching a doctoral dissertation rarely learns of the multi-cultural gifts to her everyday life. Awareness of humanity's continuous exchanges of innovation is, of course, obscured by a reduced exposure to space and time. When the traditional history course flatters a single group, future citizens learn little or nothing about the global (much less, the cosmic) process of change and continuity that has enriched all peoples and effected all of what we have today. As contended throughout, temporal-centric accounts generate "superiority complexes." "What did they ever do?" "Look at we accomplished!" proclamations, such as those delineated on our opening pages are common clichés declared by those lacking adequate time perspective.

The unedited version of the human story yields additional rich and much needed dividends. Placing national experience within the framework of world (and cosmic) realities tempers martial myths such as "Manifest Destiny," "City on the Hill," "chosen people." Broader outlooks are a mandate, not a choice in the 21st century. Being faced with commanding calls for global cooperation, it seems safe to say that contemporary dilemmas (peace, pollution, population) must be viewed in terms of our commonness, not our differences. Self-anointing vignettes which accent the particular at the expense of perspective cry for revision.

Today, the issue is not how we protect our borders for the common defense but how we dissolve them for the common good. The infrastructure is already there. Modern technology ignores borders at the speed of light. Free trade has converted world differences into a seamless web. Economic growth mandates cooperation among all races, colors, and creeds. What we need is history that rises above old, out-worn myths and addresses today's realities.

Summary

"The Case for an Enhanced Time Perspective" does not seek excuses for the excerpts of braggadocio cited earlier and heard for nearly 200 years. More than any outcome, it calls for increased objectivity. Hopefully, a broader awareness of time and space will encourage this. The Age of Cyberspace requires an ideology that matches its technology. The world can no longer afford flippant opinions and dogmatic stereotypes of race, religion, value systems. Common problems call for cooperation, not competition. From page one, a "tension-reducing awareness" of our commonness has been the central target of this essay.

Reducing temporal-centrism — or improv-

ing time perspective — therefore addresses the intellectual needs of the twenty-first century. As we have seen, placing commonly held assumptions in a broader framework of time and space reveals paradigm-altering, but empirically validated perceptions:

1. All humans are cosmologically the same. Being molded from the same extraterrestrial construction material, all people are demonstrably Cosmic Cousins. Such macro-perspectives underscore the conclusion: the labels black, white, yellow, Germany, Japan, China, the United States, were created and reinforced by time-space editing. Seen in their totality, the claims of uniqueness, superiority of race and culture are pretentiously artificial. Simultaneously, specialized histories — though still having their place — encourage and exacerbate prevailing emotions by dint of what they accent and what they eliminate.

2. The temporal-centric nature of the term "race" is further demonstrated by factoring into the human chronicle the macro-measures of paleo-anthropology and paleo-biology. The added magnitude of time confirms that differences in color and physical characteristics stem from geographic relationships with the sun and diet, not from some higher power, legend, or myth. Modern genetic research complements the observation. Scientists have found neither different codes nor composition of the irreducible construction material of life, DNA. Genetically speaking, there is no separation of races.

3. Time perspective exposes the ubiquitous process of inter-cultural exchanges. What Hinton demonstrated in 1937 has been convincingly verified in William McNeill's ground-breaking world history and a plethora of World History Association works since 1982. A conspicuous corollary to worldwide borrowing follows: no race, color, or creed can legitimately claim to be unique, superior, or original in its exploits. After all, if there is no "100% American," there cannot be a "pure" French, Italian, Chinese, Russian, ad infinitum. All have borrowed from each other; but because of carefully cultivated myths, usually do not know this. Adding the cosmic dimension and noting the possibility of finding intelligent life elsewhere further eclipses the "chosen people" myth.

4. Some replies to the inevitable question, "How do I teach all this?" lie in "Implementing Big History," *World History Bulletin* (Spring 2000) and other *Bulletin* writings by the author.

Finally, in another enduring world history classic, *Mythistory*, William McNeill issues a plea to his profession: "We need to develop an ecumenical history with plenty of room for human diversity. Anyone may, therefore, be expected to have many commitments to plural identities up to and including membership in the human race and the wider DNA of life on Earth. We must balance our loyalties to prevent total

commitment to any one group. Only so can we hope to make the world safer for all diversity."

We enthusiastically endorse and support the Professor's call. But we believe that the most formidable barriers to implementing his enlightened aspiration are the prevailing time-bound nationalistic-ethnocentric prejudices. They are a very difficult paradigm to crack. As illustrated on the first pages of this effort, our ethnocentricities have dominated outlooks since the classical Greeks (and surely before). Nor are current narcissistic notions limited to President Reagan and his predecessors. Overtly, passionate proclamations dominate the contemporary world's trouble spots; covertly, they appear in the slurs, mistrust, and the racial-ethnic virulence seen in this country and, perhaps more so, around the world. Reduction of temporal-centrism will surely not remove all the barricades to an informed awareness of our commonalities; but it is, we submit, the logical place to begin.

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ry when they are to explain fundamental historical problems, such as the different levels of economic development in different parts of the world, or the globalization process. Secondly, the crisis comes about because, according to many educationalists, a worldwide view of history represents the most effective basis for inter-cultural education; the latter is by now accepted as a basic social need in many States, including Italy, which only recently has become the target of mass migrations from countries not belonging to the European Union. At present, both historians and experts in history teaching are discussing at an international level³ the need to replace the various "partial" views of history with a world-wide view, that would enable pupils to understand the complexity of the past and present history of mankind. A first step in this direction was made in the US with the publication of the *National Standards for History*⁴ in 1996, containing a programme for the teaching of world history in secondary schools. As far as Europe is concerned, the issue was tackled in Italy in 2001. It was a novelty that gave rise to lengthy and bitter arguments, bringing to light profound disagreements upon the function of history teaching and showing, at the same time, the limits of historical culture in Italy.

last three years of the secondary cycle, in which there would have been specialisation into several different types of school.⁶ In these two-year period, school subjects would be split into two areas: the first, called "common area", would comprise the same subjects for all types of school, representing the common cultural background of all students and would-be citizens; the second area, called "specialistic area", would be made up of the disciplines which characterise different branches of secondary education, leading to further specialisation in the last three years of secondary schooling.

In June Tullio De Mauro, who had in the meantime replaced Luigi Berlinguer as Minister of Public Education, appointed a ministerial committee, made up of about 250 experts in school and university problems from school and universities, with the aim of preparing school programmes for the primary and secondary cycles. Until September 2000 this committee, which was subdivided into sub-committees, discussed the five-year plan for the implementation of school reforms, that was then passed by Parliament in December 2000; shortly afterwards the committee began to discuss school programmes for the primary cycle and drew up a report which was later transformed into a government decree.⁷ From this document are drawn the texts in the appendix.

School reform in Italy

The context within which the issue of world history was raised was that of a general reform of the Italian school system. On this reform, the first to be attempted in the history of the Italian Republic, the Ministry of Public Education was engaged throughout the whole period from 1996 to 2001, when the government was led by coalition made up of centre-left-wing political parties. In February 2000 Parliament passed an Act⁵ entitled "General rules regarding a new organization in school cycles", which defined the new architecture of the school system. In comparison with the former system, which comprised three cycles (elementary school – *scuola elementare* - lasting five years, lower secondary – *scuola media* - and upper secondary school – *scuola secondaria superiore* - lasting three and five years respectively), of which the first two were compulsory for all children, the main innovations were the following: first of all, there was a reduction in the duration of the schooling process from thirteen to twelve years; in the second place, compulsory schooling was increased from eight to nine years; and finally the cycles were reduced from three to two (primary cycle – *scuola di base* - lasting seven years, followed by secondary cycle – *scuola secondaria* - lasting five years). Thus, the end of the first cycle did not coincide with the end of compulsory education, since the latter also comprised the first two years of secondary school; these two years assumed therefore the character of a period of transition from the primary cycle – the same for all pupils – to the

The history, geography and social sciences curriculum for the primary cycle

In the curriculum for primary schools the various disciplines have been grouped into great multi-disciplinary areas, within which they gradually emerge as independent subjects; the disciplines are however closely connected on a didactic level through their convergence upon common issues. History, geography and the social sciences make up the area of geographical, historical and social studies.

