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World History and International History: Complementary or Incompatible Approaches to Global Historical Reality?

William R. Keylor
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I would like to take this opportunity to respond to some of the points raised in Joe Gowaskie's review of my textbook, *The Twentieth-Century World: An International History* (New York: Oxford University Press, 1984), which appeared in the Spring/Summer issue of the *Bulletin*. I shall do so at considerable length because I believe that the issues raised in his review have an important bearing on the discipline of world history that we are all

engaged in promoting. I hope that this response, when read in conjunction with Gowaskie's review, will help to stimulate thought and discussion among teachers of world history about the nature of our new pedagogical undertaking.

After praising my book as a "superb account of twentieth-century power politics, with an excellent description of the underlying economic forces that operate within the context of international relations," Gowaskie records his disappointment at certain "drawbacks" that he believes may limit the book's usefulness as a world history text. He complains that the book emphasizes political, economic, and military developments at the expense of social, cultural, and intel-

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Report from the President

Ross E. Dunn
President, World History Association

Recent developments in California secondary education are a sign of the times for the world history movement. In 1983 the California legislature enacted SB813, a comprehensive educational reform bill. Its provisions include a requirement of three years of History/Social Science courses for graduation from a California public high school. Beginning in the ninth grade, students will normally take a sequence of three courses: World History, Culture, and Geography; United States History and Geography; and American Government, Civics, and Economics.

Since the enactment of SB813, the California State Department of Education has been at work developing Model Curriculum Standards for these courses. These documents are not intended as course curricula to be imposed on teachers. Rather the local school districts are required at least once every three years to compare what they are teaching with the model curriculum guidelines. In January, the State Board of Education adopted a document setting forth the standards for the History/Social Science courses.

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lectual processes; that it "views the world primarily in terms of its leaders and downplays the significant contributions of those outside the political arena," and that it "says very little about the less powerful nations except when they intrude on the stage of the world's great powers." If I may take the liberty of summarizing Gowaskie's objections in a single paraphrase, he appears to be suggesting that the book treats the history of the twentieth-century world from the top down rather than from the bottom up.

If such was his implication, I must plead guilty as charged. As the preface to my textbook indicates, its guiding principle is "the struggle among the major nations of the world for power, prosperity, and prestige in this century." As I also specify in my preface, I deliberately de-emphasized social, cultural, and intellectual developments in order to concentrate on the underlying theme of international competition for political, economic, and strategic advantage in the modern world. I adopted this strategy of exclusion not because I believe that social, cultural, or intellectual developments are unworthy of study in our world history courses, but rather because I concluded that these very important subjects could be treated more effectively in other works, organized around different themes and written by historians more familiar than I with the scholarly literature of social and cultural history. It was enough of a challenge to attempt to master the enormous body of secondary sources dealing with various aspects of twentieth-century international relations and to summarize the results of that research in a single volume.

It is evident that several prominent members of our new association are committed to what might be called the "socio-cultural" approach to the study of world history. Gowaskie himself notes with evident approval that "many world historians, responding to the initiatives of the new social history, are attempting to provide their students with some feeling for the historical texture of daily life among the globe's inhabitants." Ross Dunn, in his presidential statement appearing in the same number of the *Bulletin*, issues an inspiring call-to-arms for a crusade on behalf of "a world history . . . that draws heavily on the conceptual tools of cultural anthropology." I fully understand our desperate need for first-rate textbooks on twentieth-century history written from this socio-cultural perspective that would address topics of religious experience, popular culture, and other manifestations of what

the Annales school France calls *mentalité*.

But I also believe that we teachers of world history desperately require good textbooks written from the perspective of what I shall call "the new history of international relations." It may surprise many readers of the *Bulletin* to learn that there is a large and expanding constituency of potential recruits for the new crusade of world history among discontented refugees from the established discipline of diplomatic history. "An increasing number of historians of international relations," I remarked in the preface to my textbook, "have recently expressed dissatisfaction with the limitations inherent in an exclusively national or regional approach to their subject. They have begun to insist that the sovereign political units or regional subsystems of the modern world are all so closely linked, so profoundly interdependent, as to require a global or international perspective on the part of those who study the external relations of states.

Unfortunately, the exponents of this "new history of international relations" have no professional association or journal to call their own. I believe that they should be welcomed into the ranks of the World History Association. It would be a mistake not to make room for this new genre of historical writing, of which I regard my own textbook as a recent example, simply because its methodological and epistemological assumptions differ from those preferred by the proponents of socio-cultural history who play such an important role in our Association. What apparently concerns Professor Gowaskie (and doubtless many other world historians who share his conceptual approach to historical reality) about the type of new history of international relations exemplified by my textbook is that it remains tarnished by the "elitist" prejudices associated with conventional diplomatic history.

