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THE WHA GOES TO KOREA

WHA 2002 CALL FOR PAPERS

**Eleventh Annual International Conference, World History Association,
in conjunction with 50th Anniversary Conference, Korean Historical Association**

Location: Seoul National University

Seoul, Republic of Korea

Date: August 15-17, 2002

Keynote Speakers:

HaSoon Cha, Sogang University, Korea

Kenneth Pomeranz, University of California at Irvine

Zhang Kaiyuan, Wuhan Normal University, China (pending)

For its first meeting in Asia, the WHA hopes to attract a large number of world historians and world history teachers for this important international conference. It will provide a unique opportunity for dialogue with Korean and other Asian colleagues.

To further those ends the following initiatives are under way:

- Organizing joint panels with the Korean Historical Association
- Special group airfares from key U.S. cities
- Optional cultural-educational tours of one to five days' length before and after the conference
- Low-cost, quality accommodations at Seoul National University
- Possible financial assistance

Namdaemun Gate, Seoul (14th Century)

PAPER AND PANEL PROPOSALS

The Program Committee seeks paper and panel proposals dealing with the three principal conference themes (The Pacific in World History; Korea and World History; Buddhism and Confucianism in World History) or any other subject relevant to the study and teaching of world history. There will be an attempt to organize joint pedagogy panels with Korean teachers.

For further information contact: Dennis O. Flynn, Program Committee Chair, Economics Department, University of the Pacific, Stockton, CA 95211 <doflynn@uop.edu>.

WORLD HISTORY BULLETIN

Newsletter of the World History Association

LETTER FROM THE PRESIDENT

Dear WHA Members,

The WHA is the professional association in one of the fastest-growing fields of historical studies. We are in a position that many other professional associations would envy. The new AP course and exam, the epic scale of the teacher-training effort over the last two years, and the 30,000 students expected to take the AP exam each year are so many measures of growth in the world history constituency in schools, colleges, and universities.

The many distinguished achievements on the research front include the co-winners of this year's WHA Book Prize, John McNeill's *Something New under the Sun* and Ken Pomeranz' *The Great Divergence*, of which the latter also won the Fairbank Prize of the AHA. What do we need to do to prepare ourselves to serve our fast-growing constituency and attract world history enthusiasts who have not yet joined WHA?

New Executive Directorate Initiative. For our future ability to serve a growing constituency and attract new members, nothing is more important than creating a new, enhanced Executive Directorate. The most important organizational development of the past six months has been the progress of this effort. Our goal since last fall has been to identify the host institution for a new Executive Directorate to be financed on a basis of cost-sharing between WHA and the host institution. When I reported in the spring 2001 *Bulletin*, the Headquarters Search Committee had announced its search and had received responses from a half-dozen institutions. By the time of the June 2001 convention in Salt Lake City, the field had narrowed, and bids had come in from both Northeastern University and the University of Hawai'i. Keenly appreciative of both offers, the Headquarters Search Committee concluded that the proposal from Hawai'i more closely matched the announced criteria. At the Salt Lake Executive Council meeting, I therefore proposed for the Headquarters Search Committee to continue its discussions with the University of Hawai'i in the interest of arriving at an agreement that could be presented to the members of the Executive Council for discussion during the fall, in the intention of bringing the search process to a point where a final vote to approve the finished agreements could be taken at the Executive Council meeting in January 2002. Should the discussions with Hawai'i fail, I further proposed that the committee turn to the proposal from Northeastern or another proposal, should another suitable one come forward in the interim. The Executive Council approved this plan of action by general consent.

Our negotiations with Hawai'i are ongoing. In June of this year, the Headquarters Search Committee elaborated detailed

responses to Hawai'i's initial proposal. Hawai'i has since worked out its response, which the Search Committee received and began to analyze in mid-September. My impression is that there are strong grounds for optimism that we will successfully conclude an agreement and that doing so is mainly a matter of working out technical and financial details about personnel administration, organizational relationships, and the like. We owe many thanks to Dean Judith Hughes, Jerry Bentley, and all others who have worked on these issues at Hawai'i, as well as to experts in other associations who have given the Headquarters Search Committee the benefit of their experience. As I have stressed before, these are matters better dealt with well, rather than quickly. Our biggest near-term goal remains, however, to have a finished proposal, carefully studied by our Headquarters Search Committee, and ready for the Executive Council's approval by the start of 2002, with the new Executive Headquarters in operation by the following fall.

In Remembrance

On behalf of the Officers and Executive Council of the World History Association, we wish to express our deepest sympathy and solidarity with the victims of the terrorist attacks on Tuesday, September 11, 2001, and their families, friends, and loved ones. —The Editors

Your Financial Support. To implement the new Executive Directorate while maintaining other existing services to members will be a big challenge. The financial reorganization of 2000 was designed to position us to do this. The Finance Committee and Executive Council have concluded, however, that in addition to the reorganization of the dues structure, the final phase of which is reflected in this fall's renewal notices, we need to do everything possible to increase both our membership and our monetary resources. Fundraising is essential at this point for several reasons. While last year's financial reorganization will raise the full dues rate by 2002 to a level sufficient to support both the new Executive Directorate and existing services, two more years will pass before actual dues receipts fully reflect the new rate. Even after multi-year renewals at old rates expire, actual dues receipts will still not average \$60 per member because of reduced dues for students and "new professionals," and also because of bank charges for payments by credit card. Finally, setting up the new Executive Directorate will also create one-time startup costs for moving.

Executive Directorate Challenge. The creation of the WHA Fund two years ago has given us an organized way to address our fundraising needs. This fall's appeal asks *YOU* and every other member to be generous this year and next by donating to the Executive Directorate Challenge so as to build up our reserves for a successful transition to the new Executive Directorate. To set the example, a Leadership Group of ten donors has launched the challenge by pledging \$1,000 apiece this year for a total of \$10,000. To meet their challenge, letters are being sent out to raise another \$10,000 in pledges of at least \$100 apiece from other donors. Together, the Donors of Thousands and the Donors of Hundreds then challenge all other

members to become Hundred Percent Donors by bringing participation in the drive to 100 percent with donations of any amount. In launching the challenge, the Donors of Thousands and the Donors of Hundreds also pledge, circumstances permitting, to repeat the same challenge next year. To reach an ambitious goal requires extra effort. Please respond generously to the Executive Directorate Challenge.

The Executive Directorate Challenge and the WHA Fund. Two years ago, we launched the WHA Fund, which has both an Annual Account, contributions to which can be applied directly to current needs, and an Endowment Account, contributions to which are invested for the long term until the income grows large enough to support important future projects. The Endowment has already grown to nearly \$10,000. A record to be proud of in such a short period of time, this demonstrates the Endowment's potential future importance for WHA. This year, too, contributions to the Endowment will be welcome. However, the goal of setting up the new Executive Directorate by the fall of 2002 means that for this year and next, we need to prioritize contributions to the Executive Directorate Challenge. For administrative and accounting purposes, this will be a separate sub-account within the Annual Account of the WHA Fund, and the money will be used only for its dedicated purpose: the new Executive Directorate.

2002 in 2002: Promoting Membership. During any given year, WHA membership goes up and down somewhat, as new memberships come in and renewals do or do not. In 2001, the range has been on the order of 1,400 to 1,700; the comparable range for the previous was about a hundred lower at both extremes. The improvement is gratifying but not something to take for granted. The Executive Council accordingly has decided to launch a membership drive with the goal "2002 in 2002." The first step was a personal letter to members who had not yet renewed for 2001; this has produced appreciable results. An appeal for "2002 in 2002" will be included in the fall mailing to members to enlist your help in promoting WHA membership among friends and colleagues. Just as it is important for WHA to increase its organizational capacity to serve the WHA constituency, we need to go after world historians and invite them to join WHA, not just wait for them to come to us on their own.

WHA is Blooming. Having so much to tell about the Executive Directorate initiative, the fundraising challenge, and membership promotion means that this letter cannot attempt to tell all the wonderful things that have happened in WHA lately. However, I would like to mention just a few examples of the many exciting developments about which you will find more information elsewhere in this issue of the *Bulletin*.

• **Summer Teacher-Training Institutes.** This year, the number of institutes was increased to 17. I participated in a train-the-trainers institute at Cal State – Long Beach and came away quite

CHANGE OF ADDRESS

Send notification as soon as possible to Dick Rosen, Executive Director, World History Association, Dept. of History/Politics, Drexel University, Philadelphia, PA 19104, or send fax to 215-895-6614.

impressed by the close-up view that it gave me of the biggest initiative in history education in decades, about which an article by Heidi Roupp appears on page 3 of this *Bulletin*.

- **Seoul Conference, August 2002.** Our 2002 conference will again be an international one, co-hosted by the Korean Historical Association, which will celebrate its 50th anniversary at the time. Planning has been under way for a number of years, and now includes not only program planning but efforts to facilitate teachers' participation in the conference. Further information about the conference appears on the inside cover in this *Bulletin* and more will be announced in the winter mailing.

- **New *Bulletin* Editor.** Since Ross Doughty and Charles Desnoyers asked to relinquish the editorship, a search for a new editor, ably conducted by a committee chaired by Al Andrea, has concluded with the appointment of Micheal Tarver of McNeese State University in Lake Charles, Louisiana, as the new Editor of the *World History Bulletin*, effective January 2002. Congratulations and best wishes to Mike Tarver for a successful editorship. He brings a lot of enthusiasm to the job, as well as editorial experience, and those who have not met him yet have something to look forward to.

In January 2002, Ralph Croizier will assume the Presidency of WHA, and a new slate of officers elected in this fall's balloting will take office. Through no merit of my own, I got to be WHA's first president of the new millennium. However, I only had 0.2 percent of the new millennium to work with and must therefore beg to be forgiven if I have not fulfilled more than a few of our millennial hopes for the WHA! Some others have been around longer, and I would like to close by especially thanking two: Marie Donaghay, our long-time Treasurer and then Secretary, and Dick Rosen, our long-time Executive Director at Drexel University. There cannot be many other people who have done as much to hold WHA together through thick and thin over so many years. Dick and Marie, you are an inspiration to us all.

Best regards,
Carter Findley

WHA

VALE!

In this, our last issue as Editors of the *World History Bulletin*, we would like to thank Dick Rosen, the Executive Director of the World History Association, for giving us the opportunity to serve the WHA and the historical profession over the past six years. Also, we wish to thank WHA Past Presidents Judith Zinsser and Heidi Roupp, President Carter Findley, *Bulletin* Book Review Editor Christina Michelmore and — above all — our Copy Editor Betsy Allinson and Publisher Jim Banham, owner of Maccreations Graphics and Data Services.

— Chip Desnoyers and Ross Doughty

WHA

WHA NEWS AND ANNOUNCEMENTS

WORLD HISTORY TEACHING GAINS MOMENTUM

**Over 650 World Historians Participate:
27 Summer Institutes, 3 Programs for Pre-Service Teachers,
and
the New World History Network Website**

Heidi Roupp, Program Director

World History's initiatives to establish the teaching field are resulting in new programs across the country. The goal is to introduce world history educators to the new scholarship and to support the development of world history courses in schools, colleges, and universities. Time and again world historians have contributed time, talent, and expertise to these initiatives as a service to the profession. *Teaching a Global Perspective*, *Establishing the Teaching Field: World History for the 21st Century*, and the *World History Network* are funded by the National Endowment for the Humanities. Each reflects the collaborative tradition of the WHA — collaboration among:

- Colleagues (students, professors, teachers, Ph.D. candidates, research historians, publishers, and pre-service teachers);
- A network of educational institutions nationwide (school districts, community colleges, universities, and regional affiliates);
- National organizations (the College Board, Educational Testing Service, National Endowment for the Humanities, and the WHA); and the first student teachers from three pre-service world history programs, linked by *Teaching a Global Perspective*, have graduated and are entering the profession.

All told more than 650 world history educators participated in 27 institutes to establish the teaching field during the past two summers. The institutes connected local programs to global scholarship. Publishers donated wonderful teaching materials so that each summer program could have its own world history library. Teachers went back to their classrooms with armloads of teaching materials. Hosting institutions provided grassroots support — funding, meeting space, refreshments, tech labs, and administrative support for the regional institutes. Establishing the Teaching Field would not be possible without the generous support of the National Endowment for the Humanities, matching funds from the College Board, and additional financial support from the Leften Stavrianos Teaching Fund.

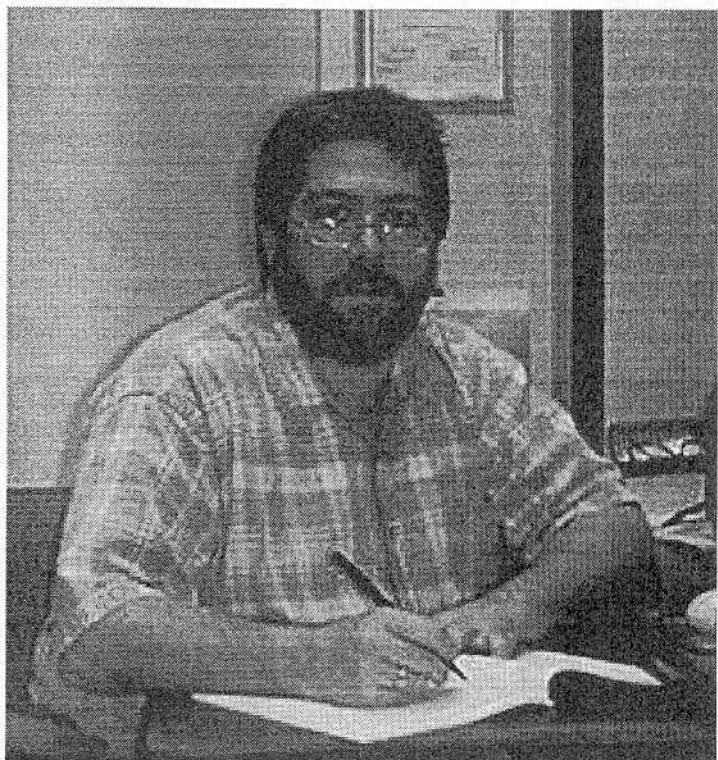
How have these initiatives developed?