In the subcommittee that discussed the curriculum for this area, the introduction of a world-wide dimension into history teaching was supported by Antonio Brusa, Dario Antiseri and myself⁸ and met with the almost unanimous approval of the other members. This substitution of a world view of history for the traditional approach centred upon Europe represents a radical change of perspective in history teaching in Italy. It must be recalled however that there had been in Italy a limited but not irrelevant experience, upon which was based the proposal made to the ministerial subcommittee: this was a seminar for school teachers fostered in 1996 by the Ministry of Public Education, that led to the successful experimentation of a curriculum of world history in 148 lower secondary schools.⁹ The proposal made to the subcommittee did not therefore come out of nowhere.

The history curriculum was planned by the subcommittee in an overall perspective,

World History in Europe

A World History Curriculum for the Italian school

Luigi Cajani

"Partial" histories vs. world history

School students in Italy receive a general view of history that resembles a deformed picture: a great body – Europe – to which all other parts of the world are attached, like stumps, only in so far as their histories are related to the history of Europe. This is the outcome of the traditional conception of history teaching, which has been shaped first by nationalist and then by europeistic ideals, and is mainly concerned with the fostering of a collective (national or European) identity, rather than with the analysis of all historical reality, both past and present. This "partial" view of history is by no means a special product of Italian culture. In fact, it is common to almost all other States, no matter whether European or not.¹ This is not surprising since, from the first half of the 19th century, history teaching in schools has been mainly regarded as an *instrumentum regni*, aimed at raising good patriots. Thus the ideal of a history of mankind, fostered by the Enlightenment², was abandoned in favour of a model of history teaching centred upon the national identities of each state. This model is now reaching a crisis level, for two main reasons. In the first place, this is a consequence of the development of historical research on the "world system": historians are becoming more and more aware that any unilateral or partial approach is unsatisfac-

which included both the primary and secondary cycles and also took the problem of compulsory schooling into account. The subcommittee considered that a historical approach is one of the fundamental keys to the understanding of every aspect of reality and that history has therefore a special value for education; as a consequence, the subcommittee assumed that, in the first two years of secondary education, history would be included in the disciplines of the "common area".

The history curriculum was divided into three main stages: the first stage, coinciding with the third and fourth year of the primary cycle, is devoted to the study of the basic "grammar" – in other words, of the key concepts - of the discipline; the second stage, embracing the last three years of the primary cycle and the first two years of the secondary cycle, is dedicated to the systematic and chronologically ordered study of historical events. The first two stages represent the basic and self-sufficient historical knowledge that compulsory schooling must provide for all citizens. The third stage of the history curriculum is designed for those who go further on in secondary cycle. At this stage, pupils do not go through all history systematically once again, as now happens in Italy; instead, they study particular issues in more depth, connecting them within a broad, chronologically ordered, historical narration. The latter must be limited to the main pieces of information, but at the same time it must be strong enough on a conceptual level in order to function as a general frame binding together the various issues. These in-depth studies must be organized as history "workshops" and they must devote special attention to historical sources and to debates among historians, so that pupils may become fully aware of the process through which historical knowledge is built up and may thus develop a critical approach.

In the primary cycle, the teaching of history is strictly connected to the teaching of geography and the social sciences, since the three disciplines belong to the same area of study.

In the third and fourth year the relationship among the three disciplines is very strict and it is centred upon history, which at this level deals with different "patterns of society". Building upon the lexicon acquired in the first two years of primary education¹⁰, pupils assimilate the "grammar" of historical studies, through the presentation of the main types of societies in human history: hunter/gatherers' societies, agricultural societies, nomadic pastoral societies, urban societies, industrial and post-industrial societies. As is made clear by the methodological directions given in a note to the section dedicated to "contents and/or activities" of the curriculum, examples must be chosen by teachers in such a way as to illustrate all of these types of societies, and they must be distributed in time and space in such a way as to cover different historical periods and

various geographical areas, in order to introduce pupils within the full time-span and the world-wide scale of historical events. The government decree also provides some fundamental epistemological directions for the study of these patterns of society, in order to connect this stage, centred upon the "grammar" of historical studies, to the following stage dedicated to the "system" of historical knowledge: teachers are invited to devote special attention to the relationship between human beings, and the natural environment, to the social, economic and political organization and to the patterns of cultural expression, stressing the interaction among these aspects of reality, in such a way as to foster a comprehensive view of society.

These "patterns of society" also represent the context within which pupils will begin the study of geography, which will build up its own "grammar", and the study of the social sciences, which use comparisons among different societies in order to reach one of their most important learning goals: the understanding of cultural differences.

In the next stage of the curriculum of the area of geographical, historical and social studies, embracing the last three years of primary education, the disciplines become independent from one another, although the scanning of each curriculum and the allocation of the main issues to the different school years has been conceived in such a way as to facilitate several connections among the three disciplines. Not only are these independent at an epistemological level, but they also have a different destiny as school subjects: at the end of the primary cycle, a first important stage in the study of geography and the social sciences will be completed, whereas the study of history will go on uninterruptedly for the following two years. The government decree does not say anything about the inclusion of geography either in the "common" or in the "specialistic" area in the first two years of secondary education, but it does specify that the social sciences will be replaced by the study of law and economics.

As far as history is concerned, here begins the more "systematic" – that is, chronologically ordered – study of the past, covering a five-year period: in the last three years of the primary cycle pupils will study history from the most distant past to the end of the XVII century; they will go on with the study of the XVIII and XIX centuries in the first year of secondary schooling, and, finally, with the study of the XX century and of the present time in the following year. It goes without saying that this decree, which is concerned with primary education, only indicates the essential contents of history for the first three years of this stage: the contents of the following two years belong to the curriculum for secondary education.

Among the specific learning goals, besides the cognitive operations that are typical of all sorts of historical studies - such as the

chronological setting of historical events, the approach to sources and historiography and the formulation of hypotheses - there is the attainment of a world-wide view of history and of the structuring, within this general framework, of smaller geographical dimensions: "to set and connect together historical events on different geographical scales: world-wide; European; national; local". This four-fold spatial approach is also adopted in the geography curriculum and it is the landmark of the world-scale conception in the study of these disciplines.

The enunciation of these learning objectives is followed by a list of the main historical contents, which brings together both the key elements of a world history and the issues to be studied in more depth in the specific cultural context of the Italian school system. In this perspective, as explained by a note to this point in the curriculum, the construction of a history curriculum must take place at various levels: the first and fundamental level is represented by a general framework of world history, that gives meaning to all the partial histories by which it is compounded, and that must be unfolded without any discontinuity in time or space, in such a way that no geographical area is ever left behind as a blank space for which no essential pieces of information are provided; at the subsequent levels we find more in-depth studies of European, Mediterranean and Italian history, that are particularly useful for people who live in Italy and in Europe. Let me stress, at this point, the special attention given to European and Italian history in connection with education to citizenship. Indeed, if we are to put our rights and duties as citizens into practice, we need a more detailed knowledge of the marks which historical events have impressed upon the geographical and social environment in which we live. However, this special attention is not aimed at the fostering of a collective identity, whether this be Italian or European. Finally, in the context of Italian history, teachers, according to available resources, will also treat local history, with its peculiar didactic resources that may become the main, though by no means exclusive, object of a history workshop. I must also here underline the unusual weight assigned to the first part of the history of mankind, from its origins to the Neolithic Revolution. There is a double reason for this: in the first place, the fundamental importance of this Revolution, which, together with the Industrial Revolution, represents one of the turning points in the history of the relationship between human beings and the natural environment; in the second place, considering that the world dimension of the history of mankind reveals itself from its very beginning, with the evolution of hominids and the diffusion of *homo sapiens* over our planet, the teaching of this first phase of our past is undoubtedly very useful in order to impress into the pupils' minds the world wide dimension of history, which will

later be recalled as they study of the histories of the various regions of the planet.

As far as the geography curriculum is concerned, I must observe that, in this field also, a fundamental innovation has been accomplished if one considers the traditional approach to the teaching of this discipline in the Italian lower secondary schools, where teachers gradually moved from the nearest geographical areas to the farthest, dedicating the first year to Italy, the second to Europe and the third to the rest of the world. On the contrary, the key elements of the new curriculum are general issues such as the distribution of population, agriculture, environmental risks, migrations, urbanisation processes, each one of these to be studied at the various spatial dimensions, from the world-wide scale to the local one. Thus the geographical space is firstly conceived as a world wide and homogeneous one, and later organized in smaller areas, none of which is, however, more important than the others. This runs parallel to the uniform general framework provided by world history.