Admittedly, this new genre does indeed retain as its primary point of reference the traditional concept of the nation-state (as opposed to the broader concept of "culture" employed by the cultural anthropologists or that of "society" favored by the new social historians). It does indeed focus on the behavior of elites (governmental, business, and military) rather than on the activities of the common people "outside the political arena," as Gowaskie puts it. It does indeed rely on the conventional concept of power politics in the international order rather than treat the 150-odd sovereign nations in the

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world on the basis of absolute equality of significance. But I would submit that this approach to the history of international relations is the result not of "elitist" preferences but rather of a set of firmly held convictions about the reality of international relations in the modern world. Whether we like it or not, and I for one do not like it at all, the following facts about the twentieth-century world are incontrovertible: the nation-state has been, and remains, the repository of political sovereignty; elites of various types, rather than the common people "outside the political arena" who follow or endure them, shape and execute the foreign policies of states; and a handful of sovereign nations, by virtue of their accumulation of inordinate political, economic, and military power in certain periods of history, have determined (for better or for worse, usually for worse) the destiny of the inhabitants of our planet in this century.

I cannot imagine a twentieth-century world history course worthy of the name that would not take account of these realities and devote considerable attention to the international developments highlighted in a textbook on the history of international relations such as mine. How else, one might ask, can we help our students to grapple intelligently with the critical issues of our time? Students must be taught how and why Hitler was able to subjugate Europe and annihilate its Jewish population. They must learn how and why the two victors in the Second World War have succeeded in pushing all of humanity to the edge of the nuclear precipice. They must be led to understand how the international economic system functions and how the creature comforts some of us enjoy and the abject poverty most of us endure are directly related to its abstruse operations. These and a host of related questions would probably not be addressed in detail—nor should they be—by a world history textbook inspired by the broader socio-cultural themes that Gowaskie and others correctly consider indispensable to our understanding of the world we inhabit.

In short, what I am proposing is that there is room in our emerging discipline for a variety of ways to study and to teach the history of our world. What I have labeled the socio-cultural approach is a valid and useful one that is embraced by many members of our Association. But equally as valid and useful is the approach of what I have called the new history of international relations, as practiced by scholars and teachers who eschew the old Eurocentric vision of the international order and address their subject from a genuinely global perspective. It is that global perspective that makes the new approach to the history of international relations compatible with, indeed complementary to, the type of world history advocated by Messrs. Gowaskie, Dunn, and others. Let our students be exposed to both perspectives—world history from the bottom up, international history from the top down, if you will—through a multiplicity of texts and assigned readings. Let them learn that the two perspectives are very different—because they focus on different "slices" of historical reality and employ different methodological tools. But let them learn also that they are intimately related—because they both have as their subject matter the entire world in which we live.

Report from President

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The department of education invited numerous teachers and scholars from both the secondary and college levels to participate in writing the standards for World History, Culture, and Geography. Some of them served on the advisory committee which drafted the standards. Others advised and commented as the work proceeded. A number of members of the World History Association were actively involved in one way or another. The advisory committee agreed unanimously almost from the beginning that the course should be world-wide in scope, and not a resurrection of the traditional "Western Civ" course of the 1950's. In fact, the model standards that emerged from many months of efforts are, in my estimation, both feasible for a year-long course and innovative in ways that the WHA will applaud.

The document has now been published with the approval of the state board. It recommends that "a course in World History, Culture, and Geography, if it is to live up to its title, should strive to illuminate the cultural, economic, geographic, and political interactions of peoples and cultures over time. Only by keeping this goal in sight will students grasp the deep historical roots of contemporary global interdependence." The standards also state that Western civilization should be given "special attention" but that its history should be presented "in a world context, stressing the developing interrelations between Western societies and other peoples. Western history and world history are not synonymous." Furthermore, the standards include a strong recommendation that the study of geography and culture, of such critical importance to a world-scale approach, be integrated into a chronologically based study of history, rather than being isolated from history in separate semesters or units on peoples and places. This provision is something of a victory over the presentist, "social studies" mentality that has dominated history education in recent decades.

The document also includes an "outline of historical periods and topics." This is not meant to be a rigid content structure for the schools, only a guide to course development. However, the outline departs, in some ways startlingly, from the Eurocentric or one-civilization-after-another approaches that have informed most of the world history texts on the market.

Bill Honig, the State Superintendent of Public Instruction, would like California's curriculum standards to be a model not only for the schools of his state but for the nation at large. If California takes the lead in reshaping history education in this country, the cause for a "new world history" will be advanced immeasurably.

On behalf of the WHA Council I want to thank all those members who took part in the activities we sponsored at the AHA conference last December. The Association was more visible at that meeting than in the previous two years. The evidence may be seen in the continuing rise in membership.

I also want to express special thanks to Kevin Reilly, Vice-President of the Association. He put in many more hours of his own time than anyone seems to have realized in compiling the new publication from Markus Wiener, *Selected Reading Lists and Course Outlines from American Colleges and Universities: World History*. Please note that this book is available at the low price of \$10 to members of the WHA.

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Look for the announcement in this issue of the Bulletin.

I look forward to seeing some of you at the conference on world history and technology in Aspen, Colorado, June 14-15. This meeting, the second annual Colorado conference, is co-sponsored by the Aspen Public School District, the Rocky Mountain World History Association, and the WHA.

Additional Notes from Wingspread

Members of the World History Association are already familiar with Wingspread, for it was there, May 18-19, 1983, that a handful of the dedicated put pen to paper, laying the foundations for our presently burgeoning organization. On September 23-25, 1984, Wingspread once again hosted a world history conference: "Strengthening the High School World Studies Course: A Search for Excellence." The meeting was sponsored by the Merston Center of the Ohio State University, Global Perspectives in Education and the Johnson Foundation, with support from the Danforth Foundation. The World History Association was well represented at this conference in the persons of Marilyn Hitchens, Kevin Reilly, and Arnold Schrier.