Teaching a Global Perspective:

World History for Pre-Service Teachers

Few university programs existed for world history teachers in 1998. The first NEH-funded project, *Teaching a Global Perspective*, addressed the need for world history pre-service (student) teachers training with a three-year grant. California State University at Long Beach, Queens, and University of Illinois at Chicago are developing program models to fit into the social studies methods classes, the required course for undergraduates preparing for student teaching. Pre-service teachers at each of these sites and their methods instructors were among the early recipients of WHA's famed *Jump Start Manual*,

Continued next page



MICHEAL TARVER TO BE EDITOR OF THE BULLETIN

Effective 1 January 2002, H. Micheal Tarver will be assuming the duties of Editor for the *World History Bulletin*. Micheal is a long-time member of the WHA's Southeast regional affiliate, SEWHA, and has served as its Secretary since 1994. In addition to his personal publications, Micheal brings to the *Bulletin* some editorial experience, having served as associate editor for *The Cambridge World History of Food* (Cambridge University Press, 2000) and *The Cambridge World History of Human Disease* (Cambridge University Press, 1993).

Micheal has been active in the field of teacher education and has received grants totaling more than \$130,000.00 over the past five years to design and conduct summer institutes for secondary-school teachers in the humanities. Among his projects have been workshops and seminars on teaching world history, Latin American history, environmental concerns and the humanities, Western hemispheric Native American cultures, and United States policy and the contemporary world.

Micheal has received both university-wide and national awards and fellowships, including a Fulbright Alumni Initiative Award, a Gilder-Lehrman Fellowship, a J. William Fulbright Senior Scholar Award, a Shearman Research Fellowship, and a Murray Shaddock, Plauche Liberal Arts Faculty Award.

Micheal received his doctorate in history from Bowling Green State University (Bowling Green, Ohio) and is presently an associate professor of history at McNeese State University (Lake Charles, Louisiana). He is also an Adjunct Professor within the *Grupo de Análisis Socio-Político de Venezuela* at the Universidad de Los Andes (Mérida, Venezuela). His area of research is 20th-century Venezuelan political and diplomatic history.

We are pleased that Micheal Tarver has made a five-year commitment to serve as Editor for the *Bulletin*, and that the McNeese State University College of Liberal Arts is supporting his efforts.

Continued from page 3

funded by the Longview Foundation. The program is administered through the University of Illinois at Chicago, with Gerald Danzer serving as the financial director. Members of the National Advisory Board for the project are Jerry Bentley, Lauren Benton, Philip Curtin, Marilynn Hitchens, Marianna McJimsey, William H. McNeill, Leften Stavrianos, and Peter Stearns; John Voll is the independent evaluator. The first student teachers from the three pre-service world history projects have graduated and are entering the profession.

This year the program model developed by Tim Keirn and Wendy Hayes Ebright at California State University, Long Beach, will be featured as part of the history strand at the National Council of Social Studies meeting in Washington, D.C., November 16-18. Tim Keirn (assistant professor, Department of History) and Wendy Hayes Ebright (lecturer, Department of Teacher Education) have designed and implemented a programmatic model for preparing pre-service teachers to infuse a world perspective in their teaching of history and social science. A new capstone course in history/social science content ensures that pre-service teachers have a strong foundation in the historical methodology and historiography of world history that serve as an important framework for understanding social science concepts within a historical context. Moreover, students are also encouraged to examine and teach U.S. history from global perspectives. This capstone course is linked and aligned with a course in social science methods, facilitating an analysis of content in depth with immediate classroom application such that pre-service teachers both "understand" and "teach" at appropriate grade levels. Students also benefit from working collaboratively with the same group of students in, and between, both courses. This facilitates the development of professional relationships amongst peers and eases the transition from pre-service to full-time teaching.

*Establishing the Teaching Field:
World History for the 21st Century*

The critical need for immediate teacher in-service training became apparent when the College Board approved the development of a World History Advanced Placement Program. With the support of Lee Jones of the College Board and Larry Beaber and Despina Danos of the Educational Testing Service, world history educators, who would form the teaching faculties at each institute, met in Lyle, Illinois, in January 2000 to develop the program. Each of the ten teams was responsible for one day of a common program for the *Teaching Notebook* of readings and teaching strategies shared by all 27 institutes during the summers of 2000 and 2001. Content articles written for the program in the spring of 2000 included "The Environment in World History 1500-2000" by Terry Burke; "The 'New' or 'High' Imperialism, 1870-1914: Process and Patterns" by Markus P.M. Vink; and "Communism in World History" and "Communist Reform in Comparative Perspective: The Soviet and Chinese Cases" by Robert Strayer. New articles — "Neoconfucianism" by Harold Tanner of the University of North Texas; "The Course of Study: Preparing It; Evaluating It" by Howard Spodek of Temple University; and "World Music" by David Reddles of Cuyahoga Community College — are being added to the collection this fall.

Institutions Hosting 2000-2001 WHA Summer Programs

American Forum for Global Education
New York, New York
Linda Arkin, Institute Director

California Polytechnic University
Pomona, California
Jackie Purdy, Institute Director

California State University at Long Beach
Long Beach, California
Kenneth Curtis and Tim Keirn, Institute Directors

Dar al Islam
Abiquiu, New Mexico
Karima Alavi, Institute Director

Denver University
Denver, Colorado
Mark Montgomery, Institute Director

Fairfax County Schools
Fairfax, Virginia
Bernie Glaze, Institute Director

George Mason University
Fairfax, Virginia
Hank Dillon and Phyllis Slade-Martin,
Institute Directors

Horace Mann School
Bronx, New York
Sam Gellens, Institute Director

Kennesaw State University
Atlanta, Georgia
Alan LeBaron, Institute Director

International Education Consortium
at Cooperating School Districts
St. Louis, Missouri
Sheila Onuska, Institute Director

Northeastern University
Boston, Massachusetts
Whitney Howarth and James Kirkcaldy,
Institute Directors

St. Edwards University
Austin, Texas
Anthony Florek, Institute Director

San Antonio College
San Antonio, Texas
Jonathan Lee, Institute Director

San Francisco State University
San Francisco, California
Tom Martin, Institute Director

University of Colorado at Denver
Denver, Colorado
Marilynn Hitchens, Institute Director

University of Florida
Gainesville, Florida
R. Hunt Davis, Institute Director

University of Illinois at Chicago
Chicago, Illinois
Gerald Danzer, Institute Director 2000
Kirk Hoppe, Institute Director 2001

University of North Texas
Denton, Texas
Richard Golden and Harold Tanner,
Institute Directors

University of the Pacific
Stockton, California
Mary Lou Tyler,
Institute Director

University of Utah
Salt Lake City, Utah
Ed Davies and Anand Yang,
Institute Directors

Establishing the Teaching Field has provided a rich variety of learning experiences. Along with discussions of periodization and new approaches to world history, educators developed strategies for integrating scholarship and thinking skills with methods and assessments. Integrating critical thinking skills into unit and lesson plans received special attention. Some of the critical thinking skills or Habits of Mind[©] found on page 8 of *The College Board Advanced Placement Program Course Description for World History* need no introduction to the world history community; they are the skills learned by students in all good history classes, such as:

- Constructing and evaluating arguments
- Using evidence to make plausible arguments
- Using documents and other primary data
- Developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information
- Developing the ability to assess issues of change and continuity over time
- Enhancing the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference.

Skills addressed by world history courses include:

- Seeing global patterns over time and space
- Acquiring the ability to connect local developments to global ones and to move through levels of generalizations from the global to the particular
- Developing the ability to compare within and among societies, including comparing societies' reactions to global processes
- Developing the ability to assess claims of universal standards, yet remaining aware of human commonalities and differences
- Putting culturally diverse ideas and values into historical context, not suspending judgment but developing understanding.

Members of the institutes developed teaching strategies to help students understand global patterns over time and space. Participants became acquainted with large-scale historical themes like climatic change, the spread of religions, and the expansion to a global economy. They were delighted with the opportunity to learn world history scholarship and approaches to teaching from master teachers like Michele Forman, National Teacher of the Year, and internationally recognized authorities in the field such as Dennis Flynn, Arturo Giraldez, and Kenneth Pomeranz, whose work was recently cited in the August 25, 2001, issue of the *Economist*.

During the institutes colleagues assisted each other, designing and revising world history courses as they evaluated textbooks and readers. [See the general plan for this year's five-day program below.] Participants presented critical reviews of recent world histories, a popular part of each day's activities. New works, such as John R. McNeill's *Something New Under the Sun*, and Pomeranz' and Topik's *The World That Trade Created*, sparked extensive discussion along with old favorites such as Jerry H. Bentley's *Old World Encounters*, Alfred Crosby's *Ecological Imperialism*, William H. McNeill's *Plagues and Peoples*, Arnold Pacey's *Technology*, and Leften Stavrianos' *Lifelines*. Browsing time during the breaks allowed instructors to become acquainted with other teaching materials such as the *Migrations and Silk Road* CD-ROMs. Courses of study designed by participants during the summer of 2000 were reviewed by a committee of world history scholars and master teachers led by William H. McNeill. Participants had the spring and summer to revise their course plans and present them to colleagues for peer review. Jacky Swansinger served as the financial director of the project in 2000. In the spring, the project was moved from the WHA to Northeastern University for the 2001 summer program. Patrick Manning is serving as the Financial Director and Deborah Smith Johnston, Assistant Program Director.

The Five-Day Institute Program Summer 2001

Day 1: Building a Global Framework for World History: Perspectives and Periodization; with group activities to encourage discussion and the reconceptualization of world history.

Day 2: The Big Picture: Geography, Climate, and the Environment in World History; with discussions related to the use of world history themes in a conceptual framework for a world history course.

Day 3: Beginnings of Global Exchange in the Modern World; with time reserved for small groups to develop unit plans and case studies.

Day 4: Industrialization, Responses to Industrialization, and New Imperialism; with group discussions of teaching strategies so students can practice critical thinking and effective communication.

Day 5: Modernity; with group activities related to assessments.

A Preview of the World History Network Website

Teaching materials developed as the result of the summer institutes will be posted monthly on our NEH-funded website at Northeastern University. This network will disseminate exemplary work from the different programs around the country

so that time and energy are not being wasted reinventing ideas that have been implemented elsewhere. The opening screen of the World History Network will include a mission statement, a gateway to virtual field trips to world historical sites, "What's New?", and a site map. The Network will be a portal to critically reviewed Web resources with descriptions and evaluations of numerous sites of interest to teachers, students, parents, and researchers.

The World History Network will feature courses of study designed by master teachers who have participated in world history institutes over the last two years. The first course of study features the program designed by Tom Laichas for California's Crossroads School for Arts and Sciences. Tom received his Ph.D. from the University of California at Los Angeles with a focus on U.S. history and public policy. Since 1983 Tom has taught at the Crossroads School, which was recognized by the U.S. Department of Education as one of 60 exemplary independent schools in the United States. Tom's course of study received excellent reviews from William H. McNeill and Philip Curtin among others on the review committee. Lessons, unit plans, and student work from classrooms around the country will also be on display for all to admire.

The "Resource Section" will be a portal to Web content in world history. The portal centers on a search engine in which users can use key words to select sites of interest. Sites accessible through the portal will be *classified* according to the time period, region, topic, and media they emphasize; *annotated* to indicate the size, usability, maintenance, and global linkages; or *evaluated* in four general areas — technical quality and usability of the website, and its scholarly and pedagogical strength. The reference section of the website will include research results and debates concerning new scholarship.

The "Book Club" offers opportunities to discuss books of interest to world historians. Brian Fagen of University of California, Santa Barbara, will lead a discussion of *World Prehistory*. A discussion of *Genes, Peoples, and Languages*, by Luigi Luca Cavalli-Sforza, will be led by linguist Helena Halmari. Other authors to be featured include Jerry Bentley, Victor Mair, John R. McNeill, Kenneth Pomeranz, and Peter Stearns.

The network will offer tutorials on how to solve teaching problems, and will feature the work of master teachers like Thomas Mounkhall, co-director of the Horace Mann and Kennesaw State summer programs. The network will post information about world history courses online including a series of eight mini-courses from the University of Colorado, Denver campus. The mini-courses are designed for teachers seeking to improve their knowledge base, highlighting specific eras of world history. Each will be designed to last a month. The series will be taught by Marilynn Hitchens, Past President of the World History Association.

The Advisory Board for the World History Network website is composed of six members, as follows: Maghan Keita (Villanova University), Margaret McKee (Castilleja School, CA), John R. McNeill (Georgetown University), Willamarie Moore (Children's Museum of Boston), Kenneth Pomeranz (University of California, Irvine), and George Rislov (Highland Park High School, TX). The Content Steering committee will assist in soliciting and selecting materials for inclusion in the project: Joseph R. Adams (Dahlonega, GA), Richard E.W. Adams (University of Texas, San Antonio, TX), David Burzillo (The Rivers School, MA), Sharon Cohen (Walter Johnson High

School, MD), Ryba L. Epstein (Rich East High School, IL), Jonathan Lee (San Antonio College, TX), Jim Peterson (Solomon Elementary School, HI), David Smith (California State Polytechnic, Pomona, CA), Bea Spade (University of Southern Colorado, CO), and Lesley Solomon (Cherry Hill High School East, NJ). Pat Manning is the Financial Director and Project Co-Director with Heidi Roupp. David Kalivas of Middlesex Community College will lead the implementation team. This two-year project will begin with postings starting in November. Visit our new World History Network website at <http://129.10.76.103/whn/index.php>.