The social sciences curriculum focuses upon demography in the 5th year, upon culture, with special attention to comparisons among different cultures, in the 6th year, and finally upon law and institutions in the 7th year. By comparing the contents of the three curricula, we may observe a number of converging elements, which suggest various kinds of common efforts at the level of school programming. For example, in the 5th year the study of the distribution of mankind over the Earth in the Paleolithic Age runs parallel to the study of the present-day distribution of population in geography, and to the study of demography in the social sciences; in the same year the study of the first urban societies runs parallel to the study of their environment in geography. In the 6th year the study of the origins of the Christian and Muslim religions in history proceeds side by side with the study of religions in the social sciences. In the 7th year both geography and the social sciences deal with various issues connected to international relationships, to the administration of international aids, to sustainable growth and to the Universal Declaration of Human Rights. Geography and the social science are at any rate contexts within which the study of the present world is developed, with a constant dialectical relationship with the past, studied in history.

The history curriculum under attack

All aspects of the reform of the Italian school system have been the focus of an extensive debate in public opinion. To the many voices in support of these reforms, others responded expressing criticism or outright condemnation. This controversy grew particularly fierce when it touched upon the history curriculum. This is not surprising, if one considers the particular importance of history teaching, which has always been burdened with ideological val-

ues. The main issue put forward by those fighting against the curriculum was the refusal of world history, against which they appealed to the central role of Italian and European history, as one may read at the end of a manifesto subscribed by 33 historians: "we strongly raise the question of a general redefinition of the curriculum for the primary cycle, in order to avoid the danger that the world-scale view of the historical process, whose necessity we not deny, might compromise the full appreciation of the Italian and European identity, and belittle the differences in values and civil conquests."¹¹

The importance given to the national dimension in the teaching of history, also seen as a source of values, is pointed out clearly in a history curriculum, prepared by a group of historians who stood up against the new ministerial curriculum. Here we may read a claim to the primacy of Italy, in connection with the pre-eminence of Christianity: "[To history] one must recognize ... the function of the real load-bearing structure of both primary and secondary education, in relation to their general educational goals, especially in a country like Italy, where the development of a Christian and ecclesiastical tradition upon the roots of the classical world has guaranteed a continuous historical process that is unique in the world."¹²

This claim could hardly be put forward in a serious debate among historians and it is also embarrassing in a multi-cultural context. The same goes for another statement, which one may read further down in the same text, this time made on behalf of Europe as a whole: "the pretension that we should enlarge the study of history to a world-wide scale, so that the history of Europe and that of the other continents would be set on the same level ... is simply wishful thinking."¹³

If, on one hand, one is amazed by these claims to a superior value of Europe and Italy in comparison with other parts of the world, on the other hand this controversy reveals two conflicting conceptions of the role of history teaching: one, represented by the authors of the new curriculum, is aimed at the formation of a critical individual, who is capable of determining, according to his/her interests, the social and political areas within which he/she wants to act and seek for cultural identity; the other conception, represented by the critics of the new curriculum, assigns to history teaching the aim of building up cultural identity and of fostering consensus for a collective entity – the nation, Europe – which lays its roots in the past and is given once and for all. In other words: a cosmopolitan vs. a communitarian view of history. This clearly results, once again, in an interview given by historian Rosario Villari, who declared: "The study of history coincides with the need to understand deeply the identity of one's culture, of one's nation, and of the civil community to which one belongs."¹⁴

School reform comes to a halt

The last step towards a reform of the Italian school system was interrupted before it could be completed. The ministerial committee had just started the third and last phase of its activity, which would have focused upon the preparation of the curricula for secondary education, when the political elections of May 13, 2001 brought to power a coalition made up of centre and right-wing parties. Among the objectives proclaimed by this coalition during the campaign for the elections was the cancellation of the reform of the school system, started by the previous government. Therefore, Letizia Moratti, the new Minister of Education, University and Scientific Research (*Ministero dell'Istruzione, dell'Università e della Ricerca*, this is the new denomination of the Ministry) immediately blocked the decree and dismissed the ministerial committee, and then appointed a new team in order to plan a different reform. This led the the new government to pass a new bill on the reform of the school system. The approach of the new government is revealed by the following claim, drawn from article no. 2: "we intend to foster the spiritual and moral education, the development of historical consciousness and of a sense of belonging to the local and national community and to the European civilisation".

The world-scale, cosmopolitan dimension has clearly been banned from the future history curriculum.

But, whatever may be the future course of Italian politics, it seems to me of the utmost importance that, for the first time in the history of the Italian school system, we have raised and discussed the issue of a world-scale approach to the study of history and, more generally, the issue of the function of history in education. I believe that the influence of this debate will not be short-lived.

GUIDELINES

DIRECTIONS FOR THE IMPLEMENTATION OF THE NATIONAL CURRICULUM¹⁵

Section A (omitted)

Section B – FIRST AND SECOND YEAR : FROM FIELDS OF EXPERIENCE TO AREAS OF STUDY

[...]

ANTHROPOLOGICAL AND ENVIRONMENTAL AREA

This area includes history, geography and the social sciences. Here are the general goals and the goals of each discipline, which combine together to produce the final overall goals of the area

a) *The general goals of the anthropological and environmental area*

The knowledge and the competencies relating to

this area will combine together through a variety of approaches which will assign great importance to active work and investigation.

The specific contents and goals of each discipline will be strictly connected to the main themes of the social sciences, on the basis of the overall experience of life attained by the children, and will be introduced gradually according with the curiosity, interests, and with the need for exploration and understanding, of the pupils (both of individual pupils and of groups of them).

The knowledge of oneself and of other people, the exploration of the past and of the space around us, the building of interpersonal relationships and the discovery of social rules are processes already undertaken by the pupils through their experiences both inside and outside the family and in the years of nursery school. The educational processes of the anthropological and environmental area in the first two years of primary education may therefore be defined as well selected opportunities aimed at strengthening these processes in order to foster the affective, emotional, social, and moral growth of each pupil.

The main goal is to aid the pupils to gradually build up the specific basic language of each discipline of the area and to think over some of the concepts used in everyday life, so that upon these bases the subsequent process of acquiring historical, geographical and sociological knowledge may be founded. The pupils will be supported in the task of drawing out of the relational contexts in which they are embedded (relationships between the individual on one side and family, persons of the same age, society, natural environment on the other) the terms and concepts which they will begin to use in order to develop an elementary awareness of the complexity of reality.

The knowledge of each discipline of the area will be combined with that of the other disciplines, focusing upon some key issues which will spring out of the relational contexts. Teachers and pupils will also work upon the main spatial and chronological co-ordinates. The building up of the appropriate language will take place through activities involving exploration, manipulation, and various forms of communication (through language, drawing, movements, etc.).

The activities and the use of technologies will be practiced with the aim of fostering a gradual transition from personal and spontaneous experience to mediated and conscious experience in order to build up in the pupil a personal and social identity, an awareness of rights and duties, a sense of solidarity and cooperation, and a sense of responsibility towards the social and natural environment.

b) The specific learning objectives defined in terms of pupils' competencies in the anthropological and environmental area

To orientate oneself through time starting from one's personal history and experience:

To orientate oneself through space starting from the places where personal experiences have taken place;

To separate and connect different personal histories that have taken place within the social groups to which the pupil belongs (family, persons of the same age, social environment), setting them in the right temporal and spatial dimensions;

To recognize the symbols more commonly used in order to move oneself across the urban and across the surrounding space;

To orientate oneself through space according to given landmarks;

To act in compliance with information about

direction and distance:

- to read and construct simple representations of spaces;
- to recognize and to use, at an elementary level, the basic language of the area of study;
- to describe verbally and to represent graphically objects set in a given space;
- to tell events and experiences;
- to share tasks and responsibilities with persons of the same age;
- to establish relationships based upon personal autonomy and on the acceptance of interpersonal differences;
- to recognize and accept social rules.

c) the essential common contents

Terms and concepts relating to the following dimensions: social life: family, group, role; rule/norm/law; power, collaboration, cooperation, tradition, feast; economy: work, craft, money, profit, trade; everyday life: food, clothing, dwelling, social habits; culture: communication (oral communication, writing, music, images, multimedia); figurative arts (architecture, painting, sculpture); religions, myths; sources (written document, fossil, ruins); technology (tool, machine); chronology: duration, priority and posteriority, contemporaneity, repetition, dates; space: place (far-near, above-under, left-right), environment (natural, human), direction, map.

d) The expected competencies in the anthropological and environmental area

To reconstruct events connected to one's personal experience;

To orientate oneself through space in compliance with known landmarks;

To describe verbally and to represent given objects set in a given space;

To compare near-by realities (town or village, crafts and jobs, tools used in everyday life, the most common technologies, etc.) with other realities, including those set far apart in time and space, and to show differences and similarities.