The tone of the conference was ambiguous from the start, since there was no consensus on the meaning of *world studies*. Was it world history, global studies, current events, or world issues? Definition was consciously avoided throughout the conference, the *a priori* decision having been made by the organizers that a group including historians (in the minority), political scientists, social studies curriculum specialists and coordinators, teachers, education professors, philanthropic institution representatives, psychologists, educational organization representatives, and elected and appointed education officials would likely never find a common point of agreement. (We will never know if that was a valid assumption. Be that as it may, it was well noted at the conference that the World History Association alone has a program and a direction that go beyond potpourri history, and that there are a growing number of adherents to the concept and purpose of world history.)

Thus side-stepping the crucial issues, the group somehow spent two discussion-packed days absorbed in the following topics: "Conceptualizing the Role of the World Studies Course in Secondary Education," "Creating the Capability to Assess and Use Existing Resources," "Roles for Educational Organizations in Building Excellence," and "Strengthening Local Staff Development and Teacher Education." Howard Mehlinger made the closing session memorable for all when he told his famous joke about the hunters in the wild north once again daring to take off in a little plane overstuffed with booty. After the crash, one hunter, looking through the smoke at the other, noted that they had gotten a few feet further this year than last year. Such was the concluding statement of the conference.

It should be noted that the diversity of the participants at the conference fairly well mirrored the situation in public high school education, where decision-making regarding curriculum, staff development and assignment, textbooks, and so on, must respond to a myriad of pressures, many of them highly political. As the World History Association moves ahead in the formulation of a true world history concept, salesmanship, appropriate textbooks, teacher education, and the political context of reworking curriculum must be kept in mind. As a participant at the conference, I would only note that a group that has a few curricula in hand and an idea in mind, as we had, attracts more followers than a group of specialized historians fragmented over questions of content and emphasis.

The conference sponsors have produced a rather hefty conference report. Among its conclusions are that world history in the high schools suffered a decline in the 1960s and 1970s, and that new demands to reinstitute some sort of world studies course would put severe pressure on school systems because they lack both adequately trained staffs and the necessary materials. On the other hand, such a situation presents opportunities for experimenting with new approaches to improve courses, curriculum, teacher training, and textbooks. A conference report can be obtained by writing to Richard C. Remy and Robert B. Woyach, The Merston Center, The Ohio State University, 199 West 10th Avenue, Columbus, OH 43201-1228, phone (614) 422-1681.

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Rocky Mountain Regional World History Association Aspen Conference June 14 - 15, 1985

The Rocky Mountain Regional World History Association is sponsoring a conference June 14-15, 1985, at the Aspen Institute, Aspen, Colorado, on the topic "Technology in World History." The conference will focus on the identification of salient technological themes in world history and the means for their integration into college and high school curricula. Featured speakers include William McNeill, Professor of World History, University of Chicago; Dr. Peter Carruthers, physicist and head of the Theoretical Division, Los Alamos National Laboratory; Professor Richard Adams, archaeologist, University of Texas at San Antonio; and Nathan Sivin, Professor of Chinese History and of the History of Science, University of Pennsylvania. All high school and college teachers, as well as the interested public, are invited to attend and to participate in discussion sessions. For further information, contact Heidi Roupp, Box 816, Aspen, CO 81612, (303) 923-3661, or Marilyn Hitchens, 720 Josephine, Denver, CO 80206, (303) 321-1615.

Book Reviews

The Discoverers

By Daniel J. Boorstin. New York: Random House, 1983. 745 pp. Reference notes, index. Cloth, \$25. Paper, New York: Vintage, 1985, \$9.95.

World history has at least two natural allies among the subdisciplines of Clio that ought to be more fully exploited: the history of science and the history of technology. Unfortunately, professional fractionation has proceeded so far that few scholars even try to gain expertise in both the history of science and the history of technology; fewer still, in the comparative sweep of their global manifestations. Fortunately, there are a precious few who manage to distill a lifetime of such inquiry into works of historical literature worthy of world-wide attention. Daniel Boorstin is such a man, and *The Discoverers* is such a book.

Having served as the Librarian of Congress since 1975 and, before that, as senior historian of the Smithsonian Institution and as director of the National Museum of History and Technology, Boorstin worked on this masterpiece silently and in spare time over fifteen years. Although known chiefly as a nationalist historian for his triple-prize-winning trilogy *The Americans* (1958-73), Boorstin has traveled the world in body and mind while teaching the consensual approach to human experience, and he has identified the ideas and things that matter most to the majority of humankind. Not politics, not war or diplomacy, not class conflict nor even individual creativity, but rather basic human needs (food, clothing, shelter, health, education) and wants (love, justice, mercy, dignity, knowledge)—these have become Boorstin's primary interests.