What Comes Next?

We have claimed a beachhead for the teaching field but much remains to be done to establish world history as part of the basic educational program in schools, colleges, and universities across the country. More research and development projects are needed. It is important to keep in mind that most world history teachers have never had a world history course, a summer institute, or even a two-day workshop in world history. Here are some things you can do:

Share your knowledge and teaching talents with colleagues. The essay response sections of the AP World History Exam will be scored by college and secondary school teachers at the first World History AP Reading June 2-8, 2002 in Lincoln, NE. Ken Curtis of California State University, Long Beach, will lead the reading. Apply to participate online in the AP section of the College Board's website.

Volunteer to teach others and organize programs through the Speaker's Bureau program.

Develop a presentation for NCSS or the AHA: Next year NCSS will be in Phoenix for the weekend before Thanksgiving. Proposals are due in January.

Submit articles and teaching materials to the World History Bulletin and/or the World History Network website.

Join the WHA's teaching committee. We have been successful with these initiatives to promote world history teaching by pooling our ideas in an open, democratic forum and developing action plans to make good ideas a reality. The Teaching Committee is open to all. With all of us thinking, teaching, and collaborating on new world history teaching and research projects, we can look forward to more interesting adventures. Your ideas are warmly welcomed. For further information regarding any of these initiatives, please e-mail me at Heidiroupp@aol.com.

WHA

World History Bulletin — Advertising

1 page	1 time \$200 2 times @ \$190 3 times @ \$175	1/2 page 1 time \$135 2 times @ \$125 3 times @ \$115
1/4 page	1 time \$80 2 times @ \$75 3 times @ \$60	Deadlines for Copy Spring/Summer — March 1 Fall/Winter — September 1

MICHELE FORMAN NAMED TEACHER OF THE YEAR

At a White House ceremony this past April 23rd, President George W. Bush and Education Secretary Rod Page presented World History Association member Michele Forman with the title "Teacher of the Year." Forman is the 51st recipient of this oldest and most prestigious of teaching awards, which is sponsored by the Council of Chief State School Officers (CCSSO) and media company Scholastic Inc. As a teacher in the Middlebury (Vermont) Union High School, her reputation as an innovator and educational risk taker on behalf of her students was heartily applauded in the award citation. She was particularly noted for her commitment to teaching classes in which students come with diverse levels of preparation and ability, and observed that "education is enriched for all students when learners bring their different experiences, perspectives and skills to the group." In the service of this idea, she recently sought to immerse herself more thoroughly in the student experience — as well as gaining personal enrichment — by taking up the study of Arabic, and has dedicated considerable time to her school's Arabic Club.

From her days as a Peace Corps volunteer in Nepal, Michele has been an outspoken advocate for human rights. By way of modeling these values for her pupils, 12 years ago she started the Student Coalition on Human Rights. Each year the group selects different issues to highlight, often working closely with Amnesty International on its projects. Over the years these have included a wide range of activities, among them bringing a portion of the

AIDS quilt to Middlebury and leading a Day of Remembrance for the Holocaust. Michele's far-ranging endeavors prompted CCSSO Executive Director Gordon Ambach to say, "Michele has the exceptional combination of a sharp and creative intellect, a commitment to help students address the major political and human rights issues of our times, and the personal warmth that nourishes growth and confidence in her students. Every student should have the opportunity to learn from a teacher like Michele."

A committee of representatives from the 15 leading education organizations chooses the recipient from among the State Teachers of the Year, including those representing the Department of Defense, Puerto Rico, the District of Columbia, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. At the state level, the winners are selected on the basis of nominations by students, teachers, principals, and district administrators. A CCSSO committee then selects the finalists from among them. In addition to her activities in the WHA, Michele's qualifications also included work for the Vermont Department of Education as an alcohol and drug curriculum specialist, memberships on the History and Social Studies Academic Advisory Committee, the Academic Council of the College Board, and the Vermont Department of Education Task Force on High School Reform. But in the end, perhaps more important than any of these, was her approach to education as reflected in her comments on accepting the award: "Each student is a unique person and a powerful learner capable of great achievements. I truly marvel at my students' capacity for learning, accomplishment, and growth."

WHA

NCSS – 2001

Washington, D. C. – November 16-18

Attend the annual meeting of the National Council of Social Studies (NCSS) in Washington, D.C. Registration and exhibits will be at the Marriott Wardman Park Hotel, conference headquarters. The WHA will share a table with the American Historical Association at the meeting, and the conference will offer a dozen sessions organized by world historians with the collaborative efforts of other organizations. — Heidi Roupp

Archives in Your Classroom

Susan Jensen, National Endowment for the Humanities, Washington, D.C.

Beginnings of a Global Economy, 1400 to 1750

Monty Armstrong, Cerritos High School, Cerritos, CA; Linda Black, Cypress-Fairbanks High School, Houston, TX; Maggie Favretti, Scarsdale High School, Scarsdale, NY; and Jean Fleet, Riverside University High School, Milwaukee, WI.

Cultural Transmission Along the Ancient Chinese Silk Road, 300 to 1000 C.E.

Marlene Kassel, China Institute, New York City, NY; Jennifer Laden, Fox Lane High School, NY; and Angela Magliano, Lehman High School, Bronx, NY.

Global Migrations from 1914 to the Present

Deborah Smith Johnston; World History Center, Northeastern University and Lexington High School, Boston, MA; Alan LeBaron, Kennesaw State University, Atlanta, GA; Jonathan Lee, San Antonio College, San Antonio, TX; and Heidi Roupp, Aspen High School (retired), Aspen, CO.

Grants for Teachers from the National Endowment for the Humanities

Judy Jeffrey Howard, NEH, Washington, D.C.

Putting Korean History in World History

Marjorie Bingham, Minnetonka, MN; Yong Jin Choi, The Korea Society, New York, NY; Gari Ledyard, Columbia University, New York, NY; Mark Peterson, Brigham Young University, Provo, UT.

Reactions to Industrialization, 1750 to 1914

Louise Forsyth, Poly Prep Day School, Brooklyn, NY; Tom Laichas, Crossroads School, Santa Monica, CA; George Rislov, Highland Park H.S., Dallas, TX; and Peter Stearns, George Mason University, Fairfax, VA.

Rethinking the Renaissance: Cultural Interactions between Europeans and Muslims

Susan Douglas of the Council on Islamic Education, Fountain Valley, CA and Karima Alavi of Dar al Islam, Abiquiu, NM.

Teaching a Global Perspective

Tim Keirn and Wendy Hayes Ebright, California State University at Long Beach.

The Search for a More Perfect Society, 1000 to 1500

Joan Arno, George Washington High School, Philadelphia, PA; Helen Grady, Springside School, Philadelphia, PA; Ane Lintvedt, McDonough School, Baltimore, MD; and Tom Mounkhall, SUNY, New Paltz, NY.

Three C's of World History: Connections, Conjunctions, & Comparisons

Ellen Bell, Bellaire Sr. High, Houston; Dr. Carole

Buchanan, Lake Highland High School, Dallas; Bard Keeler, Gulf Coast High School, Naples, FL; and Richard Stewart, Choate Rosemary Hall.

What the World Needs Now: A Thematic World History Course

Sharon Cohen, Walter Johnson High School, Bethesda, MD; Ken Curtis, California State University at Long Beach; Despina Danos, Educational Testing Service, Princeton, NJ; Peter Stearns, George Mason University, Fairfax, VA.

WHA

STUDENT PAPER PRIZE IN WORLD HISTORY: AN INTERIM REPORT

Speaking for the committee overseeing competition for the 2000-2001 Student Paper Prize, Chair A.J. Andrea reported that a total of six papers have been under consideration for the two cash awards. The committee's decision was expected by early October, and all contestants and their sponsoring professors will have been contacted in mid-October. A full report, including abstracts of the winning papers, will appear in the spring 2002 issue of the *Bulletin*.

Given that competition for the prize produced only one submission and no winners last year, the inaugural year of the paper prize, the committee is encouraged by this year's response and expects an even greater volume of papers in the future as the prize becomes more widely known by the members of the WHA.

WHA

WORLD HISTORY TEACHING PRIZE, 2002

Attention all world history educators! The World History Association is pleased to announce the WHA Teaching Prize for 2002. The WHA is committed to working across all grade levels to maintain a high level of current world history research in classroom practice. Current historical research most frequently found in books and *The Journal of World History* is a significant inspiration for our teaching, and the WHA is committed to encouraging teachers at all levels to turn to scholarship for content ideas. We are seeking lessons either inspired by or directly related to world history scholarship published within the last ten years.

AWARD: The winning lesson will be published in the *WHA Bulletin*. The designer of the winning lesson will receive a \$200.00 cash award and recognition at the WHA annual meeting in June. Educators may have a letter announcing the award sent to their supervisors and local press.

DEADLINE: April 15, 2002. Please write to Maggie Favretti at favretti@pipeline.com for more information.

WHA

WORLD HISTORY BULLETIN

Editors • Charles Desnoyers and Ross Doughty

Publications Director • Richard L. Rosen

Book Review Editor • Christina Michelmore

Composition • Maccreations Graphics and Data Services

Copy Editor • Elizabeth L. Allinson

Editor 1983-1995 • Raymond M. Lorantas

The *World History Bulletin*, newsletter of the World History Association, is published twice per year: winter/spring and summer/fall. The *Bulletin* is sent to all members of the World History Association. Dues for 2002 are U.S. \$60.00 per year, \$110.00 for two years, and \$155.00 for three years, Students, Independent Scholars US \$30/year. New Professionals* US \$45/year. Dues should be sent to Richard L. Rosen, Executive Director, Department of History/Politics, Drexel University, Philadelphia, PA 19104. The World History Association is a scholarly, nonpolitical, nonprofit, professional association and is open to all persons interested in world history. Book and film reviews, etc., should be sent for consideration to Christina Michelmore, Book Review Editor, *World History Bulletin*, Chatham College, Pittsburgh, PA, 15232. All articles, WHA News, notices, WHA Affiliates news and advertisements should be sent to Micheal (that's the correct spelling) Tarver, Editor, *World History Bulletin*, Dept. of History, McNeese St. University, P.O. Box 92860, Lake Charles, LA 70609. The editorial committee and staff reserve the right to edit all material submitted for publication.

WHA AND PHI ALPHA THETA HISTORY HONOR SOCIETY, INC.

Continue to Cosponsor
Two \$200 Awards for
Student Paper Prizes in World History

An award of \$200 will be given for the best undergraduate world history paper composed during the academic year of 2001-2002, and an additional award of \$200 will be given for the best graduate-level world history paper written in that same period.

A world history paper is one that examines any historical issue with global implications. Such studies can include, but are not limited to, the meeting and interchange of cultures, comparison from a historical perspective of two or more different civilizations or cultures, or a macrohistorical study of a phenomenon that had a global impact. By way of example, a study of the trans-cultural impact of Eurasia's Silk Road in the era of the Han and Roman empires, a comparative study of Irish immigration in two or more areas of the world, a comparative study of the Ottoman and British empires, and a study of the global impact of the Influenza Pandemic of 1919 are all world history topics.

To qualify for this competition, students must be members of either the World History Association or Phi Alpha Theta and must have composed the paper while enrolled at an accredited college or university during 2001-2002.

All submitted papers must be no longer than thirty (30) typewritten (double-spaced) pages of text, exclusive of the title page, endnotes, and bibliography. All pages, except for the title page, must be numbered, and all endnotes must conform to standard historical formats. Parenthetical notes are not to be used. The author's identity is to appear nowhere on the paper. A separate, unattached page identifying the author (along with the title of the paper) and providing that person's home address, collegiate affiliation, graduating year and status (undergraduate or graduate student), and the association (WHA or PAT) to which the person belongs is to accompany the paper.

Each submitted paper must be accompanied by a one-page (250-word) abstract.

Mail TWO COPIES of the paper and abstract, postmarked no later than August 15, 2002, to: Professor A. J. Andrea, Department of History, The University of Vermont, Burlington, VT 05401-0164. Electronic submissions are not acceptable.

Abstracts of the winning papers will be printed in the spring 2003 issue of the *Bulletin* of the World History Association.

WHA

2001 WHA BOOK AWARDS PRESENTED

AT JUNE CONFERENCE

David A. Chappell, University of Hawai'i

Jerry Bentley, editor of the *Journal of World History*, presented this year's WHA book prizes to co-winners Ken Pomeranz and John McNeill at the President's banquet during the Tenth Annual International Conference of the WHA in Salt Lake City from June 28-July 1, 2001. The competition was the stiffest yet, so the WHA Book Award Committee opted, for the first time, to honor two outstanding contributions to world history. Jurors gave these two books consistently high marks, using words like "brilliant," "superb," "tour de force," and "a classic."

Pomeranz' *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton, 2000) was long-awaited, as his ideas had been discussed in multiple conference panels, and it has also won a prize from the AHA. Expanding on the attacks on Eurocentrism in the works of Bin Wong and Gunder Frank (the 1999 WHA winner, for his *Re-Orient*), Pomeranz attributes European economic takeoff less to a homegrown "miracle" than to rescue from an ecological crisis by American windfalls and available coal. One juror called *The Great Divergence* "one of the most sophisticated and significant pieces of Cliometric scholarship to be published of late, especially in the field of world history." Another said the book "shows that, at least in the field of Early Modern Economy, world history is lively at both an empirical and theoretical level."

McNeill's *Something New Under the Sun: An Environmental History of the Twentieth-Century World* (Norton, 2000) argues that human impact on the earth was greatest in the 1900s, as people used more energy than they had in the previous 10,000 years. Wealthy countries used as much as 100 times more energy per capita than poor countries did, and air pollution has now killed almost as many people as the two world wars. One juror said, "This important book has the great advantage of being very readable.... He leaves out nothing that I consider important, while filling each page with a wealth of fascinating detail and witty remarks." Another wrote, "The book could almost stand on its own as a text for courses in world environmental history. It certainly reads well enough to be understood and enjoyed by a very wide readership."