Section C – FROM THE THIRD TO THE SEVENTH YEAR: FROM THE AREAS OF STUDY TO THE DISCIPLINES

The awareness that the languages typical of the disciplines under study give meaning to one's experience will be developed and reinforced in the period comprised between the third and the seventh year of primary education.¹⁶⁻¹⁹ This period is characterized by a further specification of the areas of study: from the three areas of the first two years the pupils will move on to the following four areas: languages and expression (including art, music and motor skills); mathematics; science and technology; geography, history and the social sciences. In the course of these five years references to specific disciplines will become more explicit: in the first place, some areas of study will acquire more specific denominations; in the second place, pupils will start learning some of the bases of each discipline (for example, the existence of different kinds of texts in the field of languages and expression, the different forms of representation and measurement in mathematics, the importance of investigation and research in the field of science and technology and in geography, history and the social sciences) and, more generally, a more systematic use of the language of each discipline. References to the pupils' experience and to the unity and identity of the learner will still be of fundamental importance, but gradually the pupils will be

shown and will absorb the intrinsic characteristics of the different approaches of the various disciplines. The pupils will discover that experiences may be set and ordered in different contexts, and thus they will gradually begin to use the languages of the various disciplines in order to understand the different aspects of the world around them and to communicate their experiences in a more and more appropriate way. In the course of these five years, the single disciplines (each of them in a different way and with a different timing) will begin to emerge out of the areas of study: for example, history, mathematics, the natural sciences. In the last two years all the disciplines included in the new primary school system will be clearly separated one from the other – teachers will make sure that what has been gained in previous years from the links established among different disciplines shall not be lost - and will thus provide a natural connection with the curriculum of secondary school.

Be reminded that the specific goals indicated below in terms of pupils' competencies are set in a progressive order, that is to say they require a bigger and bigger effort in relation with the age and learning pace of the pupils and with the time available. [...]

THE AREA OF HISTORY, GEOGRAPHY AND THE SOCIAL SCIENCES

HISTORY – GEOGRAPHY – SOCIAL SCIENCES

The Area of History, Geography and the Social Sciences (3rd and 4th Year)

Specific learning objectives in terms of pupils' competencies

To recognize and describe patterns of societies on the basis of the following indicators: the relationship between man and the natural environment; social relations; economic relations; material culture; power and institutions; cultural expressions; figurative arts; religions;

To know and make use of chronological categories;

To build chronological graphs;

To spot and interpret historical traces in the places around us;

To recognize the different forms of relationship between men and nature;

To recognize and make use of historical sources;

To draw information out of maps, tables and cartographical documents;

To know and make use of the basic terminology of the disciplines of the area of study;

To understand the importance of the natural environment and to act consciously for its preservation;

To behave in a responsible manner within the school community;

To build relationships with other persons based upon critical autonomy, upon the acceptance of interpersonal differences, and upon sympathetic cooperation.

Contents and/or activities

a. Hunter/gatherers' societies: hunter/gatherers' societies in the Paleolithic age; modern hunter/gatherers' societies;

b. Agricultural and pastoral societies: agricultural societies in the Neolithic age (especially in the Mediterranean area) and in the modern world; settled and urban societies; nomadic societies from the Neolithic age to the present Industrial

societies: societies of the age of the first and second industrialization; post-industrial societies.

History (5th, 6th and 7th year)

Specific learning objectives in terms of pupils' competencies

To represent both graphically and verbally the chronological relationships among historical events;

to set and connect together historical events on different geographical scales: world-wide; European; national; local;

to establish causal relationships among historical events;

to recognize, read and question historical sources;

to single out historical problems, and to put forward and test explanatory hypotheses;

to understand historiographical texts;

to expound in narrative, descriptive and argumentative forms specific issues of the discipline under study.

Contents and/or activities

5th year

The evolution of hominids and the diffusion of mankind over our planet; hunter/gatherers' societies in the Paleolithic age; the neolithic revolution throughout the world: nomadic and sedentary peoples; the first urban societies (Mesopotamia, Egypt, the Indus Valley, China, America); the Mediterranean in the preclassical age; Semitic and Indo-European cultures/peoples in the Mediterranean and in Europe

6th year

The Mediterranean in the classical age: the Greeks; Rome; the rise of Christendom; the migrations of nomadic peoples, crisis and restructuring of the Euro-Asiatic empires; the Islamic world and the Arabs' expansion; Medieval Europe; the Mongolian empire; Africa south of the Sahara: migrations and the formation of States; America: the Maya, Aztec and Inca civilization; the colonization of Oceania.

7th year

The modern State in Europe and the formation of regional States in Italy; Humanism and the Renaissance; the Reformation and Counter-reformation in Europe; the Ottoman Empire (XV-XVII centuries); India, China and Japan (XV-XVII centuries); the world-wide expansion of Europe (XV-XVII century).

Geography (5th, 6th and 7th year)

Specific learning objectives in terms of pupils' competencies

To analyse and describe landscapes as anthropo-physical systems, on different geographical scales: world-wide; European; national; local;

to spot the transformations that landscapes have undergone through time and to hypothesise plausible future evolutions;

to orientate oneself both on the field and on geographical maps;

to interpret tables and charts at different scales;

to have mental maps where both human and natural events and phenomena may be plotted;

to build up tables and graphs, sketches and the-

matic maps relating to geographical issues, using conventional symbols in an appropriate manner;

to establish causal relations among geographical phenomena.

Contents and/or activities

5th year

The evolution of the morphology of the Earth; elements and factors of climate on the Earth; natural landscapes and human settlement on the Earth; the natural environment of the first urban societies, in a world-wide perspective; transformations of landscapes after the agricultural revolution; the agricultural spaces at a local, national, european and world-wide scale; agricultural production and trade.

6th year

Components and determining factors of the landscape; environmental risks; the preservation of the natural and cultural heritage; interrelations among natural aspects of the landscape, human settlements and economic activities; processes of urbanization from the Neolithic age to the present.

7th year

Transformations of the landscape after the industrial revolution, at a national, european and world-wide scale; the space as a "territorial system"; the main demographic, social and economic indicators and the correlations among them; productivity and welfare: the unequal distribution of income in the present world; debts and international assistance; migratory flows; issues and problems connected with sustainable growth and globalization processes.

Social Sciences (5th, 6th and 7th year)

Specific learning objectives in terms of pupils' competencies

To read and interpret tables and graphs relating to demographic and economic phenomena;

to describe both in a quantitative and in a qualitative manner several aspects, opinions and behaviors of the society in which the pupils live;

to identify and describe cultural differences;

to identify and contextualize human rights;

to identify the values and norms of democratic society.

Contents and/or activities

5th year

The dynamics of human populations: growth, stability and decline of population; the relationship between population and resources in different contexts; the impact of migrations on social organization; individual and society: the interpersonal dimension; rules and institutions; the family and its transformations; gender and society.

6th year

Relationships among cultures: languages and communication; ways of life; religious beliefs and practices; relationships between different cultures; cooperation and conflict; multi-ethnic and multi-cultural societies.

Production, markets, exploitation and preservation of the natural environment

7th year

Citizens and institutions: the rule of law; citizens' rights and duties; the Italian Constitution; the European Union's Charter of rights; the Universal declaration of human rights; The forms of social and political participation norms, laws, and their sources; the condition of children throughout the world: the Charter of children's rights; the history of schools and schooling in Italy.