Curiosity, "mankind's need to know—to know what is out there" is the focus of this work. The jacket of *The Discoverers* proclaims it to be "a history of man's search to know his world and himself." In fact, it is an approach to world history through a set of biographical sketches of thinkers and doers. "A few crucial inventions—the clock, the compass, the telescope and the microscope, the printing press and movable type"—are described in detail, but *The Discoverers* concentrates on four broad areas of science for science's sake rather than on scientific instrumentation or on engineering or technology. Those four main divisions, called "books"—"Time," "The Earth and the Seas," "Nature," and "Society"—are each partitioned into three or more "parts" (fifteen in all) which in turn are subsectioned into three or more chapters (eighty-two altogether) with artfully chosen titles that are more poetic than descriptive. Hence, to understand Boorstin's table of contents, one must read the narrative, recognize its shingled chronology, then translate his insightful subsection titles into one's own idiom.

Book One, "Time," for instance, contains three parts: "The Heavenly Empire," "From Sun Time to Clock Time," and "The Missionary Clock." Part I begins with a chapter entitled "The Temptations of the Moon," which discusses the periodicities of the month and thus leads to calendrics, lunar, solar, sacred and secular. Chapter 2, entitled "The Week: Gateway to Science," argues that artificial time clusters, such as a seven-day week,

sprang from planetary astrology and led toward abstracted astronomy. Chapter 3, "God and the Astrologers," is primarily about Claudius Ptolemy and his great influence on geography, astronomy and astrology, despite the counterbalances of St. Augustine and company.

Thus the stage is set for Boorstin's continuing learned discussion of the origins of clocks, the invention of hours, minutes, seconds, and of watches, clockworks, and chronometers. Galileo, Huygens, Hooke, and Harrison figure prominently in Boorstin's account of how the "Mother of Machines" (Chapter 8) happened to help missionaries to China like Matteo Ricci gain the Emperor's favor. But "Why It Happened in the West" (Chapter 9), where "it" stands for a clock's becoming a *public* machine rather than a private instrument, is best left to cultural differences for answers. One of the many exciting cross-cultural vignettes in this study concerns the astrological use of "Heavenly Clockwork" to determine the rotation of duties among the Chinese Emperor's wives and concubines in the imperial bedchamber each night!

Book Two, "The Earth and the Seas," is the longest of the four. Concentrating on the history of geography, cartography, oceanography, and exploration, these pages range from the sacred mountains of Eurasia, natural and artificial, to the worldwide explorations of the seventeenth and eighteenth centuries, culminating with Captain Cook's voyages. Although unavoidably ethnocentric in some respects, Boorstin's treatment of geographical discoveries, gradually becoming public knowledge in Western civilization despite private monopolies, gives evidence of the fruitfulness of comparative studies. He moves from the illusions of knowledge held by the ancients through the *Volkswanderung* of the medieval periods, including the Mongol empires, to the great age of exploration and discovery with many excursions to other points of departure. The Chinese, the Arabs, the Vikings, the Mongols, as well as the Portuguese, Dutch, and Spanish heroes of discovery, are considered. But Southeast Asians, Jews, Blacks, and Indians are not discussed in this context. Perhaps the greatest strength of this section is its emphasis on seafaring knowledge as a corrective to landlubbers' biases. Underwater archaeology may in time make us as sensitive to dryland prejudices as we have become to Whig interpretations of history.

Book Three, entitled simply "Nature," is primarily an overview of the history of the physical and life sciences from Copernicus to Darwin. Probably the weakest division of this work, at least from this reviewer's point of view, it is nonetheless literate, insightful, and appropriate reading for undergraduates and laypersons. Brahe and Kepler, Hooke and Leewenhoek, Paracelsus and Vesalius, Harvey and Malpighi, Newton, Linnaeus and Buffon, Darwin and Wallace—these are among the most familiar names of the titans of Western scientific discoveries. If history were only biography writ large, then Carlyle and Boorstin might be excused, but it is more, much more. Boorstin's writings reflect this awareness primarily in his treatment of the tyrannies of previous authorities, such as Ptolemy, Galen, and even John Ray. Still there appears to be too much hero-worship in Book Three.

Book Four, "Society," makes the culmination of *The Discoverers* a liberal education on its own. Consisting of three parts—"Widening the Communities of Knowledge," "Opening the Past," "Surveying the Present"—with twenty-two chapters,

this last book beautifully integrates the previous discoveries with the cultural rise of the West to world dominance over the past half millennium. It begins with a chapter entitled "The Lost Arts of Memory" and ends with one called "The Infinite and the Infinitesimal." In between, the democratization of information through printing, the mass production of knowledge through books and vernacular literatures, the development of history, historiography, archaeology, prehistory, anthropology, economics, psychology, and sociology are all sketched in terms of leading discoverers. Gutenberg, Winckelmann, Schliemann, Vico, Marx, Freud, Morgan, Tylor, Keynes, Faraday, and Einstein are a few of those credited with having linked the latitudes of time with the longitudes of human spaces on planet Earth. So cleverly and carefully drawn are Boorstin's biographical vignettes that the grand sweep of the human experience toward a global community is hardly ever interrupted. Although he stops short of any serious consideration of the twentieth century, Boorstin has made more discoveries about discoveries of lasting importance than anyone else, to my knowledge.

Daniel Boorstin has invented a vehicle in *The Discoverers* to carry the reading public on four historical journeys, each chronologically arranged, that demonstrate the ecology of human learning. These four field trips, through time, space, nature, and society, may well become required readings for any serious student of world history.