Both books show that economic development has its price, and that the industrial economy is fast reaching, once again, the ecological "limits of the possible," as Braudel might say. Another revolution is needed, but territorial expansion overseas is no longer an option, and not even subcontracting can escape a finite future. The WHA Book Award Committee is pleased to honor two such important works of history from a global perspective that also provoke us to think about the present and future.

WHA

WHA PRECOLLEGiate PROJECT COMPETITION WINNERS

The World History Association is proud to announce that three students have been awarded Certificates of Recognition for works submitted to the WHA Precollegiate Project Competition for the academic year 2000-2001.

Ms. Sadie MacKillop, a senior at Middlebury Union High School in Middlebury, Vermont, received special recognition for a research paper comparing various cultural influences upon perceptions of women around the world. The project was supervised by Ms. Susan Arenson.

Mr. Doug Lieb, a freshman at Scarsdale High School, Scarsdale, New York, submitted a literary recreation of the death of Philip II of Spain. His mentor was Ms. Maggie Favretti.

Ms. Sarah Taylor, in the 8th grade at Far Hills Country Day School in Far Hills, New Jersey, submitted a multimedia presentation in Hyperstudio comparing various classical authors. Her teacher was Ms. Georgia S. Zaiser.

The projects required a great deal of work over an extended period of time, and the committee members were impressed by the inspiration of the teachers' assignments and the concern for scholarship evidenced by the students. We of the committee feel that it was a fine inaugural year for the competition.

Jack Betterly, Emma Willard School, Emeritus
Chair, WHA Pre-Collegiate Project Competition Committee
6350 Eubank Boulevard NE, Apt. #1013
Albuquerque, NM 87111

WHA

M.E. SHARPE TO PUBLISH VOLUME OF PAPERS FROM 1999 WHA ANNUAL CONFERENCE

M.E. Sharpe recently announced a December publication date for *Colonialism and the Modern World: Selected Studies*, a book featuring 15 essays originally presented as papers at the WHA Annual Conference in Victoria and an overview essay by Gregory Blue. The volume is co-edited by Blue and the other two organizers of that conference, Martin Bunton and Ralph Crozier.

Some 340 pages in length, the volume covers a wide range of topics relating to mainly 19th- and 20th-century colonialism, touching on activities of almost all the major colonial powers — Holland, Germany, and Japan, as well as France and Britain. It begins with three broad-ranging essays on "Resituating Colonial Histories," by Thomas Metcalf, Edmund Burke III, and Margaret Strobel, before moving into more specific studies on topics ranging from land and law to architectural expressions of colonialism.

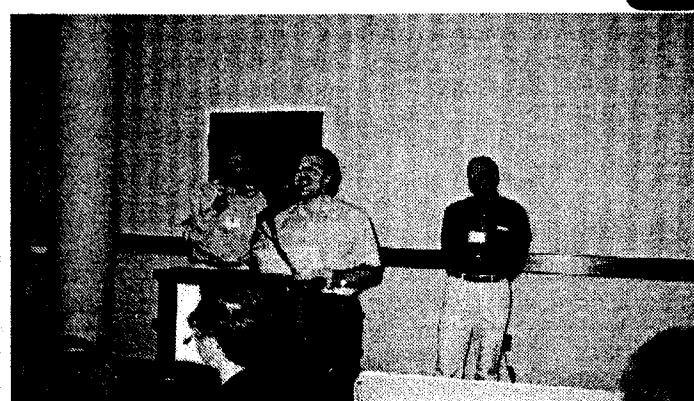
Encompassing recent trends in the study of colonialism, but quite free of post-colonial theoretical jargon, it is intended for use in university and college courses on colonialism or imperialism.

Look for it at the January AHA Meeting in San Francisco.

A second volume of papers from the 1999 conference, focusing more specifically on China, the opium trade, and the role of colonialism in different rates of industrialization, is in the works.

WHA

Check out the new WHA WEBSITE! There is a NEW FORMAT at the SAME ADDRESS: <thewha.org>. Consult the NEW LOOK website for the latest information and updates on the 2002 WHA CONFERENCE IN SEOUL, KOREA.



WHA Book Award recipient Ken Pomeranz thanks Association

NEWS FROM AFFILIATES

Australasia World History Association
 Gregory Melleuish of the University of Wollongong (NSW, Australia) reports that the Australasia World History Association is planning a conference for late 2002. The group is also organizing for an initiative to present to a seminar on history curricula in Australian schools, with a view to including more world history. For more information, contact Greg Melleuish, Associate Professor, History and Politics, University of Wollongong, NSW 2522, Australia. Phone: 61-242-214395. E-mail: gmelleui@uow.edu.au. (Please note that this is a different e-mail address from that published in the spring 2001 issue. We apologize for the error. – The Editors)

WHA of California

Members of the WHA of California directed and contributed to programs in the 2001 WHA Summer Institutes at Cal State Long Beach and Cal-Poly, Pomona.

Mid-Atlantic World History Association

The Mid-Atlantic World History Association held its sixth annual conference on October 12-13, 2001 at Ramapo College of New Jersey, Mahwah, New Jersey. This conference was jointly sponsored with the Eastern Community College Social Science Association. The conference was entitled: "Global Interactions and Interdisciplinary Perspectives" and featured teaching workshops on visual resources, and on integrating literature and the arts in world history teaching. There were sessions on teaching approaches to Asian and African history, women's history in India, Brazil, and Africa; Imperialism; the Holocaust; conflict and conflict resolution; world wars; and environmental history.

A high point of the conference was an address on Friday afternoon by Alfred Crosby, entitled "Up From the Skies: Missile Weaponry, Culture, and Environment, 20,000 B.C.E.-2100 C.E."

The banquet dinner was held on Friday night at the Apple Ridge Country Club, and featured the keynote speech by Howard Spodek on "Teaching World History: Defining the Content of the Course."

Conference information was posted on the website:

www.brookdale.cc.nj.us/fac/history/hartzell/index.html

If you would like more information about MAWHA or how you can join our growing organization, phone: 315-824-2446. Or e-mail: iannitje@dreamscape.com.

Southeast World History Association

Since the SEWHA update at last year's WHA Meeting in Boston, SEWHA has continued to maintain a solid active membership, which for us means between 35-50 paid members. We held our Twelfth Annual Meeting in Baton Rouge (LA), with a variety of panels and topics for our attendees, including Carter Findley's talk concerning the Ottoman Empire. Our Thirteenth Annual Meeting was held October 4-7, 2001, in Tallahassee (FL). Dr. Jonathan Grant (Florida State University) served as program chair. Our 2000 officers are serving the final six months of their terms, and we are currently handling nominations for president (to replace Dr. Raymond Hylton, Virginia Union University), vice president (Dr. Michael Richard, Sweet Briar College), and treasurer (Dr. Dorothea Martin, Appalachian State University).

In addition to our annual meeting, SEWHA also co-sponsored a Teaching World History Workshop for teachers in middle and high schools in the Lake Charles area. Mr. Jay Harmon, Catholic High School of Baton Rouge (LA), served as the key presenter of the seminar.

The creation of a SEWHA Secretariat has worked very well for our affiliate, both in terms of centralizing our archives and in terms of providing our members (and future members) a central location to contact for information. In this regard, the assistance provided by McNeese State University (such as a SEWHA e-mail account, office space, supplies, and a small operating budget) has been crucial to the operation of our organization.

SEWHA continues to expand its drawing pool for paper presentations at its annual meetings. At the 2000 Meeting we had two presenters from Mexico and one panel chair from Venezuela. For the 2001 Meeting, we received paper/panel proposals from three different countries outside of the United States.

SEWHA continues to maintain an adequate balance in its bank account, which has allowed us to keep our affiliate dues at \$5.00. At the same time, we have received good institutional support for our annual meetings (from various institutions), whereby we have been able to keep our registration fees below \$25.00 for university faculty.

In summary, SEWHA membership continues to grow and provide its members with the opportunity to present scholarly and pedagogical papers at its annual meetings. The *Newsletter* continues to be published for SEWHA members, and we are optimistic about the future of the affiliate.

BYLAWS FOR AFFILIATES Approved by Executive Council June 1999

The World History Association welcomes the formation of regional or topically defined world history associations and encourages their affiliation with the World History Association on the following terms:

A letter requesting affiliation must be presented to the Executive Council of the World History Association and accepted by a two-thirds vote.

All affiliates must have constitutions. The purpose of each affiliate and its role in promoting world history, as defined in its constitution, must conform to Article II of the Constitution of the World History Association. The membership and leadership structure of each affiliate must include secondary school teachers as well as teachers and scholars from institutions of higher learning, as does the World History Association (Constitution, Article V, Section 2).

All affiliates must have clearly defined geographical or topical boundaries and must not be geographically competitive with each other. In the request for affiliation, each affiliate must explain and defend its boundaries as appropriate and different from the boundaries of other affiliates. Associations requesting affiliation must submit statements of support from neighboring affiliates with their requests for affiliation, or at least must demonstrate that they made timely requests for such statements of support.

Affiliates formed in the U.S.A. are responsible for establishing and maintaining their tax-exempt status at federal and state levels.

An affiliate must have an established membership and it must have its own elected officers, consisting at a minimum of a president, vice president, and secretary-treasurer in order to request affiliation.

While affiliates are autonomous and self-governing, affiliation carries the obligation to maintain cooperative and positive relations with the World History Association. To facilitate doing so, each affiliate will have a representative on a council of affiliates, which will have the power to make recommendations to the Executive Council of the World History Association.

The president of the World History Association has the power, from time to time as needed, to review the status of the affiliates collectively or individually, and to revise procedures for affiliation.

Decisions on these matters will be subject to approval by majority vote in the Executive Council.

WHA

MEMBERS' NOTES

WHA Executive Council member **David Christian** reports that he is gradually but successfully adjusting to life in the U.S., following his move from Macquarie University (Australia) to San Diego State University earlier this year (even going so far as to become a fledgling San Diego Padres fan). At San Diego State, he is teaching world history and environmental history. In addition, he has been quite active professionally, presenting papers and delivering talks on "Big History" at the University of California, Riverside; Cal-Poly, Pomona; and Mankato State (Minnesota); as well as being "involved with Ross Dunn and Terry Burke and eight superb high school teachers...on an extremely exciting project to construct a coherent Web-based syllabus for world history." He is also working on a manuscript for the University of California Press. David Christian's e-mail address is: dgchrist@mail.sdsu.edu.

Jon Iannitti, secretary of the Mid-Atlantic World History Association and frequent contributor to the *World History Bulletin*, retired from SUNY Morrisville College in December 2000. He continues to teach part-time as an adjunct professor at SUNY Cortland. Jon's most recent contributions to the *Bulletin* were a review of J. Donald Hughes' *The Face of the Earth: Environment and World History* (fall 2000) and a Centered on Teaching article entitled: "Integrating Environmental History and World History: A Brief Overview of Some Challenges, Prospects, and Suggestions For Teaching World History" (spring 2001).

Mark Welter (Ramsey, Minnesota) sponsored David Christian's appearance as keynote speaker for the spring meeting of the Northern Great Plains History Association at Mankato State University (see above). Dean Susan Coultrap-McQuin of Mankato State termed Christian's visit a "huge success" in her thank-you note to Mark.

Obituary — Bernard C. Hollister

Long-time World History Association member Bernard C. ("Bernie") Hollister died last fall at the age of 62. As a teacher of history, science, and international relations at the Illinois Mathematics and Science Academy, Bernie was a nationally recognized expert in the field of problem-based learning, a teaching technique developed in medical schools that relies on presenting students with real-world problems and demanding vigorous research toward finding a solution. He was a graduate of Roosevelt University in Chicago, and earned master's degrees in sociology from Illinois Institute of Technology and in history from Northern Illinois University. He was the recipient of several post-graduate research fellowships, including a Woodrow Wilson Fellowship at Princeton, a John Hay Fellowship at the University of Indiana, and a William H. McNeill Fellowship from the University of Chicago. He also authored more than 30 articles in educational publications during the course of a long teaching career at Willowbrook High School, the College of DuPage, and summer programs for gifted high school students at Northwestern University. Bernie inspired his students to work hard but they loved it. His students used words like "brilliant" and "genius" to describe their experiences with him. His teaching skills, style, and zest for life will be missed but the lessons he taught endure.

WHA QUESTIONNAIRE REPORT

Alfred J. Andrea
University of Vermont

In an effort to gauge sentiments regarding the WHA's efforts on behalf of its members and world history, the general winter mailing contained a questionnaire. Thirty-nine persons chose to respond. What follows is a digested version of the 14-page (single-spaced) report that I submitted to the Executive Council in June. For clarity, I have replicated most of the questionnaire.

1. CONFERENCES:

What do you want out of our conferences? How might we improve them?

Responses were insightful and have been reported in depth to the Executive Council. Among the responses, several deserve mention here. One respondent wanted more discussion and examples of how world history is being taught at the college survey level and discussion of how to teach prospective college teachers of world history. Eight school teachers responded to this question, and their answers struck similar chords: Conferences should present materials and methods that stimulate student thought and that can be used in the classroom, and they should also contain demonstrations of successful teaching practices and discussion of recent research.

A. Do WHA activities at AHA each January meet your needs and expectations? How might they be improved?

The majority who responded to this question were quite positive, although several want more panels and more WHA activities. One asked, "What WHA activities?" This suggests that we might need to publicize better our activities at AHA.

B. Do the annual international conferences in June serve your needs? How might they be improved? Have you been satisfied with the sites, conference planning, the panels? Suggestions?