Section D – THE FINAL GOALS OF THE DISCIPLINES

Building on the fields of experience practiced during nursery school and on the areas of study of the first five years of primary school, the teaching-and-learning process reaches a stage in which the area of knowledge pertaining to each discipline is distinguished from those pertaining to the others. It must be underlined that although the term "discipline" implies the existence of concepts, languages and procedures belonging to specific sectors of knowledge, it does not however indicate the existence of a rigid delimitation. Such a delimitation must not be created at school level, for the same reasons for which it does not exist at the most advanced and complex levels of research activities, where, as it is well known, relevant innovations stem from contacts among different areas of science, and where human intelligence works on the basis of specific research issues and not on the basis of separate faculties or professorships. The unity of the learner and of his personality remains after all at the center of the entire system; and it is the learner's advancement that the system must carefully evaluate. An awareness of the existence of different disciplines is a target towards which pupils must be led gradually. The learning of a discipline is a process entailing a continuous redefinition of the experience of the pupils on the basis of concepts that ought to be more and more profound and precise, but also open and flexible. It is working upon this experience that divergent patterns of thoughts and creativity in reorganizing knowledge may emerge, mature and be fully developed. Divergence and creativity are precious values in each and every step of the pupils' road to learning and maturity.

The disciplines and their gradual development through the seven years of primary education are presented here in the light of the final goals that they must pursue both through their special languages and objects of study and through their multiple interrelations.

This leaves to the teachers the task of reconstructing, on the basis of the goals of the various disciplines, all the links connecting the single disciplines in a multidisciplinary network. This will not only be a stimulus to a better teaching and learning of the single disciplines and of the disciplines as a whole, but it will also foster in the pupils the growth of some general competencies, such as those relating to the learning process itself and to the pupils' role as citizens. Each discipline rightly counts these objectives among his own goals, and in practice all the disciplines together contribute to the development of these competencies. For this purpose, we recommend reading in detail the final documents issued from the various teams of the ministerial Commission, which are available on the web site of the Ministry of Public

Education. [...]

History, Geography and the Social Sciences

The teaching of history, geography, and the social sciences is one of the cores of the educational process from three to eighteen years of age. It contributes to foster in the pupils the civic and cultural competencies that enable them to play an active role in society, with full awareness and in compliance with the personal and social values established by the Italian Constitution and by the Universal Declaration of Human Rights, and to keep on learning for the entire span of their lives.

History, geography, and the social sciences are strictly connected with one another, since they converge on the study of the human community in all its dimensions: through the time span, across the geographical space, in its social setting. In the first two years of the educational process they represent a single and common work-field. In the following two years, this common frame is maintained, but a progressive and gradual characterization of the knowledge pertaining to each discipline takes place. In the fifth year history, geography and the social sciences become independent disciplines and each of them has specific educational goals, but still set upon a strong interdisciplinary background.

Pupils must learn how to make the most of themselves, of other people and of the natural environment, in the perspective of the practice of one's rights and duties, and therefore teachers must select contents and experiences apt to stimulate the pupils' curiosity, their interests and their willingness to take part in the solution of common problems.

The awareness of this situation guides towards considering the school system - with its calendar, spaces, contents, methods, techniques and relationships - as a complex system of resources apt to strengthen the pupils' positive potentialities, and to help them find their way without getting lost in the meanders of a complex, and often contradictory and bewildering, society.

The transition from narrative to research and from an objective representation of the world to the interiorization of patterns of thoughts, of attitudes, of rules of judgment and behavior implies a strong effort by the school system to enact a constant integration between cultural alphabetization and the fostering of the values and habits of democratic society, as was already stated in the 1985 Curriculum for Primary Education.

HISTORY

History plays a central role in learning, both because historical concepts are one of the basic instruments for understanding all aspects of reality and because history plays a key role in structuring the collective memory and the historical awareness of human beings, of nations, of communities of all sorts. Pupils must develop a systematic view of world history, through the study of historical phenomena on a world-wide scale, which they should investigate and interpret using the specific language of the discipline: terms, concepts and methods. A world setting is necessary for two reasons: in the first place, it stems from the development of international research over the past thirty years, which has developed the study of the world system as a general frame for the interpretation of all the "partial" histories by which it is compounded; in the second place, it is necessary because of the needs of multi-cultural education, which is not only valid in itself, but is also made unavoidable by the recent trans-

formation of Italian society in the direction of a multi-ethnic society, to which the school system must respond in such a way as to enhance the value of cultural differences and to prevent conflict. No historical presentation will be effective for the formation of a sense of national and European identity, unless it will account for the historical building of these communities and identities within the frame of the history of human communities world-wide.

The educational goals of history imply a clear definition of the learning objectives that are graduated in the curriculum according with the cognitive and socio-relational capacities of children, boys/girls and preadolescents, providing a wide variety of teaching and learning methods linked to those objectives.

For this reason general history is taught slowly in a five-year span starting from the 5th year of primary school. This is also aimed at providing all Italian citizens with a common and thorough historical education before the end of compulsory schooling.

The initial phase of the curriculum puts down the bases: in the first period (five years, including nursery school and the first two years of primary education) pupils are driven towards a theoretical knowledge and practical use of the key words which are necessary for the understanding of different aspects of reality: family, society, religion, the natural environment. In the third and fourth year of primary school they begin to be aware of the existence of different patterns of societies, both near and far in time and space, so that they may develop a "basic historical vocabulary" which will make the study of general history easier and more effective. This will be carried out during the last three years of primary school and the first two years of secondary schools, so that the completion of this phase will coincide with that of compulsory education.

It will be a systematic and chronologically-based narration, which will first of all deal with the world dimension of history; within this frame teachers will include, with appropriate in-depth studies, European, national and local history, which have a special importance for Italian and European citizens because they show the roots of realities directly experienced by the pupils. As far as methods are concerned, special attention will be given to practical activities showing pupils how historical knowledge is built on the basis of a wide variety of sources, so that they may begin to develop a critical approach towards historiography.

As will be more clearly stated in the national curriculum for secondary education, in the last three years of secondary school pupils will deal once again with general history as a frame within which several specific issues will be treated, with special attention to sources and to the historiographical debate, so as to foster a critical approach towards history.

GEOGRAPHY

Geography provides students with a description of the complex relations existing on the earth's surface between physical and human phenomena, on a world-wide, European, national and local scale. This description is inspired by the principles of the preservation of the natural environment and of integration and cooperation among all peoples in the process of human, social and economic development.

Geography, which was at the beginning mainly descriptive, has become a science devoted to the interpretation and explanation of the relationship between human society and nature, which results

in ever changing territorial settings.

Geographers' tasks nowadays include the study of the transformations of the organization of spaces, the working out of patterns of explanation for territorial dynamics and of parameters for the evaluation of the impact of human actions upon the natural environment, and, last but not least, the planning of new territorial settings. Research is also advancing in relation with the concept of *sustainable growth*: geographers are contributing to the creation of a new model of development which, by an intelligent management of resources, to which all peoples may take part on an equal footing, might pave the way to a process of growth which will be both tolerated by the natural environment and compatible with the demands and needs of men of all continents.

It is one of the most important educational opportunities of the school system to transfer the new principles of geographic research into teaching activities which may foster in the children not only those competencies which are related to space, but also the necessary underpinnings of an attitude of solidarity, of open-mindedness and of readiness to accept the integration among different cultures and the cooperation among different peoples, on the basis of an understanding of - and respect for - natural environments and ways of life different from our own, and of the preservation and sharing of both natural and cultural resources.

The stress on continuity and progressiveness in learning typical of the new curricula will enable to keep geography, history and the social sciences strictly tied one to the other throughout the primary school seven-year course, thanks to the analysis of the different patterns of interaction between societies and nature that have developed over time. Pupils must be provided, from the very beginning, with an educational environment that may enable them to approach scientific knowledge from a multiple perspective, including not only a local but also a world-wide dimension. The acquisition of different perspectives provides useful interpretative instruments, which may facilitate comparisons and foster a better understanding of attitudes, behavior and relationships.

The main innovation lies in the final abandonment of the traditional "cyclical" progression through the contents of the discipline, which were presented to the pupils moving from the near and simple to the far and complex realities and problems. Nowadays we are confronted with a more and more complex world, in which mankind is engaged in a thick network of exchanges with the natural environment and operates in a dimension that goes constantly beyond the space surrounding each one of us. The settings of a society moving towards globalization are before everyone's - and not just adults' - eyes, as they keep flowing through the modern telematic media, to which children have an easier and easier access.

Therefore the school system, from the very beginning, must help pupils decipher messages and images on a world-scale, and approach, in so far as it will be possible given the characteristics and learning models typical of their age, the great general issues. From the very start, pupils must be taught how to use instruments correctly and how to master them, in order to avoid the risk that they might be unconsciously mastered by them.