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Cross-Cultural Trade in World History

By Philip D. Curtin. New York: Cambridge University Press, 1984. 340 pp. Maps, s, chapter-end bibliographies, index. Cloth, \$34.50; paper, \$9.95.

Cross-Cultural Trade in World History is a book that deserves prayerful attention from all world historians. It pulls together a lot of useful, unusual data; it offers insights into commercial patterns that have been private preserves of regional specialists till now; it expands geographical knowledge (that forlorn stepchild of the social sciences); and it seeks to achieve "a non-Europe-centered view of the human past."

This is a first book on world history by Philip Curtin, dean of American Africanists, and it is also the first volume in a new Cambridge Press series, *Studies in Comparative World History*. On both counts it is welcome.

Despite the title, Curtin does not treat cross-cultural trade throughout history. The main emphasis is on pre-modern patterns, so that the twentieth century is barely mentioned

and even the second wave of European imperialism, the nineteenth century, is just waved at in passing. About half of the book is devoted to Asia, a quarter to Africa, and one chapter each (out of the eleven) to ancient trade and the North American fur trade. Curtin's main actors are the merchants of "trade diasporas," communities of entrepreneurial agents dwelling abroad and functioning as bicultural experts in commodities, tastes, procedures, exchange, and all the other elements of commercial operations that had to be devised out of nothing and constantly amended as conditions changed. Even the precursors of the modern trading epoch, the vast quasi-governmental Dutch and British East India companies, receive relatively little mention. That is not because they are unimportant, but because Curtin's attention is focused upon the exotic individuals (Armenians, Chinese, Indians, East Indians, Malays) who manned the trade networks into which those companies plugged their shipping and merchandising facilities. Incidentally, Curtin uses the name "English East India Company," an odd appellation for an institution which constituted a diaspora of Scots, Irish, and Welsh, as well as a few Englishmen.

Those foot-soldier traders who fascinate Curtin had to be resourceful, courageous, energetic, and reliable. Some of the thumbnail sketches (all that there is time for) are remarkable indeed: Francisco Viera de Figueredo and Edward Raphael, for example—a Portuguese and an Armenian of notable ingenuity and achievement. The book's chapter-by-chapter bibliographical references and on-page footnotes allow those interested to check such obscure heroes further, to the limits of the sources.

Curtin's book is not pure history. He calls it "historical economic anthropology." The admixture of two social sciences affects both intellectual framework and rhetoric, contributing useful theoretical insights but also some stylistic sludge. And the comparative purpose (more social science than history) can set traps for the uninitiated. For example, discussing the East Indian Company holdings in the 1770s Curtin says, "Bengal, Bihar, and Orissa (formed) . . . a considerable area, including all of present day Bangladesh as well as East Bengal, which remained part of the Republic of India." Even those who know enough Indian history to negotiate that chronological slalom are likely to criticize the way the course was laid out.

The maps, which at first blush seem admirably uncluttered, are not well coordinated with the text, suggesting that the artist worked too much on his own. For example, one of the maps does not show Jeanné-Jenno, which appears on the facing page. TAFILALT appears in a type-face equating it with sizeable, ongoing political entities such as DARFUR and WADAI, though it is never called a principality. A stronger apparatus (either parenthetical references to maps after place names to specify map locations or italicized index entries for places shown on maps) would smooth the reader's path and further the cause of geographical learning.

These minor inelegancies do not undermine the usefulness of this unique resource for instructors in both world history and the regional histories it touches. It is not, however, a book for any but the ablest student; nor is it a textbook for any but a specialized, advanced course.

That fact raises an interesting idea. Should world history be content to be a successor to "Western Civ," a super generalization course for the freshman-sophomore level? Or should it aspire to upper-level and graduate offerings,

courses that might treat genuinely comparative issues in a sophisticated fashion and train our budding PhD's to teach something besides their thesis subjects, as well?

Frank Kierman
Rider College

A History of World Societies

By John P. McKay, Bennett D. Hill, and John Buckler. Boston: Houghton Mifflin, 1984. 1536 pp. Illustrated, maps, chapter-end bibliographies, index. Complete edition, cloth \$27.95; Vol. I To 1715; Vol. II Since 1500, paper, \$18.95 each; Study Guide, Vol. I or Vol. II, \$8.95 each.

If, by chance, a student first read the preface to McKay et al.'s text *A History of World Societies*, he or she might find a kindred spirit in the mathematical economist who quipped at the authors, "What's new in history?" confident that the answer would be nothing and that historians are as dead as the events they examine. On the other hand, he or she might smugly close the book forever, and thereby miss a truly lively narrative of great human interest.

The authors intended social history to be at the core of their work, and they have succeeded admirably in bringing this history to life. One comes away with a vivid picture of how people actually lived. This effect was achieved through ample use of well-placed primary sources, pertinent anecdotes, posing of intriguing questions, thoughtful and creative analysis, mention of yet-unraveled historical mysteries, presentation of conflicting interpretive viewpoints, and attention to political, economic, and intellectual history, as well. Throughout, the style is consistent and homogeneous.