This series of questions elicited 28 responses, 14 of which are positive or very positive in support of the annual June conferences. Only 3 answers could be construed as negative in regard to the conferences themselves, but 11 respondents noted that they cannot attend the conferences regularly either because of their timing or the cost and/or distance involved. Two liberal arts professors noted that the time of the conferences conflicts with their research/writing and teaching schedules. Four respondents suggested a change in time. One suggested April or March. Another noted that for easier and cheaper travel booking, the WHA should avoid scheduling conferences on dates that are proximate to U.S. and Canadian holidays.

One suggestion was quite provocative and deserves quotation:

"The conferences are international, for understandable reasons; on the other hand, if you expect many schoolteachers or junior collegiate faculty to foot the bill to Korea, you're bonkers. An idea just off the top of my head: a main, research-oriented conference which is international, and an annual teaching conference, specifically for teachers of world history on any level, at the World History Center or an even more central location. It would just get North Americans, but that's the market anyway."

Given the fact that several teachers praised highly the February 2000 meeting on teaching history and geography in Austin cosponsored by the WHA, this suggestion merits consideration.

C. What about regional conferences organized by WHA affiliates? Are there enough? How might they be improved?

Opinion is equally divided between those who think the regional affiliates are either weak or irrelevant and those who are pleased with them or at least believe in the principle. Kudos were offered for conferences sponsored by the Southeast, Texas, New England, and Mid-Atlantic affiliates, but one contrary voice noted that the MAWAH conference he/she attended was "just too small and too remote. It cost a *mint* to get there." Regarding distance, another respondent wanted more localized groups that bring together people who live within four-hours' driving distance of one another. Several offered suggestions on how to counter the phenomenon of low attendance at regional conferences. One person stated that greater efforts must be made to publicize these meetings regionally, especially among school teachers. Affiliates cannot and should not depend solely or mainly on announcements in the *Bulletin*. Another suggestion was that two regional groups could hold a joint biennial conference, thereby bringing together, every two years, a larger number of participants. Another pointed to the New England regional's electronic conferences as a way to bridge distances and overcome the cost of travel.

2. PUBLICATIONS:

Do our publications meet your needs? Do you wish to see any changes in them?

This elicited universal praise. Suggestions for improving already fine publications were varied and have been shared with the editors.

3. TEACHING:

How, if at all, has the WHA helped you become a more effective teacher of world history? How might it improve its services in this regard?

Twenty-eight people responded to this question, including 11 high school teachers. Twenty-seven gave highly favorable evaluations of the WHA's efforts in this area. Several noted how the *JWH*'s book reviews are quite helpful in their bringing into the classroom the most up-to-date scholarship. Several others noted that the WHA helped them develop thematic approaches to global history. The following comment, rendered by a secondary school teacher, is typical for all but one of the responses:

"I could not teach WH if not for WHA members and their support. Our whole department depends on professional development from WHA members & their scholarship."

The sole dissonant voice, and one we must take seriously, is that of a secondary school teacher who writes:

"It hasn't! I went to one high school session in Victoria and couldn't believe the elemental [sic] level, so didn't go to any more."

Suggestions include: "Continue to provide curriculum ideas and guidance." "More teaching of distance learning and online courses." "More workshops and lesson plans articles which stress getting new research into the classroom." "More biographies" (presumably in the *JWH*).

4. SCHOLARSHIP:

How can the WHA best encourage scholarship in world history?

Twenty-five responses provided a wealth of suggestions and some widely differing perceptions of what the WHA can and

should do. Several of the suggestions were seriously discussed by the Executive Council in June, including the possibility of the WHA's establishing its own publishing medium for monographs in world history — at some future date.

5. H-WORLD:

Are you satisfied with H-WORLD? Any suggestions for its improvement?

Only 17 respondents indicated that they have seen and used H-WORLD. Of these, 14 had positive and, in several cases, glowing things to say about it. Three did not think highly of it, and even among those who sang its praises there was acknowledgment of some of its shortcomings. One noted that its discussions often get bogged down in trivia and abstruse theoretical issues.

6. WEB PAGE:

Does the WHA Web page satisfy you? Any suggestions for its improvement?

Twenty-five people provided some sort of answer to this question, if only to write that they do not use the Web page. Indeed, only 13 of the 25 respondents admitted to seeing or even trying to gain access to it. Of these, 4 were positive about it, and 9 indicated varying degrees of dissatisfaction. Three respondents complained that they could not find it or that it is rarely up. Five complained that it needs more regular updating, and 3 noted that it needs more links and general information. One wanted syllabi and past issues of the *Bulletin* on it, and one noted that there should be a list of conferences several years into the future to facilitate planning.

7. AFFILIATES:

Do you belong to a regional affiliate? If not, why not? Do you know whether or not a regional affiliate exists near you? Are you satisfied with the WHA's relationship with its affiliates? Please be specific if your answer is "no."

We raised the issue of affiliates in question 1C, but there we looked only at their conferences. This time we aim for a broader picture.

Twenty-four members responded to the questions relating to affiliates, and their answers were all over the board. Eight expressed satisfaction with their affiliates, and 16 claimed not to participate for a variety of reasons. Expressed reasons for nonparticipation included: difficulty of getting to meetings on short notice; nonactivity of the local affiliate; found its meetings not worthwhile; lack of knowledge of the local affiliate; too costly to join both the local affiliate and WHA; meetings are too far away.

If we can infer that the 15 persons who did not respond to these questions regarding affiliates also are not members of regional affiliates, then the ratio of nonmembers and dissatisfied former members to satisfied members is greater than 4:1. While this is anything but a scientific poll, that ratio is alarming. Affiliate officers and members of the Committee on Affiliates should take note.

8. PRIZES:

Are the WHA's prizes sufficient and appropriate? Are they adequately publicized? If you answered "no" to any of the above, do you have any suggestions?

Fifteen people answered this question. Eight of them thought the prizes are fine as currently set up; three expressed reservations of one sort or another regarding the appropriateness

of prizes; one had no opinions one way or the other; and only 2 exhibited some sort of dissatisfaction with the current prizes. Of these 2, one thought the prizes too small and suggests our getting corporate sponsorship; the other thought that the prize for graduate students should be twice that for undergraduates (presumably the student paper prize — which went unclaimed in both categories last year). To fail to do this implies that graduate student achievement is no better than that of undergraduates.

As far as publicity of prizes and prize winners is concerned, three comments should be cited. One person stated that the prizes, and especially the prize winners, deserve greater publicity. Another, a secondary-level teacher, states, “[they are] not relevant for [the] secondary level, unless you start a special category.” Apparently we need to do more to publicize the prize for the best teacher’s lesson plan and the new prize for projects and papers by pre-collegiate-level students. A third respondent possibly addressed this issue by suggesting that we construct an “eye-popping” student-paper-prize display for the WHA web page. As the person who advocated the student paper prize and who oversees the competition, this reporter thinks it is a great idea. However, this reporter is also a computer dunce. Can someone help him in this regard?

9. MEMBERSHIP RENEWAL:

What is the single most important factor in influencing your decision to renew your WHA membership? Have you considered not renewing your membership? If so, what prompted the thought?

Thirty-two members responded. All responses fall into the very favorable and favorable categories, although there were a few dissident notes regarding dues.

Fourteen people cited the WHA’s purposes and their own passions for world history as major reasons for their membership; 8 cited the *JWH* and the *Bulletin* as important reasons for belonging; 8 cited professional development as an important factor in their decision to join and stay; 4 listed WHA conferences among their reasons for membership; and one noted that among all of his reasons, a major one is the fact that he simply likes the people he meets at WHA gatherings.

10. WHA TOMORROW:

What do you want to see the WHA do that it is not currently doing?

This open-ended question elicited 26 responses. Four simply stated that the WHA is doing fine and should continue along current lines; the others offered suggestions for new initiatives, emphases, and activities. Because these answers constitute such a mixed bag, this reporter will quote, at least in part, each and every person, attempting to present the essence of each person’s suggestions. It will be helpful also to list the responses according to the self-described professional category checked by the respondent:

University Professors

“Connect up its membership to public venues (such as the History Channel).”

“Change from an *American* WHA to a *world* WHA.”

“Become more international....[Explore the] reasons [that] account for the continuing dominance of Hegel’s ‘Rise of the West’ paradigm as the orthodoxy of the field.”

“Evaluate the bewildering variety of world history textbooks, slides, films, and other teaching materials.”

“Support theoretical discussions regarding the structure of world history and less emphasis on regional or local histories.”

“Take account of French scholarship.”

“Where are we going?... We need to think of the field itself.

What are its defining parameters? That conversation is lagging.”

Liberal Arts College Professors

“Integrate itself more firmly within a framework of related organizations that provide service and advocate for teacher-education programs and public education. Wouldn’t it be interesting if professional organizations evaluated teacher-education and school programs?”

“Improve the layout of the *Bulletin*. Has anyone considered a sister publication to *JWH* that concentrates on the modern period (ca. 18th century to the present)?”

“Combine forces with geographers. Actively recruit/invite membership by historical geographers and world regional geographers.”

“Look at distance and online learning.”

“We still need to convince other historians of our worth. It seems we have won the battle in K-12 and curriculum committees in many colleges. However, I still have colleagues (some of whom have presented at WHA conferences) who are overwhelmed by *intro world courses*.... We need to bring new people in from [such disciplines as] geography, anthropology, etc.”

Community College Professor

“Expand *JWH* to four times per year and begin in-house publishing service for truly global historical monographs.”

Teachers, 9-12

“Look for corporate sponsorship to continue to support the teaching institutes and to help support graduate work in world history, as well as publishing curricula.”

“I would like it to *continue* the tradition of cooperation between collegiate and secondary *teachers*.... I need the *synthesis* so I can weave it into my 5-day-a-week, 40-week-a-year classes. I am willing and able to read university-driven research on the minutiae, but much of *JWH* can be reduced to footnote status in a survey course. Give me the big picture, the new chronology, the interregional contact points! Or conferences that supply the syntheses!”

“Help high school people connect with college people.”

“Improve teaching at high school level.”

“At the conferences more round tables.... Take a topic in *JWH* and give four different viewpoints on it.”

“Pay more attention to the mission of educating the average college and high school student and a little less on producing graduate students. Taking care of the first will do the most, in the long run, of taking care of the second.”

Independent Scholars

“Liven up histories with professional writers.”

“Get more active in teacher training.”

“Attend to the needs of independent scholars and instructors more.”

REPORTER’S POSTSCRIPT:

Should any member wish to plow through all 14 (single-spaced) pages of my turgid prose and read the entire report in its mind-numbing detail, please contact me at the address below:

A. J. Andrea

Department of History

The University of Vermont

Burlington, VT 05405

**MINUTES OF THE WORLD HISTORY ASSOCIATION
EXECUTIVE COUNCIL MEETING
Salt Lake City, Utah — 29 June 2001
University of Utah Guest House Meeting Rooms:
9:20 a.m.- 4 p.m. (with 12:30 lunch break)**

Officers present: Carter Findley (President), Ralph Croizier (Vice President), Marie Donaghay (Secretary), Roger Beck (Treasurer), Alfred Andrea, David Christian, David Northrup, Annette Palmer, Howard Spodek, Robert Strayer (Councilors).

Ex-officio: Jerry Bentley (editor, *JWH*), Patrick Manning (editor, *H-WORLD*), Joan Arno (Nominating Committee), Heidi Roupp (President, 1998-2000), Ross Dunn (President, 1984-1986), Kevin Reilly (President, 1982-1984/1986-1988).

Minutes Approved

Minutes for the January 2001 meeting in Boston were approved.

Treasurer's Report

Roger Beck reported the favorable outcome of this spring's audit of World History Association books. As of June 2001, the organization had \$16,509.29 available with other funds in restricted accounts such as the endowment. The Treasurer stated that starting in 2002, he will be receiving membership dues directly. Meanwhile, accounts established in other states over the years will be closed and all funds transferred to accounts in Illinois to facilitate centralized management. Members of the Council asked about the transfer of funds, NEH grant moneys turned over to Northeastern University, and the location of financial records. Pat Manning responded that Northeastern had not received NEH funds yet as paperwork was still being processed. He reminded the Council that transfer involved obligations as well. He has been reporting to the President and the Treasurer on a regular basis. Al Andrea moved and David Northrup seconded a motion that the Treasurer's report be approved. It was approved.

Headquarters Search

The Council discussed aspects of the headquarters search as well as many of the issues and complexities involved. Several proposals as well as the technical details involved in the negotiations were considered at length. Among concerns raised by Council members were the functions of the new Executive



Executive Council Meeting — Council Members (l. to r.)
Al Andrea, David Christian, and David Northrup

Director, possible conflicts of interest, facilities, involvement in publication and/or grant writing, distance, legal complications, funding. Jerry Bentley reminded the Council that while the World History Association could be very flexible, established institutions had entrenched bureaucracies. There was going to be a real process of negotiation and the World History Association would need to feel it through.

Discussion then turned to fundraising. Suggestions included a two-year concept for fundraising within the World History Association, creation of a high expectations donor list, challenge donations. Howard Spodek proposed that the fundraising committee be enlarged, while David Christian wondered if the organization might not want to seek professional help. Annette Palmer argued for the personal touch and suggested approaching publishers on an individual basis. David Christian noted that there was a huge potential for corporate giving as the business community understood the importance of global education. Roger Beck was asked to draft a fundraising plan.