One must recall that the school system is one of the main scenarios in which the multicultural society, in which we are embedded, poses the problems of confrontation and integration; the children live and are confronted daily with school-mates of different ethnic origin, whose geographical and cultural roots they must know and

respect, also with the aim of avoiding that their mates forget these roots altogether.

SOCIAL SCIENCES

The map of contemporary knowledge is undoubtedly enriched by the scientific contribution of that wide spectrum of disciplines which mainly focus their investigation upon society. In today's cultural scenario it would be difficult to do without an understanding of social structures and stratifications, of the variety of cultures, of the normative and economic systems, of the psychological dimension of individual and collective behavior. The interest for social and anthropological studies is at any rate well rooted in the complex web of the modern encyclopedia of learning. It also comes to fill in the gap that had opened between the cultural climate of our country, where some scholars refused to recognize the scientific validity of such disciplines, and that of the more mature European societies, where social and anthropological studies had long been playing an important role.

The social and anthropological sciences foster in the pupils both the acquisition of knowledge relating to social organization and structure and the development of critical and responsible attitudes and behavior, based on the values of freedom and solidarity, at all levels of social life (local, national, European, world-wide).

Through a structural connection with history and geography, the teaching of the social sciences helps pupils to develop a personal identity, which is built on the basis of a recognition of a variety of social groupings and traditions. In this context, teachers and pupils will deal with the questions relating to human rights, peace, economic development, the natural environment, employment, health, the relationship between boys and girls and the relations among different cultures; at the same time, especially in the last three years of primary education, pupils will be prepared for the study of law and economics, which they will start in secondary schools.

ENDNOTES

¹ See Falk Pingel (ed.), *Macht Europa Schule? Die Darstellung Europas in Schulbüchern der Europäischen Gemeinschaft*, (= Studien zur internationalen Schulbuchforschung, Schriftenreihe des Georg-Eckert-Instituts, Band 84), Diestwag, Frankfurt am Main, 1995. On non-European States see Marc Ferro, *The use and abuse of history, or, How the past is taught*, London, Boston, Routledge & Kegan Paul, 1984 (or ed. *Comment on raconte l'histoire aux enfants à travers le monde entier*, Paris, Payot, 1981).

² See Luigi Cajani, *Die Welt als Horizont. Plädoyer für den Unterricht der Weltgeschichte*, in *Internationale Verständigung. 25 Jahre Georg-Eckert-Institut für internationale Schulbuchforschung in Braunschweig*, herausgegeben von Ursula A.J. Becher und Rainer Riemenschneider unter Mitwirkung von Roderich Henry, (= Studien zur internationalen Schulbuchforschung Band 100), Hannover 2000, pp. 75-82.

³ See for example the proceedings of the colloquium on "Historisch-politisches Bewußtsein in einer globalisierten Gesellschaft. Von der Lokalgeschichte zur Weltgeschichte", held by the International Society for History Didactics at Tutzing (Germany), September, 23rd - 26th 1997. Among the papers presented I recommend Henri Moniot, *De l'histoire locale à l'histoire mondiale: enjeux et problèmes d'un renouvellement de l'enseignement de l'histoire* (INTERNATIONAL SOCIETY FOR HISTORY DIDACTICS, «Information, Mitteilungen, Communications», vol. 19, n. 1 (1998), pp. 7-13), and Elisabeth Erdmann, *Was verstehen wir unter "Weltgeschichte?"* (*ibidem*, pp. 14-26).

⁴ *National Standards for History, Basic Edition*, Los Angeles, National Center for History in the School, University of California, 1996. On the history of this programme, which was criticised by the Republican Party on

the grounds that it disparaged the US and the Western World and glorified the other cultures in the world, see Gary B. Nash, Charlotte Crabtree, Ross E. Dunn, *History on Trial. Culture Wars and the Teaching of the Past*, New York, Alfred A. Knopf, 1999.

⁵ Legge 10 febbraio 2000, n. 30 "Legge-quadro in materia di riordino dei cicli dell'istruzione", published in *Gazzetta ufficiale* n. 44, 23.2. 2000.

⁶ There would have been four main specialisations in classics and humanities, science, technology and art.

⁷ This decree was published in Giancarlo Cerini, Italo Fiorin (eds.), *I curricoli della scuola di base. Testi e commenti*, Napoli, Tecnodid (in collaborazione con Zanichelli Editore), 2001.

⁸ Antonio Brusa, one of the main experts in the didactics of history in Italy, is Professor at the University of Bari; Dario Antiseri, philosopher, is Professor at LUISS University (Rome) and has directed the activity of the subcommittee together with me.

⁹ On this project, which I have had the honour of directing, see Luigi Cajani (ed.), *Il Novecento e la Storia. Cronache di un seminario di fine secolo*, Roma, Ministero della Pubblica Istruzione - Direzione Generale Istruzione Secondaria di I Grado, 2000.

¹⁰ This first part of the curriculum for elementary school is not reproduced in the appendix.

¹¹ This manifesto, signed by Gaetano Arfè, Girolamo Arnaldi, Francesco Barbegalio, Giuseppe Barone, Giovanni Belardelli, Luciano Canfora, Giorgio Chittolini, Giorgio Cracco, Franco Della Peruta, Mario Del Treppo, Angelo d'Orsi, Massimo Firpo, Giuseppe Galasso, Ernesto Galli della Loggia, Carlo Ghisalberti, Aurelio Lepre, Paolo Macry, Francesco Malgeri, Luigi Masella, Francesco Perfetti, Giuliano Procacci, Paolo Prodi, Gabriella Rossetti, Alfonso Scirocco, Giuseppe Sergi, Marco Tangheroni, Nicola Tranfaglia, Francesco Traniello, Gian Maria Varanini, Pasquale Villani, Rosario Villari, Cinzia Violante e Giovanni Vitolo, was published in "Corriere della sera", February, 25th 2001.

¹² Girolamo Arnaldi, Piero Bevilacqua, Massimo Firpo, Cosimo Damiano Fonseca, Nicola Tranfaglia, Giovanni Vitolo (eds.), *Progetto per l'insegnamento della storia nella scuola di base e in quella superiore*, published in the review "Lineatempo", 2001, n. 1, pp. 106-112 (for the quotation, see p. 106).

¹³ *Ibidem*, p. 108.

¹⁴ Paolo Conti, Villari: caro ministro, ecco perché la tua riforma è sbagliata, in "Corriere della sera", February, 13th 2001.

¹⁵ Giancarlo Cerini, Italo Fiorin (eds.), *I curricoli della scuola di base. Testi e commenti*, Napoli, Tecnodid (in collaborazione con Zanichelli Editore), 2001, pp. .

¹⁶ During the third and fourth year of primary education, the children will be guided to complete the process of building the languages and concepts that are necessary for the understanding of historical, geographical and social phenomena; at the same time, they will be helped to develop a less self-centered attitude in the affective and cognitive sphere as they will recognize, through a more systematic organization of what they have learnt in the previous two years, the importance of rights and duties in social relationships. What has been worked out in the previous phase of schooling will be organized through the concept of society. By working empirically on a limited number of examples the children will learn how to recognize and distinguish the characteristics - and understand the complexity - of the basic patterns of society, and first of all the relationship between man and the natural environment, the social and political organization, the different aspects of culture. The teacher will illustrate the general frame of a number of societies so as to provide model cases of hunter/gatherer's societies, of farmers' societies, with special attention to the urban dimension, of pastoral societies, and of the industrial society. These examples will be conveniently distributed in time and space: the teacher will cover the whole period comprised between the appearance of homo sapiens and the present time, and will make sure that the examples will be drawn from different areas of the world, in order to foster in the children an awareness of the world-dimension of human experience, both in the past and in the present. The children will also be introduced to the geographical language and will move mentally from the direct experience of "space" to its representation. They will be helped to recognize and to describe the characteristics of the geographical space considering both human and natural elements and moving simultaneously from the world dimension to the national scale (with special attention to Italian landscapes) and to the

local scale. They will learn how to draw geographical information out of a variety of sources (written sources, cartography, paintings, material sources). Moreover, teachers will be aware that it is only by comparing societies that are close or set far apart in time and space that learners may build up the ability to perceive and evaluate differences and similarities. Last but not least, the study of societies different from our own is a basic and effective means of intercultural education.¹⁷

In the fifth year of primary education pupils begin the systematic and chronologically ordered study of the history of mankind. Pupils will be helped to recognize the main phenomena that characterize this history and the guiding lines through which it may be interpreted: the relationship between man and the natural environment, the political and social organization, the exchanges (circulation of men, goods and ideas), the dynamics of human settlement, the different aspects of culture. The essential contents here outlined represent the landmarks that enable us to construct a world scene where historical events may be set in a continuous sequence. Within this general framework teachers will set more in-depth studies, and in choosing them they will also consider the local and cultural context in which they operate. Moreover, special importance will be attached to the classical Greek and Roman civilization and to the formation of the European state system, as key issues for the building of the cultural heritage of Italian and European citizens. The history of the period going from the beginnings of the industrial revolution to the present day will be taught in the first two years of secondary school.