To some extent the text reflects the background of the authors, who are of the classical, medieval, and modern West European genre. Yet, their leap into other parts of the world is not without merit. The non-European content does not so consistently fascinate the reader, nor does it always demonstrate an acquaintance with all of the lively material available (the Khmer and Mayan areas are two that immediately come to mind), but it is superior to that in many texts largely due to the consistency of the approach and focus (people).

Since this text is an adaptation of a previous text, *A History of Western Civilization*, the "world view" was basically obtained by inserting chapters along the way at appropriate chronological points (of forty-one chapters, eight specifically deal with the non-Western world) and by noting the links and diffusion patterns between civilizations. However, the connections are drawn without fabrication and with due attention to the individualities of civilizations. Migration patterns are consistently well-developed throughout the book, providing one solid approach to a "world view." As with most world history books, the twentieth century portion is a depressing review of popular topics and minutiae

with unclear meaning—liberally apologized for by the authors.

The text can be obtained in two volumes, which the authors hoped would be useful in course formulation. Most of the pictures are in black and white; maps and time lines are well-done, well-placed, and useful; the bibliographic sections (at chapter ends) are not merely listings, but analyses of up-to-date general and monographic studies. The student workbook reflects attention not just to fact acquisition, but to development of historiographic skills, as well. This reviewer rates the book as excellent among current world history texts for college students and expects it to meet with the same student enthusiasm as McKay et al.'s previous Western European history.

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A Map History of the Modern World: 1890 to the Present Day

By Brian Catchpole. London: Heinemann Educational Books, 1982. Third Edition. 176 pp. Index. Paper, \$7.00

A Map History of Our Own Times: From the 1950s to the Present Day

By Brian Catchpole. London: Heinemann Educational Books, 1983. 148 pp. Index. Paper, \$7.00.

Many historians would contend that history provides the absolutely essential building block for the study of the humanities and social sciences. Put another way, the understanding of the human past constitutes a necessary prerequisite for the understanding of the human present. By the same token, however, geography provides a critical framework for historical study by supplying the setting and the context for human activity over time. Yet, as most teachers of world history (any history) can attest, few students today possess much knowledge of geography, whether physical, cultural, economic, or political. Indeed, in my experience, most students (only a small percentage of them ignoramuses) would have grave difficulty locating on maps such important countries as Portugal, Czechoslovakia, Venezuela, Chile, Algeria, Lebanon, Zaire, Zimbabwe, Pakistan, Indonesia, Korea, even Vietnam and El Salvador.

Hence, the map history series by Brian Catchpole goes part way toward filling a glaring need. Unfortunately, his works are not well known in the United States, although Heinemann now has an American branch. In addition to the volumes under review, the Catchpole map history series also includes

books on modern China, the Soviet Union, and the United States. A British schoolteacher, Catchpole offers an historical overview by means of maps, accompanied by a concise summary text. In each book, he juxtaposes a page of text with a facing map. This approach is imaginative and, on the whole, effective. The maps are generally well drawn, well conceived, and self-explanatory. Occasionally, they are illustrated with apt drawings. *A Map History of the Modern World*, published in a third edition, is the more general of the two books. It contains seventy-five maps divided among nine sections: a brief introduction on the rise of modern states (1890-1980); the causes and developments of World War I (British authors always seem to devote extensive coverage to that conflict); the consequences of World War I (League of Nations, unrest in India, Russian Revolution, Italian Fascism, and so on); the interwar years of rapid change (science and technology, conflict in the Far East, Spanish Civil War, Hitler's Germany, American New Deal); World War II; general postwar developments (Cold War, Communist victory in China, South African apartheid, oil and Arab nationalism); danger zones (Korea, China, Vietnam); the internal problems of modern states (United States, Soviet Union, China, Britain); and the contemporary world (instruments of international cooperation and destruction, space exploration, world energy crisis, Afghanistan and Poland, the Middle East since 1975).

Approximately half the book deals with the period between 1890 and 1945, the other half with the postwar years. In general, Catchpole provides a reasonable overview of the modern era, although the colonized Third World during the interwar years receives insufficient attention. There are some minor mistakes; for example, Catchpole refers to China's "Cantonese-speaking south," although Cantonese is only one of several important languages spoken in southern China. A more serious problem arises from the largely political emphasis of the maps and the "eventist" orientation of much of the text; the student will learn little about socio-cultural change and economic developments remain inadequately presented. Nonetheless, the map approach offers many advantages. This book could be effectively used as a supplementary text in senior high school and freshman world history courses.

A Map History of Our Own Times focuses on world affairs since the mid-1950s. The sixty-four maps and accompanying text are divided among eight sections: the preservation of world peace (superpowers, the arms race, nonalignment, the United Nations, and so on); Islam resurgent (the Middle East); the Americas (United States, Cuba, Brazil); the Pacific Perimeter (Japan, China, ASEAN, Indochina); the Indian Subcontinent; the condition of Africa; the worldwide struggle against prejudice and discrimination (Blacks and Native Americans in the United States, Eastern Bloc citizens, Western Europe's foreign workers, the changing role of women); the critical issues of an interdependent world (mass media and information technology, international terrorism, OPEC, alternative energy, pollution, the North-South debate).