Journal Report

The editor of the *Journal of World History* passed around a list of forthcoming articles. He reported that he was considering publication of the *Journal* on a quarterly basis. Submissions had increased to the point where the *Journal* has grown to 500 pages per volume, suggesting the need for more issues. Moreover, a quarterly journal would demonstrate more service in the wake of the dues increase. The University of Hawai'i Press did not think that turning the *Journal* into a quarterly would entail that much more expense. Indeed, there would be some marginal savings. However, the real need was additional resources in the form of personnel. At present, the editors had a half-time teaching assistant. The University of Hawai'i Press currently absorbs multiple-year discounts and bank charge allowances for processing credit card payments. As libraries have been reluctant to subscribe to new journals, institutional subscriptions cannot be used to subsidize individual memberships. The *Journal of World History* is now available through MUSE, the Johns Hopkins journal list. Al Andrea supported transition to a quarterly format, but asked about submissions and advertising revenue. Heidi Roupp wondered if there was a way to send *Journals* and *Bulletins* to school districts interested in both. Jerry Bentley responded that the Journals Manager thought that was a good idea, but that it would cost more. There were, he thought, ways to achieve economies in production.

Committee on Committees

Ralph Croizier asked for help in finding good committee members. Al Andrea suggested that he draw on affiliate secretaries as they had many contacts.

Grants Committee

There has been no activity since endorsements of the Dunn and Northeastern proposals in 2000. The primary purpose of the Grants Committee was to review grant proposals administered by the Treasurer's office to ensure that the World History Association had the resources needed to play that role.

Standing Committee on Conference Planning

Ralph Croizier discussed the role of the Conference Committee and current management of conferences by local organizers. In future, he would like to see the World History Association take a larger role in conference administration with registration handled through the new directorate. The more immediate concern is the upcoming Korea Conference in August 2002. The World History Association has been asked to organize 20 panels for the

meeting with two-page paper summaries submitted in advance. The Chair asked the Council to seek out possible panelists. Themes for the conference include: The Pacific in World History; Buddhism and Confucianism in World History; and Korean History in World History.

There is real concern about turnout, and here airfare was seen as key. Al Andrea suggested that the message be spread through H-WORLD, while Heidi Roupp urged that a special appeal be made to Japanese members and David Christian spoke of putting together an Australian contingent.

At present, there is no conference site for 2003. The Vice President suggested that the World History Association focus on a major population center, such as Washington, D.C.

Summer Teaching Institutes

Heidi Roupp reported that this summer there were 17 summer teaching institutes — seven more than last summer. There are requests for additional institutes next year. She was working with College Board and hoped to link regional affiliates with it, something that was already happening in California, Texas, and Georgia. By the end of the summer, she expected to publish the best material developed by institute participants through the World History Center at Northeastern. She will also start a Speaker's Directory that school districts can access through the World History Association website. She indicated that one-week institutes were just about right in terms of time and that schools would send teachers to five-day institutes to help prepare them to teach world history in the fall. It was critical to keep institutes going. In conclusion, she discussed what organizing teaching institutes entailed. Finally, Heidi Roupp asked if the World History Association could offer initial membership to institute participants at a rate similar to that of new professionals. Jerry Bentley argued that if there are programs with World History Association endorsement that bring in new members, then membership at an introductory rate should be part of the package — something the Grants Committee should keep in

mind when considering proposals using WHA personnel and resources. After some discussion, Al Andrea moved that the Grants Committee have the power to authorize up to a one-third subvention on grant-funded memberships. Annette Palmer seconded the motion, which was approved by Council.

World History Association Presence at NCSS Conferences

After a one-hour lunch break at 12:30, the Council considered World History Association representation at the annual NCSS Conference. Heidi Roupp reported that the World History Association will be offering a dozen panels at this year's NCSS Conference. Panels are done as a strand and thus, in essence, form a mini-conference within the larger conference. She reminded the Council that NCSS has the same relationship to social studies teachers as the American Historical Association has with college history professors. The World History Association has expanded its role as teachers do not have access

to world history scholarship. In addition to the strand of history panels, Roupp argued for a display table or brochures, *Journals*, and *Bulletins* for each session. It is most important that the World History Association have permanent visibility at NCSS through a display table and, if possible, a reception to connect informally with teachers. Tables at NCSS cost \$1,100 to \$1,300; the reception, \$1,000. She indicated that the American Historical Association had offered to split a table with the World History Association. Jerry Bentley recommended cooperation with the AHA. Pat Manning suggested a presence at regional NCSS meetings as well, as they were quite large and offered additional opportunities to connect with teachers. After some discussion, Marie Donaghay moved that the World History Association share a table at the NCSS Conference and that Heidi Roupp be authorized to spend up to \$800 to secure the table share and display. Al Andrea, who seconded this motion, then moved to authorize that the Finance Committee consider and decide representation at conferences subject to budgetary constraints. Both motions carried. With regard to the reception, Roger Beck suggested that Heidi Roupp seek partners and contact the Finance Committee.

National Assessment in World History

As Congress is badly split, National Assessment is still in the works. There has been a request for development of national assessment in World History. Just before he left office, George Bush the elder appointed a board (NAGB) to supervise the test

that will be used by a consortium of 25 states. NAGB has contracted testing to the Council of Chief State School Officers whose Social Studies representative is Fred Czarra. The World History Association and the American Historical Association have been invited as equal partners to work for the CCSSO to develop the specifications that will guide the question-writing process for the test. The World History Association would have to set up steering and planning committees and define the roles of each committee, which would



Bonnie Smith — Banquet Speaker

last the duration of the project.

During discussion, Heidi Roupp noted that National Assessment, funded through Congress, is very different from work with College Board. Ross Dunn asked about competing proposals and pointed out that National Assessment was designed to ascertain what students know in the field. If it participates, the World History Association will help determine what students should know about world history. Thus it was very important that the World History Association be involved. National Assessment results would be reported in the media. Carter Findley asked about organization. Heidi Roupp outlined the process — the work of the World History Association and American Historical Association committees followed by outside review and visits to school sites with a timeline of one year. There was a need to carefully define the roles of the two committees. Council then discussed various possibilities.

Finally, Al Andrea moved that the World History

Association would like to pursue the National Assessment Project and have the President and Vice President collaborate in organizing and implementing the endeavor. Ralph Crozier amended the second half of the motion to read "and have the President and Vice President support and collaborate with the Task Force on Education and its Chair in working with the Council of Chief State School Officers and the AHA." The motion as amended was unanimously approved.

Life Memberships

Roger Beck expressed concerns about the number of bestowed life memberships when the World History Association does not have the funds to pay for subscriptions.

Morning Meeting Adjourned

It was moved and approved that the morning meeting be adjourned at 2:50 and the afternoon session opened.

Search for Bulletin Editor

Al Andrea, as Chair of the Search Committee, whose members included Jackie Swansinger and Jack Betterly, reported on efforts to secure a new editor for the *World History Bulletin*. While he would like to have the new editor in place this fall and hoped for a five-year commitment, the search will continue until a suitable candidate is found. Robert Strayer asked if there was any connection with the Headquarters Search and if geographic proximity was part of the equation. Carter Findley replied that the current editors wanted to be out before the headquarters search was completed. Al Andrea responded that these were two separate searches and should be kept separate. Geographic proximity to the new headquarters should not be a factor considered by the committee. Because editing is such a demanding and highly technical job and because of modern electronic communications, the committee's sole concern was to secure the best possible editor regardless of location. He noted that the President, Vice President, and Search Committee Chair would be meeting the top candidate the next day. Two weeks after the Salt Lake City Conference, Micheal Tarver of McNeese State University was offered and accepted the editorship of the *World History Bulletin*.

World History Association Questionnaire

Al Andrea reported that he had sent out more than 1,500 questionnaires and received only 39 responses. Most members seemed fairly happy, but there was some unhappiness with the Web page, which needs to be more comprehensive and up-to-date. Most respondents did not have access to the Web, which must be made more user-friendly. Another complaint was that the Web page was down too often. Andrea suggested a special page for students concerning prizes. He also noted that some new members were unhappy with the time that elapsed between application for membership and response from the World History Association. He suggested they be sent a letter of welcome immediately and inquired whether a copy of the most recent *Bulletin* could be sent new members gratis as a welcoming gift. Because the hour was late, he chose not to turn this into a motion, but left it for further reflection. He volunteered to work with the President and Vice President in creating a protocol to welcome new members into the organization officially. Robert Strayer suggested a membership listserv and Pat O'Neill recommended doing it through the Web page.

Membership

Carter Findley reported that total membership as of 14 June was 1,710. 200 members were from summer institutes. 380 members had failed to renew, 180 more than the usual 200 according to the Executive Director. The President did not know how many failed to renew as a result of the increase in dues.

Heidi Roupp said that she was prepared to do membership mailings in early August as that was the best time to do it. For every 100 brochures sent, the World History Association could expect 5 new members. If she targeted those who taught World History, a 10 to 15% return could be expected. She indicated that she would like to secure a more focused list of names and send brochures to folks in departments interested or involved in world history. She placed the cost of the mailing at \$5,000. Roger Beck suggested that members recruit members, while Heidi Roupp urged the President to write a personal letter to those who had failed to renew their memberships.

Carter Findley argued that increasing membership needed to be connected with widening revenues. Fundraising within the World History Association should seek to raise \$5,000 this year and next. Later, during the Business Meeting, Al Andrea suggested a "2002 in 2002" membership slogan and drive.

Attack on World History and the New Advanced Placement Exam

Carter Findley discussed recent attacks on World History and the new Advanced Placement exam in World History asking whether the World History Association should respond formally. After a short discussion, it was decided not to respond.

New Business

Al Andrea asked if the Council would like to respond to his findings on the questionnaire and requested Council permission to submit a digest of his report to the *World History Bulletin*. Marie Donaghay moved that the report be published in the *Bulletin* this fall. The Council gave tacit approval and the meeting was adjourned at 4 p.m.

Respectfully submitted, Marie Donaghay, Secretary

WHA

Please take note of the new mailing addresses for submissions to the *World History Bulletin*. All articles, "Centered on Teaching" contributions; personal, institutional, and WHA regional affiliates; news items; WHA Executive Council news and reports; and advertisements, should be sent to the new Editor:

Professor Micheal Tarver
Department of History
McNeese State University
P. O. Box 92860
Lake Charles, Louisiana 70609
Telephone: 337-475-5198
Fax: 337-562-8934
e-mail: mtarver@mail.mcneese.edu

Book and film reviews, etc., should be sent for consideration to Professor Christina Michelmore
Book Review Editor, *World History Bulletin*:
Chatham College
Pittsburgh, Pennsylvania 15232
e-mail: michelmore@chatham.edu

CONSTITUTION OF THE WORLD HISTORY ASSOCIATION

ARTICLE I

The name of this society shall be the World History Association.

ARTICLE II

The object of the association shall be the promotion of studies of world history through the encouragement of research, teaching, and publication. The association shall promote activities which will increase historical awareness, understanding among and between peoples, and global consciousness. The association will provide help to the teachers of world history and venues for the discussion of both theories of history and methods of study and teaching.

ARTICLE III

Membership in the association shall be open to any person interested in history upon the payment of one year's dues. Any member whose dues are in arrears shall be dropped from the roll. Members who have been so dropped may be reinstated at any time by the payment in advance of one year's dues. Only members in good standing shall have the right to vote or to hold office in the association. Honorary members of the association may be elected by the Council, and such honorary members shall be exempt from payment of dues.

ARTICLE IV

SECTION 1: The elected officers shall be the president, the vice president, secretary, and treasurer.

SECTION 2: The president shall serve for a two-year term and shall be succeeded by the vice president who is the president-elect. It shall be his or her duty to preside at meetings of the Council and at the business meeting and to formulate policies and projects for presentation to the Council to fulfill the chartered obligations and purposes of the association.

SECTION 3: The vice president shall be elected for a two-year term, and shall be president-elect. He or she shall be a member of the Council. If the office of president shall, through any cause, become vacant, the president-elect shall thereupon become president.

SECTION 4: The president shall be the chief administrative officer of the association. It shall be his or her duty, under the direction of the Council, to oversee the affairs of the association, to have responsibility for the continuing operations of the association, to supervise the work of its committees, to assist in the formulation of policies and projects for submission to the Council, to execute instructions of the Council, and to perform such other duties as the Council may direct. The president will be responsible for all assets of the association and will sign all contracts approved by the Council.

SECTION 5: The secretary shall be elected for two years. He or she shall keep minutes of all meetings of the Council and all general meetings. He or she shall be responsible for all publications of the association and the association archive. The secretary shall be a member of the Council.

SECTION 6: The treasurer shall be elected for two years. He or she shall be responsible for the collection of dues, disbursement of funds at the direction of the Council, and the rendering of accounts at the annual meeting. He or she shall be a member of the Council.

ARTICLE V

SECTION 1: There shall be a Council, constituted as follows:

(a) The president, the vice president, the secretary, and the treasurer.

(b) Elected members, nine in number, chosen by ballot in

the manner provided in Article VII. These members shall be elected for a term of three years, three to be elected each year, except in the case of elections to complete unexpired terms. For the first election Council memberships shall be divided into three categories of three positions each. The first category shall serve one year. The second shall serve two years, the third three. At the end of one and two years positions in categories one and two will be for three years.

(c) The immediate past president, who shall serve for a one-year term.

(d) The Executive Director shall serve ex-officio and without vote.

SECTION 2: At least two members of the Council shall be secondary school teachers.

SECTION 3: The Council shall conduct the business, manage the property, and care for the general interests of the association. The Council shall fix the amount of dues and the date upon which any change of dues becomes effective. It may appoint such committees as it deems necessary. The Council shall call an annual meeting of the association at a place and time it deems appropriate. It shall, if it chooses, constitute meeting for the dissemination and discussion of academic matters other than at the time of and in addition to the annual meeting. It shall report to the membership on its deliberations and actions through the publications of the association and at the business meeting.

SECTION 4: To transact necessary business in the interim between meetings of the Council, there shall be an Executive Committee composed of the president, the vice president, secretary, and treasurer. The Executive Director shall serve ex-officio and without vote. The Executive Committee in the conduct of its business shall be subject always to the general direction of the Council. The Executive Council shall have the administrative responsibility for staffing as provided in Article X.