Through the study of these issues pupils will also learn, by the end of primary education, the general physical and political framework of the world, with special attention for Europe and Italy. As far as Italy is concerned, they must be able to recognize the key physical elements of the landscapes, the administrative regions and the main cities and they must be able to locate them on a geographical map. As for Europe and the rest of the world, they must at least be able to locate on a geographical map the majority of the States and their capitals.

During the fifth, sixth and seventh year of primary education, through the study of the social sciences, in connection with the other disciplines of the area, pupils will reflect upon social reality, with special attention to the institutional, economic, social and intercultural dimensions. They will also come to a formal definition of specific concepts upon which the study of economics and law will be founded in secondary schools.

World History Association of Texas Call for Proposals

Spring Meeting 2003
April 12, 2003
San Antonio, Texas

"World History in Texas:
New Horizons"

Address all proposals to: Prof. Lydia M. Garner, Department of History, Southwest Texas State University, 601 University Drive, San Marcos, Texas 78666-4616. Fax: (512) 245-3043. Email: lg11@swt.edu. The deadline for submissions of proposals is February 3, 2003.

World History Network

News

Heidi Roupp

The World History Network

Teachers and scholars face a pressing need for a world history website designed as an interactive teaching and research tool. The World History Network addresses the need for classroom materials and resources, and it facilitates the dissemination of the advances in teaching and research. The Network, funded by the National Endowment for the Humanities, is under construction from 2001 to 2003 at Northeastern University under the direction of Pat Manning. The Preliminary "Staging Site" is now online at www.worldhistorynetwork.org. Current Items, designed and formatted on the Staging Site by Hillary Smith, presents issues of immediate interest in teaching and research. The full site will be launched in 2003.

Virtual Field Trips

Machu Picchu: The Rise and Fall of Andean Empires by Kenneth Wright featuring El Niño History Lessons by Kenneth R. Wright (Includes Tiwanaku, Wari, Moche, and Inca Empires)

Machu Picchu: An Archaeological Map of the City (Appeared in the May issue of *National Geographic*)

Machu Picchu: Detail of the Eastern Urban Sector

Freer Gallery of Art and the Arthur Sackler Gallery featuring:

Abridged Versions of The Art of Buddhism: A Teacher's Guide

The Arts of the Islamic World: A Teacher's Guide featuring the work of Susan Douglas

Guidelines for Teaching About World Religions by Carson Herrington

Opportunities for World History Educators:

Many world history educators are seeking summer institutes, travel study opportunities, and world history course work in their own neighborhoods or online. To address this need,

some 140 World History Courses in 33 states are currently posted. Graduate programs offering masters degrees and PhDs are highlighted. This month features the new Masters program at Rochester and the PhD program at Washington State.

New Online Listings:

Global Patterns of Racism, Raritan Valley Community College; Kevin Reilly, Stephan Karfman, and Angela Bodino inst.

World History Online, University of Colorado, Denver Campus; Marilyn Hitchens inst.

A special section of summer institutes and travel-study opportunities will be posted by the end of November and updated as new information becomes available. Penn State is offering a series of reasonably priced travel-study programs for teachers with program descriptions posted on the website. Contact Connie Kirker [cwk13@psu.edu] for more information.

We continue to add course new descriptions, state by state. Please send information about your world history course, summer institute, or travel study program to Heidiroupp@aol.com

Courses of Study and Syllabi

The Course of Study: Preparing It and Evaluating It by Howard Spodek

High School Courses

Tom Laichas, Advanced Placement World History

Steven Goldberg, Advanced Placement Curriculum Guide

Ryba Epstein, A.P. World History

Steve Cox, AP World and Honors Language Arts

Paul William Philip, Advanced Placement World History Curriculum

College and University Courses

Xinru Liu, The Silk Road

David Smith, Technology in World History

Anne Hardgrave, Designing a College Level Survey of Global History

Steve Cox, University of Charleston School of Education Course Syllabus

Tim Keirn, Teaching a Global Perspective: A Program for Preservice Teachers

Charles Ford, History of World Civilization Norfolk State University Department of History

NEH Program for Pre-service Teachers

Goals

Teaching a Global Perspective: A Program for Pre-service Teachers at California State University, Long Beach History Department by Tim Keirn

Integrating Content and Pedagogy for Preservice Teachers

Social Science for Teachers, Tim Keirn
Curriculum and Methods, Wendy Hayes Ebright

Curricular Mapping Exercise

Capstone Course: Units I, II, and III, Tim Keirn

Teaching Websites

Sharon Cohen, Advanced Placement World History

Jay Harmon, Advanced Placement World History

AFE: Asia in World History
The Song Dynasty in China
The Mongols in World History

Teaching Exchange: Strategies, Tips, and Lessons

Bill Everdell, Saint Ann's Integrated History Curriculum

Ethel Wood, Social Studies Course Sequence at Princeton High School

Ed Walsh, Writing More Effective Essays
George Rislov, Film as an Instructional Issue

Monty Armstrong, Them Against Us

Peggy J. Martin, The Bantu and Indo-European Migrations: A Comparative Study

Valerie Cox, Guess Who's Coming to Dinner

Davis Hartwell, Transliterating Foreign Speech

Christopher Ferraro, Advanced Placement World History News Project

Ane Lintvedt, What I Did at World History Teacher Camp: Lessons to Take Home from Scoring the AP World History Exam

Christopher Ferraro, The Global Processes Graphic Organizer

Connie Hudgeons, Mapping the World Cartographic Skills

Marc Jason Gilbert, Teaching World History in

Your Own Backyard: Using Local On Site Visits and Resources to Teach World History

Please send information about your world history course, your favorite teaching idea or syllabi for posting to Heidiroupp@aol.com
Editor, *World History Bulletin*

News Briefs

George Rislov, a world history teacher from Highland Park High School in Dallas, was recently appointed Director of Social Studies in the Division of Curriculum and Professional Development of the Texas Education Agency in Austin. --- Heidi Roupp

Representatives from California State University, Long Beach, the University of Illinois at Chicago, and Queens College will present world history program models for pre-service teachers at NCSS and AHA as part of the final year the NEH funded Teaching a Global Perspective project. --- Heidi Roupp

Dr. Matthew Melko of the International Society for the Comparative Study of Civilizations has notified the *World History Bulletin* that several thousand pages of notes taken by the late anthropologist Gordon W. Hewes, are available in the Human Relations Area Files (HRAF) for the perusal of scholars. The notes focus on the seventh century C.E., and number about 10,000 pages. According to Dr. Melvin Ember, HRAF President, the Hewes papers constitute a 30-box collection within their holdings. Dr. Melko reported that Hewes had commented that he had chosen the seventh century because it was the one for which the least information about the world was available.

Hewes' wife Minna noted that "Gordon would be pleased to think that it is being used, and so am I."

Further information on the files can be obtained from Mr. Melvin Ember, 755 Prospect Street, New Haven, CT 06511. Mr. Ember can also be reached at (800) 520-4723.

article -- probably because Professor Bingham was too busy writing real history to attend the University of Chicago and Columbia University conferences, attendees of which were mostly non-history department "orientalists" specializing in "oriental" languages and literatures. Of course, I have some personal motives for calling attention to Professor Bingham's work, since I was his teaching assistant at UC Berkeley and helped him (with another student, Frank Ikle) co-author/ edit his "monumental" *History of Asia*. One reason Professor Bingham didn't have to justify his History of Asia with Prof. Peter Boodberg and other U. Cal. Orientalists was because our U. Cal. History Dept. already had an extensive program which went beyond the traditional "Ancient, Medieval, Modern, and American" - the usual makeup of "Western Civ." -- namely several courses in Latin American History, taught by Herbert Bolton, Lawrence Kinnaird, and Engel Sluiter. Indeed Professors Bolton and Kinnaird even allowed me to use a desk in their office while I was teaching assistant to Prof. Bingham!