Catchpole offers a good regional balance, although East Asia receives insufficient coverage. Since he writes for a British student audience, his choice of topics often reflects British interests: *A Map History of Our Own Times* includes considerable data on Britain, Anglophone Africa, South Asia, the Dominions (Canada, Australia, New Zealand), the Falklands War, and the British campaign for nuclear disarmament.

However, many of those topics are neglected in American world history texts; so Catchpole's approach may serve to introduce students to them. There are a few minor errors; for example, the Indonesian leader Suharto is called Soekarto. Nevertheless, the book could be used to advantage in courses on modern world and twentieth-century world history, especially since available texts tend to be weakest on the postwar years.

Catchpole's map history approach has some intrinsic problems. The accompanying one-page essays, necessarily brief, tend to oversimplify complex issues and stress political highlights rather than broader patterns of change. (Catchpole's writing style can best be described as pedestrian.)

Furthermore, the books do not fully supply the missing geographical perspective, since they are heavily political in content; cultural and physical geography are mostly ignored. These are not necessarily books to challenge and to stimulate abler college students, although others may find them most satisfactory. However, the maps will aid many students; in addition they can, with a little ingenuity, be transformed into overhead projections for classroom use. Catchpole's liberal British perspective, especially his moderately critical analysis of the United States, may also challenge American students. Heinemann is to be congratulated for making these books available in this country.

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Study Guide to *The World Since 1500* (B Edition)

By John P. Mueller. Greeley, Colorado:
Aims Community College Press, 1984.
78 pp. Spiral-bound paper, under \$5.00.

My antipathy to workbooks and study guides became passionate in the fifth grade when I had to stay after school to finish my reading workbook. I suspect most of us who teach decided at some point in our own education that study guides were an impediment to our enjoyment—and perhaps also understanding. Yet I have just read a set of world history course evaluations which almost unanimously extol the use of study guides and even of the weekly quizzes, which drew groans—but also diligent completion of the reading—from my students.

I believe the reason for this enthusiastic endorsement of a device which is often viewed as an instrument of torture is the fact that I began the fall term **without** study guides. After disappointing mid-terms and visits from distraught students who felt they had done the work, but demonstrably knew little of what Stavrianos had said, I returned to my customary practice of providing study guides to aid understanding of the reading and giving weekly quizzes to ensure compliance. By the end of the term, most students were doing excellent work on the quizzes and wrote good final exams.

I have learned my lesson. Even honors students (as these were) often come to college poorly prepared to read for the point of a chapter or to handle the kind of synthesis needed to write essay exams in world history. I think that students in world history courses may feel especially overwhelmed by the scope of the information they must learn, and may not have adequate background in non-Western history to know what is important in what they are reading.

It is therefore particularly unfortunate that the widely-used Stavrianos text *The World Since 1500, A Global History* does not have an accompanying study guide and that, according to John P. Mueller, Prentice-Hall does not plan to make one available. For that reason, Mueller has decided to distribute the *Study Guide to The World Since 1500* used in the Aims Community College world history course. The study guide is available in two versions. The "A Edition" is designed for a one-semester course and follows the Stavrianos organization; the "B Edition" is designed for courses extending over two terms, and reorganizes the Stavrianos text. I have used the "B Edition" for this review.

In addition to analyzing the *Study Guide* myself, I had my students comment on individual chapters. Not surprisingly, we agreed on the main strengths and weaknesses of the work. Students generally felt that the *Study Guide* was helpful and that it covered the most important points of the chapter they reviewed. They found some of the questions especially helpful in achieving real understanding of the chapter. For example, Mueller asks the student to build a case for the statement, "World War II was caused by those powers who refused to live with the *status quo*, a system of reasonable stability set up in the Twenties." This kind of task was found especially interesting and challenging by my students. Most of them also applauded the use of maps and found the terms given for identification useful, although several complained that specific terms were not in the chapter (true) and that concepts and individuals central to the chapter were not covered in the study guide (also true).

However, they had serious criticisms of the *Study Guide*, most of which are borne out by my more comprehensive analysis of it. Many of our complaints seemed to be a consequence of the fact that the *Study Guide* is an in-house document now being offered to a general audience. In that wider context, the problems in format, in wording and usage, and in idiosyncratic content become far more serious than they might be in-house.

Problems with format range from aesthetic and superficial considerations such as changing type faces and confusing margins to more serious problems, such as inadequate space for definition of terms and other answers. I found the practice of putting the answer line on the left half of the page with the question on the right very inconvenient for right-handers (majority rights!) and inconvenient in view of my life-long habit of reading from the left side of the page. Frequently map directions were too crowded and lacked the kind of clear organization which would encourage students to comprehend them easily.

More important than the format problems were those related to usage and wording. There are many typos or outright errors in punctuation and wording:

"a electrifying effect" (p. 28)

"What were some effects upon Russia for being cut off from Europe for 200 years?" (p. 18)

"In Vietnam, the US which had few if any imperialist ambitions was regarded there as an imperialist. Why?" (p. 76)

Usage errors such as these are capital crimes in freshman composition. They should not be present in material handed out to students, even unpublished material. I would recommend that Professor Mueller put his next edition in the hands of a copy editor before it goes to press.