SECTION 5: For the general management of the financial affair of the association, there shall be a Finance Committee composed of the president, treasurer, and Executive Director ex-officio and without vote, and not more than three other voting members of the Council elected annually by the Council.

ARTICLE VI

SECTION 1: The Council shall call a business meeting, open to all members of the association in good standing, to convene at the time of the annual meeting.

SECTION 2: The business meeting, by a majority vote, may consider resolutions and deal with proposals concerning the affairs of the association, receive reports of officers and committees, instruct officers and the Council, and exercise any powers not reserved to the Council, Nominating Committee, and elected or appointed officers of the association.

SECTION 3: All measures adopted by the business meeting shall come before the Council for acceptance, nonconcurrence, or veto. If accepted by the Council, they shall be binding on the association.

SECTION 4: The Council may veto, by an absolute majority of its membership, any measure adopted by the business meeting that it believes to be in violation of the association's constitution or which, upon advice of counsel, it judges to be in violation of law. The Council shall publish an explanation for each such veto.

SECTION 5: The Council may vote not to concur in any measure adopted by the business meeting. Within 90 days of the Council meeting following the business meeting, the Council shall publish its opinion of each measure with which it does not concur and submit the measure to a mail ballot of the entire membership. If approved by a majority of the members in the mail ballot, the measure shall be binding on the association.

SECTION 6: The Council may postpone implementation of

any measure adopted by the business meeting or approved by mail ballot that in its judgment is financially or administratively unfeasible. The Council shall publish an explanation of each such decision and justify it at the subsequent business meeting.

ARTICLE VII

SECTION 1: The Nominating Committee shall consist of six members, each of whom shall serve a term of three years. Two shall be elected each year by the Council on nomination by the president. The president shall fill by ad interim appointment any vacancy that may occur between annual meetings.

SECTION 2: The Nominating Committee shall nominate every other year, by ballot, candidates for the offices of president, vice president, the office of secretary, the office of treasurer, and by annual ballot for each position on the Council where a prospective vacancy shall exist. But the Council may, in its bylaws or by resolution, provide for additional nominations to be made by the Nominating Committee for any position where there is a vacancy through death or by resignation of a candidate.

SECTION 3: Nominations may also be made by petitions carrying in each case the signatures of five percent of the membership in good standing or 100 of the association in good standing, whichever may be less, and indicating in each case the particular vacancy for which the nomination is intended. Nominations by petition must be in the hands of the chairman of the Nominating Committee at least three months before the annual meeting. In distributing the annual ballot by mail to the members of the association, the Nominating Committee shall present and identify such candidates nominated by petition along with its own candidates, having first ascertained that all candidates have consented to stand for election.

SECTION 4: The annual ballot shall be mailed to the full membership of the association at least six weeks before the annual meeting. No vote received after the due date specified on the ballot shall be valid. Election shall be by plurality of the votes cast for each vacancy. The votes shall be counted and checked in such manner as the Nominating Committee shall prescribe and shall then be sealed in a box and deposited in the headquarters of the association, where they shall be kept for at least one year. The results of the election shall be announced at the business meeting and in the publications of the association. In the case of a tie vote, the choice among the tied candidates shall be made by the business meeting.

ARTICLE VIII

Amendments to this constitution may be proposed (1) by the Council, (2) by petition to the Council of five percent of the members in good standing or 100 members in good standing, whichever is less, or (3) by resolution at an annual meeting on a majority affirmative vote of 25 members in good standing. An amendment so proposed shall be reported to the membership by mail at least six weeks in advance of the subsequent earliest annual business meeting for which such notice is possible, and shall be placed on the agenda of that meeting for discussion and advisory vote. Thereafter, the proposed amendment shall be submitted to the membership of the association, accompanied by summary statements of the pro and con arguments thereon, for approval or rejection by mail ballot.

ARTICLE IX

The Council may adopt bylaws consistent with the provisions of the constitution, upon any matter of concern to the association.

ARTICLE X

The Council shall appoint for a stipulated time an Executive Director and such staff as the finances and the work of the organization require. Further staffing of the executive offices may be undertaken by the Council at its discretion and with the

concurrence of the Executive Committee. Terms and duties of the Executive Director and permanent staff shall be determined by the Council in bylaws.

ARTICLE XI

SECTION 1: In the formal establishment of the World History Association: The Steering Committee elected at the Annual Meeting of the American Historical Association in December 1982 shall constitute the Council until the next meeting of the American Historical Association in December 1983.

SECTION 2: The Steering Committee shall elect a president, vice president, treasurer, and secretary for the interim. These officers shall act as the Executive Committee. The Steering Committee shall constitute the Nominating Committee until the annual meeting of the American Historical Association (AHA) in December 1983.

SECTION 3: The interim Executive Committee shall arrange for an annual meeting to be held during the meeting of the American Historical Association in December 1983.

SECTION 4: The Executive Committee shall present this constitution by mail for ratification and shall hold election for officers and Council prior to the December 1983 meeting of the American Historical Association.

SECTION 5: All persons running for office shall agree to run in writing and have all dues paid in full.

ARTICLE XII

Notwithstanding any other provision of these articles, the association shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501 (c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170 (c)(2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law). Upon the dissolution of the association, the Council shall, after paying or making provision for the payment of all of the liabilities exclusively for the purposes of the association in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) as the Board of Trustees shall determine.

AMENDMENT

Interested associations may request affiliate status with the World History Association in conformity with such bylaws and policies as the World History Association may establish. Such affiliate status becomes effective when approved by a two-thirds vote of the Executive Council. The World History Association assumes no financial or legal responsibility for the affiliates. Either the World History Association or the affiliate may terminate the affiliation at any time.

WHA

Check out the new WHA WEBSITE! There is a NEW FORMAT at the SAME ADDRESS: <thewha.org>. Consult the NEW LOOK website for the latest information and updates on the 2002 WHA CONFERENCE IN SEOUL, KOREA.

CENTERED ON TEACHING

CRITICAL THINKING IN THE WORLD HISTORY CLASSROOM

Thomas Mounkhall
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There are four central aspects to the efficient planning of a world history course. The survey definitely requires an ongoing theme, which carries the narrative. Given the current trend in world history historiography, this organizing theme will probably focus on some combination of transnational themes. The periodization scheme to be followed and the specific case studies to be explored support the conceptual framework. Completing the necessary components of an effective world history course is the preparation for the development of critical thinking skills among the students.

The term *critical thinking* is a relative one in that it means different things in various contexts. In this short paper, the sense of the term that I am using relates to abstract levels of thought. In other words, critical thinking here refers to human thought above and beyond the ability to memorize and recall factual data. In no way do I intend to demean factual recall in this endeavor. I just believe that students need to be exposed to types of cognitive activity which emphasize thinking at abstract levels.

There does exist a vibrant discussion in the field of

cognitive psychology concerning the nature of critical thinking. The basic point of contention is if critical thinking skills are universal and cut across all academic disciplines or are restricted to specific intellectual domains.¹ This disagreement is a topic for a future paper. In this essay, the focus will be specifically on critical thinking in the field of history.

An emphasis on the development of critical thinking skills in the world history classroom addresses a few important educational goals. As a result of this concentration, students should appreciate the specific perception of reality that history lends. They should also be better able to recognize the cross-cultural processes that have produced the modern world and which inform so much of contemporary world history. For the educator, the greatest positive gain from a focus on critical thinking skills among world history students is the exposure they will receive to the "life of the mind." The realization that abstract thinking is challenging and enjoyable should add immeasurably to the quality of their adult lives.

Commentaries on critical thinking in general and critical thinking in history are numerous. However, the sources for this paper have been specifically taken from the current professional literature in cognitive psychology.² An equally rich source of information and opinion upon which this study is based is the current journal literature relative to the teaching of history.³ Both sources have been equally influential in this paper and the ideas expressed herein are essentially a synthesis of the two current literatures.

Research reveals many different types of cognitive activity as being in the category of critical thinking. The sum of types of critical thought from both disciplines approaches 20. From these, I have selected seven examples of critical thinking that directly pertain to the teaching of world history.

All history survey courses require a narrative to provide a context to the historical data being studied. In terms of cognitive psychology, the informing narrative is termed a conceptual framework or schema, which supplies the basic structure of the survey course. Veteran teachers of world history will recognize certain popular organizing themes, such as the development of civilizations, the rise of the West, and world systems analysis. Following the lead of William H. McNeill and Jerry H. Bentley, I am advocating global connections as an efficient conceptual framework for the world history survey.⁴ Current learning theory indicates that retention of newly learned data is greatly improved when it is connected to a previously developed general schema.⁵

It is my perception that historians shy away from causal analysis in their written works but not necessarily in their class lectures. Nevertheless, an understanding of the notion of multiple causation is a crucial critical thinking skill to be developed among history students. Given the influence of comparative history in the world history field, developing the ability to pursue this type of historical thought in the college classroom is almost a mandate. It

certainly relates to the world history goal of moderating Eurocentrism by allowing the study of examples of global processes from non-Western regions. A valid world history survey is one that addresses the notion of multiple perspectives. Developing this notion in our students will certainly broaden their understanding of the complexity of human experience.

To state that change is privileged in the history academy is to cite the obvious. Nevertheless, I would argue that its flip-side, continuity, has been shortchanged in both historiography and pedagogy. The world history survey should focus on both of these aspects of historical processes.

Surprisingly, the process of linkage of historical events over time and place receives little support in the professional literature. I view this as a glaring weakness in a program that purports to develop critical thinking in history. Our students should be encouraged to search for relationships through chronology and geography, which have impacted a large percentage of the world's people.

Finally, I would argue that our students need to be introduced to the notion of metacognition in their critical thinking program.⁶ The development of abstract thinking techniques is of top priority, but an awareness and control of one's thinking processes effectively completes the program.

Pedagogical theory has its purpose but practicing classroom teachers are interested in teaching techniques, which they can employ with their students tomorrow. Consequently, each aspect of critical thinking described in the abstract above will be applied to classroom usage.

The notion of using a conceptual framework of global connections as the backbone of a world history course can be efficiently addressed through the use of an abstract global map, such as the one depicted above, at right [Fig. 1]. This box illustrates, in schematic form, the relationship between the Islamic world and other major world regions (Eastern Europe, etc.), c. 1000 C.E.

As students study examples of transnational contacts during the

medieval period for example, these linkages may be plotted on the map as shown. A completed map at the end of a unit would have much data

500 C.E. – 1500 C.E.

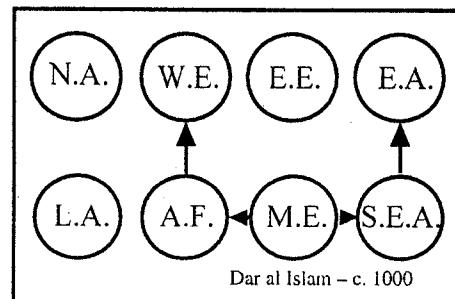


Fig. 1

available for critical-thinking development and it would visually reinforce the metanarrative of global connections.

Awareness of multiple causation can be developed through the use of a diagram. Students can be placed into four research groups: political, economic, cultural, and biological. For homework, each group researches causes of an important event in world history, such as World War I, that relates to their assigned type of cause. In preparation for the next class, students will place the causes they have identified on the diagram below [Fig. 2].

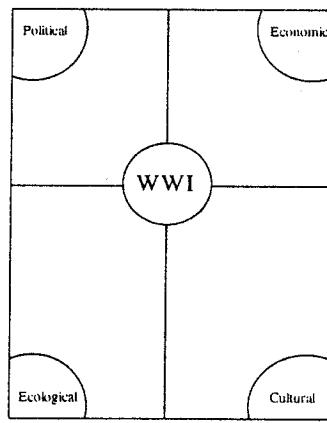


Fig. 2

Comparative thinking should be developed inductively. Basing the thought process on two similar case studies, which have been studied in detail, students should place the similarities and differences on a chart of this nature [Fig. 3]:

Different A	Similar	B	Different

Fig. 3

Once all of the details have been placed on the chart, the conclusion concerning comparative history should be based on the weight of evidence. To illustrate the idea of multiple perspectives in world history, students should be asked to read two dissimilar views on the same issue. The perspectives of Rudyard Kipling and Karl Marx on 19th-century imperialism would be excellent readings to address this notion.

A simple diagram of a fork in the road can be effectively used to develop the notion of continuity and change in world history. Near the end of the course, students could be asked to read Sun Yat-sen's "The Three People's Principles and The Future of the Chinese People," in Andrea and Overfield's *The Human Record*-Volume 2. As they read the document, students could place the ideas of the Chinese nationalist on the following diagram [Fig. 4]. Upon

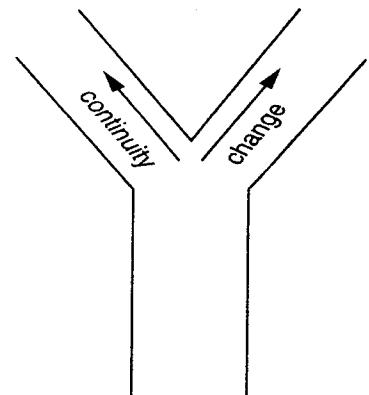


Fig. 4

completion of the reading, students could be asked to respond to this essay task: Assess the validity of the following statement: "Sun Yat-sen's proposals for republican China represented more change than continuity with Chinese tradition."

Although thinking on two levels simultaneously may sound difficult, it is a relatively simple skill to develop. During reflective periods in a lesson, students' attention should be drawn to

the classroom wall and a large chart which lists the critical thinking skills emphasized in the course. As students are encouraged to participate in some type of critical thinking activity such as processing newly learned data into the conceptual framework of the course, the teacher should simply point to the type of mental activity on the chart in which the students are actively involved.