And I feel I should also mention a few amusing memories of what might be called a "turf war" with the "Orientalists" as the real (i.e., History Department) historians began to invade their oriental turf. For example, when I was starting up an Introduction to Asian History course at the University of Pennsylvania after completing my doctorate in what was then called "Far Eastern History" at UC Berkeley, senior professor Norman Brown of the "Oriental Studies Dept." "suggested" I should study Sanskrit first and though he did not make that a demand, I was not admitted to the "Oriental Club of Philadelphia" until I proved that I could write Chinese characters. (Fortunately I had studied Japanese at the wartime Boulder, Col. Japanese Language school where students had to learn a minimum of some 2000 Chinese "kanji" to supplement their Japanese hiragana-katakana).

However, the emergence of Asian History from "Oriental Studies" will not be over until Prof. Bingham gets some of the credit he is due for daring to start a real Asian HISTORY course in a real History Department.

Yours truly,

F. Hilary Conroy
Emeritus Professor of (Far Eastern) History
Univ. of Pennsylvania
June 25, 2002

Announcement

The annual Bradley University Berlin-Prague Seminar will be held June 15-28, 2003. The seminar is intended for social and political scientists, historians, and others interested in the culture, society, economy, and politics of Central Europe. It includes formal discussions with German and Czech leaders from the realms of academia, business, and politics, as well as short trips to points of interest. All sessions are conducted in English or with a professional translator. For more information, including program fees, contact Professor John A. Williams, Department of History, Bradley University, Peoria, IL 61625. Telephone (309) 677-3182 or via email at johnw@bradley.edu. More information can also be found online at: www.bradley.edu/academics/las/his/Berlin.

Recent Speech of Interest to WHA Members

"The Philippines as Part of World History"

Ms. Linglingay F. Lacandale (Consul General of the Philippines, New York) and Mr. Joselito A. Jimeno (Deputy Consul General)

*[Editor's Note: The following excerpts are from a speech given by Consul Lacandale at a reception for the launching of Kevin Reilly's *The West and the World from 1400 to the Present* (Markus Wiener Publishing) on November 15, 2002 in New York.]*

The Philippines have a rich history: The first fishing villages were settled along the coasts and river systems by Malay speaking peoples from southeast Asia. Their kinship-based villages were called *barangays*, after the name of the Malayan boats called "balangay" that transported them to the islands. About 5,000 years ago, a new wave of settlers, descended from China and identified by language as Austronesian came to the Philippines from Taiwan on double rigged canoes. The mixture of these two peoples and cultures created the Polynesian peoples, some of whom settled the islands of southeast Asia and the vast Pacific Ocean.

Those who remained in the Philippines typically occupied *barangays* of 30-100 households ruled by chieftains. Inter-*barangay* relations were usually peaceful until the 16th century. Then the Chinese, who earlier had been satisfied by trade, sent fleets of junks into Manila Bay with the intention of incorporating the island under the rule of the Ming dynasty. Meanwhile Islam had been introduced in the south. Two sultanates in the Sulu archipelago and the coast of Mindanao had been established when the Spaniards reached the archipelago in 1521, which they named after their king Philip. The Spanish ruled till the Philippine islands

Letters to the Editor

Dear EWHB:

The article entitled "Teaching About Asia, 1957-1961" by Robert Shaffer (*WHA* Spring 2002) provides a splendid record of the early days of the Asian civilization "Precursors of the World History Movement" ---with one exception. It omits reference to what might be called "the only all encompassing HISTORY OF ASIA ever written" (?) This was planned and co-authored by my Asian history mentor, Professor Woodbridge Bingham of the University of California, Berkeley (manuscripts and mimeographs ca. 1960, book form: 2 volumes published in 1964 by Allyn&Bacon, Boston, revised edition 1974 but left to go out of print after that, with no paperback edition). Why was it not mentioned in Author Shaffer's

were ceded to the Americans in 1898 following the Spanish-American War. Finally, in 1946, after a four year Japanese occupation during the Second World War, the Philippines became an independent republic.

The picture of Manila at the turn of



(L-R) Kevin Reilly, Consul Joselito Jimeno, and Markus Wiener. To the left rear of Dr. Reilly is the color painting created by Maria Madonna Davidoff and used for the cover of Reilly's book.

the 20th century as shown on the cover of the book, by the Philippine artist Madonna Maria Davidoff, is a good example of the multicultural history of the Philippines. The Spanish introduced the Hacienda system while most Filipinos lived in cottages and cultivated the fields with water buffalos as seen on the back cover. The Spanish also built impressive churches in the typical colonial baroque style -- as they did all over Latin America -- and the medieval wall which lasted until its destruction in WWII. In the 17th and 18th centuries the Spanish financed their rule in the Philippines with a monopolistic galleon trade, and one-third of the Mexican output of silver passed through Manila to be traded with the Chinese for silk, pearls, porcelain, diamonds, cotton goods, and iron. Without silver from Latin America, the Europeans had nothing to offer for trade to Asia. The Americans brought modern technology. Modernization is also represented by the first trolley in Manila. Part of the population adjusted to changes while others kept their traditional way of life: Chinese immigrants are seen working as small traders in front of the city walls, and crossing the river in tiny boats while huge American steamships approach the harbor. Local peasants live in cottages in the countryside beyond city walls as they have for centuries. Urban Filipinos are represented by a woman in fashionable dress and a businessman in western dress strolling toward the new streetcar.

It is hard to interpret Philippine history with a single approach. The last 500 years were dominated by Western civilizations. Upper-class families were inclined to emphasize whatever Spanish traits and descent they had -- at least until the student movement in the late 1960s and 1970s emphasized that "(instead of black) brown, or dark skin color, is beautiful". The Chinese part of the population could point to their equally long history in the Philippines and older one on the mainland. And neither the Islamic influence nor the omnipresence of modern American culture can be ignored. The teaching of world history is a much more appropriate approach for students from countries at the crossroads of several cultures such as the Philippines. It is much more suitable than a strict one-sided approach to history such as Western Civilization, Chinese civilization, or Polynesian civilization.

This winter, the World History Association celebrates its twentieth anniversary. Kevin Reilly was a founder and first president of the Association. Under his leadership the World History Association grew to include over a thousand members, in more than a dozen affiliates,

and began publishing its prize-winning *Journal of World History* and the *World History Bulletin*. Reilly's own work includes numerous publications in world history published by leading U.S. publishers. His *World History: Selected Reading Lists and Course Outlines from American Colleges and Universities*, published by

Markus Wiener in 1985, helped many graduate students and teachers design courses in World History. His two volume *Readings in World Civilization*, published in three editions, and his current *Worlds of History*, have served hundreds of college world history classes over the last twenty years. In addition, Reilly has influenced the development of the scholarly discipline of world history . . . Reilly's approach to World History was not to replace traditional courses [but rather] make them more global by showing how world cultures and civilizations were interrelated, influencing one another and developing in concert. Since narratives interest students more than a listing of data, Reilly structured his two-volume textbook *The West and the World* topically: "City and State" compares cities in ancient Mesopotamia, Greece, India and China; "War and Society" considers the armies of the Chinese and Roman Empire; "Love and Courtship" brings together the images of love among Arab and Greek philosophers, courtly love in medieval Europe, and mystical eroticism in India.

. . . in 2002, a revised, updated and enlarged Volume II was published, in time for the World History Association anniversary celebration. The new edition contains updated previews to all periods and three completely new chapters on the period since 1945: Global Economics, Global Culture, and Ecology. Subjects discussed include the fall of Communism and decline of welfare states and the consequences for the world economy; the rise of radical forms of Islam; ecological problems such as global warming and catastrophes such as Bhopal and Chernobyl; the spread of a corporate McDomination and the rise of global culture from Hollyworld to Bollywood. It is world history that illuminates our times: a story that will fascinate as it educates.

World History Association 2002-2003

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The *World History Bulletin* appears in May and December.