The *Study Guide's* idiosyncratic content may also be a problem to some potential users. My students were very annoyed to find questions which could not be answered from the text and to find major segments of the chapter which were not covered in the *Study Guide*. For example, Mueller does not share Stavrianos's fascination with the military history of the Second World War. His one-page guide to Chapter 25 ignores most of the text of the chapter. His chapter on the French Revolution does not require students to think of the Revolution in terms of the transition from aristocratic to bourgeois to mass revolution, which is fundamental to Stavrianos's interpretation. Students expect a study guide to cover the material they are required to read, and other faculty members may wish to follow Stavrianos closely. The organization of the "B Edition" may provide similar problems. Not only does it change the order of the chapters, it splits chapters into as many as three parts. Only an instructor who happened to agree with Mueller's reorganization would be comfortable with the "B Edition."

Is the Mueller *Study Guide* an answer to the general need for a study guide to accompany Stavrianos? In my opinion, not yet. It needs another edition with due attention paid to even coverage of the material in Stavrianos, to elimination of material not directly related to the text, and to formatting and editing. To someone using Stavrianos I would recommend the use of a study guide. Before spending the many hours necessary to produce your own, write for a copy of the Aims Community College model (Aims Community College Bookstore, P.O. Box 69, Greeley, Colorado 80632). If it has been revised, you may want to order it for your students and save yourself a great deal of time.

Note: Thanks to the following students for especially helpful comments on individual chapters of the *Study Guide*: David Ferrell, Alan Finegold, Erika Malisheski, Susan Malenbaum, Douglas Mueller, Nicholas Psoras, Patricia Rose, Steven J. Scaricamazza, John Daniel Stapleton, William Tamashunas, Laura Urban, and Peter Villas.

Kathleen A. Greenfield
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World History Association Publication

The World History Association has turned its first grant into its first publication--a syllabus collection of over 240 pages called *World History--Selected Reading Lists and Course Outlines from American Colleges and Universities*, edited by Kevin Reilly for the Association. The volume was made possible by a grant from the National Council on Foreign Language and International Studies, and published by Markus Wiener Publishing.

The first half of the volume is devoted to introductory and survey courses. These include one-, two-, and three-term surveys, courses on world history since 1500, and twentieth century world history. They vary from suggestive expansions of "Western Civilization" to radically global conceptions. The institutions selected range from prestigious research universities to community colleges.

The second half of the collection is called "global, comparative, and transregional history." While some of these are introductory (Love and Death in Japan and Europe) most are more advanced. They are all more specialized than surveys but the type of focus varies. Some are topical and comparative (scarcity in history; gold in Brazil, South Africa, and North America; comparative military systems). Trans-regional courses suggest broader than usual geographical boundaries (the Eurasian 14th century; the Atlantic Ocean). Two are Atlantic global histories. Three focus on modernization and progress. There are two courses on women in history, two on the history of the Third World, two on "global events and movements" (British Empire and Communism), and courses on Western ideas of India, the family in England and China, peasants in France and China. The point is to show the variety of ways one might make a course more comparative or global.

Contributors include William H. McNeill, Philip D. Curtin, Michael Adas, A. J. R. Russell-Wood, Ross Dunn, Cyril E. Black, Robin W. Winks, Ainslie Embree, and about fifty others.

The Association has ordered 100 copies to sell to members at the reduced price of \$9.50. Checks should be sent to Ernest Menze, World History Association Treasurer, Iona College, New Rochelle, NY 10801. When this stock is depleted, copies will still be available from the publisher at \$14.50 each. Royalties go to the Association.

Kevin Reilly
Somerset County College

has just been published and can be ordered by filling out the coupon below.

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Editor's Note

The current issue of the *World History Bulletin* has been edited by Richard L. Rosen and Kathleen A. Greenfield while Ray Lorantas is teaching in China. Joe Gowaskie of Rider College has been in charge of book reviews while Craig Lockard is away in Malaysia.

Ray Lorantas's article on the teaching of world history in The People's Republic of China will be a feature of the Fall/Winter 1985 issue of the *Bulletin*.

The interim editors wish to encourage members to submit articles on any subject of interest to the membership of the World History Association. Other information of value to world historians such as notices of meetings, calls for papers, and so on, is welcomed. We would particularly like to follow up a suggestion made at the AHA meeting in December 1984. Robert Roeder, who presented one of the very useful papers on periodization at that conference, argued that periodization should be a central concern of the World

History Association, and, by extension, of the *World History Bulletin*. We agree. We continue to hear the complaint—voiced in this issue in the review of the McKay *et al.* text—that most world history texts have not been able to emancipate themselves from the Western civilization paradigm. As long as "world history" texts restate that paradigm with a few "non-Western" chapters interspersed, a true world history will not exist. Obviously, it is essential to the spread of world history as a discipline that one, or a few, general periodization schemes which represent a genuine synthesis of global history emerge. The conference in June at Aspen, "Technology in World History," will, it is hoped, contribute to this end.

We believe the *World History Bulletin* can provide another effective forum for the debate over periodization. We will be especially eager to print useful contributions in the upcoming issues of the *Bulletin*. Deadline for the Fall/Winter issue is August 15, but we will save contributions for future issues for Ray Lorantas when he returns.

Think Globally



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