Developing the ability to recognize linkage of world history events across time and place may seem a difficult skill to teach but it is greatly facilitated through the use of a global timeline. The timeline as seen in the following model traces events for all global regions over a period of time. For world history courses, I recommend 500-year blocks of time such as from 1000 C.E. to 1500 C.E. Building the timeline as the course narrative unfolds, students would have a record such as the table below in their notebooks [Fig. 5].

Using the completed timeline as a base, pairs of students could be asked to identify any transnational links during the late medieval period. Some that come to mind are the Ottoman conquest of Constantinople and the Portuguese move down the west coast of Africa, the Mongol roads carrying the microbes of the bubonic plague to Beijing and the Crimea, and the fall of the Mongol Empire in Russia, leading to the rise of Moscow as the capital of the state. There are many others that could be identified, but the key point is the fostering of the historical thinking process that recognizes transnational

linkages in world history.

It should be emphasized at this point that my argument is not that the development of critical thinking skills should dominate world history teaching. Nevertheless, it is a very important aspect of a trio of components that should inform world history pedagogy: themes of global historical processes, case studies of local examples of these transnational connections, and the nurturing of critical thinking skills. All three should exist in a complementary relationship. This article stems from my strong belief that the scholarship of teaching world history should be given equal status with the scholarship of research in the history academy. New and valid interpretations of our global past will only reach a relatively small reading audience until teaching professionals develop them into viable, effective teaching lessons for a much larger audience.

Finally, I would like to close with the strongest rationale for emphasizing the development of critical thinking skills in the world history classroom. In my view, the greatest gift that I have received from my liberal arts education has been an introduction to the life of the mind. This world of cognitive interest and excitement has immeasurably added to the quality of my life. I hope to pass this notion on to as many of my students as possible because I agree with Dwight Gibb's assertion that those who emphasize critical thinking, "... [I]mply that there resides within the capacity for a higher conception of human dignity."⁷

	1000	1100	1200	1300	1400	1500
E.A.	Song Dynasty		→ Mongols	Blk Death	Ming Dynasty	
S.E.A.		.Delhi Sultanate				
E.E.	Byz. Empire	Split in C'tianity	Mongols	Blk Death	Rise of Moscow	
M.E.	Abassid Caliphate	→	Mongols	Blk Death	Ottomans	
W.E.	Al Andalus	Crusades	→	Blk Death	Reconquista DaG'ama	
AF.	Kingdom of Ghana / Salt Trade	/ Empire of Mali	→		Portuguese W.A.F.	
N.A.						
L.A.					Aztecs Columb. Inca	
GLOBAL						

Fig. 5

ENDNOTES

1. For the notion of discipline-specific critical thinking, see John E. McPeck, *Teaching Critical Thinking* (New York: Routledge, 1990), 37. For the view that critical thinking skills are universal, see Richard W. Paul, *Critical Thinking* (Santa Rosa, CA: Foundation for Critical Thinking, 1993), 21.

2. For views of critical thinking from the field of cognitive psychology, see Diane F. Halpern, *Thought and Knowledge: an Introduction to Critical Thinking* (Hillside, NJ: Lawrence Erlbaum Associates, Publishers, 1989).

3. For a discussion of critical thinking in world history teaching, see Peter N. Stearns and Montserrat Martí Miller, "Applying Cognitive Learning Approaches in History Teaching: An Experiment in a World History Course," *The History Teacher* 28, no.2 (1995).

4. For one of the seminal works on world history through global connections, see William H. McNeill, *Rise of the West* (Chicago: The University of Chicago Press, 1963). For a discussion of global connections and periodization in world history, see Jerry H. Bentley, "Cross Cultural Interaction and Periodization in World History," *American Historical Review* 101(1996).

5. For a discussion of the connection of newly learned world history data to a previously known conceptual framework, see John A. Mears, "Conceptual Strategies for Survey Courses," *World History Bulletin* 4, no.3(1987). For a cognitive psychologist's perspective on constructed knowledge, see Joanne G. Kurfiss, *Critical Thinking* (Washington, D.C.: The George Washington University Press, 1988).

6. For a discussion of metacognition as a means of efficiently managing one's thought processes, see Joanne G. Kurfiss, "Developing Students' Critical Thinking Abilities: Current Pedagogical Approaches," <http://www.irc.edu/trg/sec.3html>.

7. For the relationship of critical thinking and human dignity, see Dwight Gibb, "Interior Dimensions of World History," *World History Bulletin* 11, no.1 (1994).

WORLD HISTORY ASSOCIATION 2001 PRIZE WORLD HISTORY LESSON

WHY EUROPE? INQUIRY LESSON

Monica Bond-Lamberty

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The *World History Bulletin* is pleased to publish this year's prize-winning lesson plan by Monica Bond-Lamberty, "Why Europe? Inquiry Lesson." Ms. Bond-Lamberty was awarded her prize at the annual World History Association meeting in Salt Lake City in June. *N.b.* — References to slide numbers in the text correspond to slide numbers in the Microsoft PowerPoint® version of the lesson. For further information, please contact Monica Bond-Lamberty at <monicabl@earthlink.net>.



Carter Findley presents the WHA Teaching Prize to Monica Bond-Lamberty

Context of the Lesson:

This lesson was designed for a required sophomore-level world history course. The first goal of the lesson was to use inquiry as a means of learning. This allowed students to follow in the footsteps of historians by hypothesizing, examining sources, defending their hypotheses, and sharing their findings with other students of history. Microsoft PowerPoint provided an easy means of sharing data, images, and hypotheses. The second goal of the lesson was to have students use recent research to critically examine why only states from Europe explored and colonized the Americas and the rest of the world.

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Biographical Sketch:

Monica Bond-Lamberty began teaching in 1992, after receiving her B.A. in history from Williams College. She taught in Japan, Nicaragua, and Virginia before receiving her M.A.T. from Brown University in 1998. She has taught world history for five years, the last two of which have been at James Madison Memorial High School in Madison, Wisconsin. JMM is a public high school on the west side of Madison with an ethnically and socio-economically diverse student body.

WHY EUROPE? INQUIRY LESSON

INTRODUCTION

Course: A one-year required non-honors world history course for all 10th graders.

Unit: Connecting Hemispheres — European Exploration and Colonization (1400-1750)

Objectives:

1. To have students answer a historical question, using primarily secondary Source:s, as part of their continuing preparation for their final research paper.
2. To show students how historians' hypotheses change as they get more data (as part of my continuing use of the inquiry method).
3. To expose students to some current historical research and some with contrasting perspectives.
4. To have students examine why other parts of the world did not go exploring/colonizing while Europe did, while looking at certain historical trends across time.

Inquiry Question: Why was Europe the one that explored and colonized the Americas and the rest of the world?

Sources/Links to Current Research:

- *Guns, Germs and Steel* by Jared Diamond.
- *The World that Trade Created* by Kenneth Pomeranz and Steven Topik
- "Rise of the West" by Jack Goldstone
- *World History: Patterns of Interaction* by McDougal Littell

PROCEDURES FOR IMPLEMENTATION:

Preparatory work, before the beginning of the inquiry:

- By the beginning of this unit, students had examined the end of the Middle Ages, the beginning of the Renaissance and Reformation in Europe, and the scientific inventions that made exploration possible.
- Students then revisited the Ottoman Empire with regards to its control of trade and the influence that Islamic scholarship had on Europe during the Renaissance.
- Students reviewed the wealth and importance of trade in China, a subject they had previously examined in studying the Silk Roads.
- Students wrote a free-write (free-form response) to the question: *Why was Europe (and not anyone else) the one to explore and colonize the Americas and the rest of the world?*

- The day immediately before the inquiry began we discussed and took some notes on the political and economic motives that drove Europeans to explore and colonize the world. Students also learned who the major players were in European exploration, and researched the impact that interaction with Europeans had on peoples they encountered during this time period.

Lesson Plan (See student worksheet below that all students received and the PowerPoint presentation they had on the screen during the inquiry):

Day 1 - Introduce lesson, review original hypotheses, and have students figure out why out of Eurasia only Europe goes exploring. Why didn't the Ottomans or Ming colonize the world?

- Teacher introduces lesson (describe expectations and remind them how inquiries work) (Slides 1-3).
- Students listen to Pizarro's explanation for the success of the Spanish (Slides 4-5).
- Students paste their first hypothesis in the space provided and read their classmates' hypotheses in the slide show (Slides 6-9).
- Students begin the process of figuring out the mystery of "Why Europe?" looking first at Eurasia for the possible "suspects" and focusing on the Ottomans as one of the strongest powers at the time (Slides 10-17).
- Students examine Data Sets #1-5 on why China wasn't the country to explore the Americas. These are readings on Zheng He and the various reasons given for why the Ming undertook no long-range explorations after 1433 (Slides 18-40). For most classes, some of the data sets ended up being homework.

Day 2 - Have students revise their hypotheses and share them. Then have students, now that they know why only the Ottomans and Ming did not colonize the Americas, examine

why Africans or Americans did not colonize the world. Then begin looking at why the Eurasians were the first to engage in extensive overseas colonization by examining Jared Diamond's data.

- Teacher and students review the questions on the data sets. This review helps those students, particularly those with lower reading levels, solidify their understanding of crucial information (Slides 18-40).
- As a class, read Data Set #6 and go through the questions together (Slides 40-46).
- Students revise their hypotheses (Slide 47).
- Students share their hypotheses with a partner, review and edit their hypotheses, and submit their packets (Slides 48-49). Teacher then typed those revised hypotheses that night and shared them the next day.
- As a class, go over why Africa (e.g. Mali) or the Americas (e.g. Inca) did not colonize Europe (Slides 62-70).
- Students try to figure out why the Eurasians were the only ones who were able to colonize the world, using Jared Diamond's thesis in Data Sets 7-11 (Slides 71-89). Some students ended up doing some of the data sets for homework.

Day 3 - Finish going over Jared Diamond's data sets and theories as to why, alone among the continents, Eurasia had the means to colonize the world. Have students review their previous hypotheses, revise them, and share their new hypotheses. Students then collaboratively work on their final essays.

- Teacher and students review the answers to the questions on the data sets (Slides 71-89).
- Teacher recaps the information with students and repeats the overall inquiry question (Slides 90-91).
- Students read their classmates' second hypotheses (Slides 50-61).
- Students revise their hypotheses (Slide 92).

- Students share, review, and edit their hypotheses with a new partner (Slide 93).
- Students break into new groups of 4 to plan out their final essay responses to the inquiry question (Slide 94).
- Day 1 was a Friday, Day 2 a Monday, and Day 3 a Tuesday, so the essay was due 2 days later on Friday.

How do you know that students have "gotten it"?

By checking their answers during the exercises and then by reading their final essays. If the schedule permits, having a Socratic Seminar on the same question (either before they submit their essays or right after) also could help with those learners who are not as skilled with written communication.

CONCLUSION

Reflections on how it went in your class/How might you adapt it to more advanced or lower-level students?

- Students did better on this inquiry lesson, especially compared to a previous inquiry (in which many students clung to their original hypotheses and didn't change them at all). Their hypotheses seemed to truly reflect their assimilation of the information. Some of my brighter students even went beyond the "default" answer and incorporated information from their previous readings!
- Most students enjoyed the visuals and kept up with the pace that I set for them.
- Those who remembered the previous lessons on China and Confucian philosophy better understood why Zheng He's voyages stopped.
- Diamond's hypothesis wasn't as revolutionary to them as it had been to me.
- If time had allowed, I would have preferred to have had time for students to go through and read all the data sets together in class. This would have especially

helped the lower-level readers.

- I would have liked more time to help them process some of the information in the excerpts from Diamond and Goldstone.
- With a more advanced class, I would have given this as an independent research assignment and given them some of Diamond's case studies, especially the part on China. This would have allowed them to read the full texts, rather than just the excerpts. They also would have been able to read the other historians who preceded the ones presented here. This would help increase their appreciation for the differences in perspective that more recent researchers have brought to the subject.

What other possible conceptual links do you see?

- Based on Jared Diamond's thesis and the introduction to a "big picture" history text, we could discuss historical trends and the differences between his manner of writing and interpreting history versus the other texts they have seen.
- Another link would be to reintroduce this thesis when we examine the Industrial Revolution and 19th-century theories of social Darwinism.
- The format given here (an inquiry project) could be used for an entire course. This would involve setting up the entire course as a series of inquiries, maybe even having the inquiry questions all under one all-encompassing "course inquiry" question. I could also have such a course end up at a point in which the students are coming up with their own question(s) and data sets. They are doing this for their final research paper, but I fear some of my lower-level readers do not have the necessary skills or background knowledge.

Appendices:

- Handout on Inquiry #2 (Below).

- PowerPoint for Inquiry #2.
- Annotated list of available resources for students and teachers (Below).

Name:

Period:

Date:

INQUIRY #2 – WHY WAS IT EUROPE, AND NOT ANYONE ELSE, WHO EXPLORED AND CONQUERED THE REST OF THE WORLD?

What are we going to do?

- We are going to do historical analysis and try to figure out why it was the Europeans and not anyone else who explored and conquered the rest of the world.
- We will do this by following the steps that historians take: looking at and evaluating primary and secondary documents and submitting our theories for examination by other historians.

How will we be graded?

- On how well you pay attention and are on task.
- On how you participate in the discussions in partners and groups.
- On how you evaluate the sources intellectually.
- On your hypotheses, revisions of them and defense of them.
- On your answers to the questions that I ask you.
- On your final essay on the topic.

Step 1: Listen to the excerpt about Pizarro's reason why he believed he was able to conquer the Inca. Then see what your and your classmates' initial hypotheses were.

Paste your original hypothesis into the space below.

Hypothesis

#1: _____

Step 2: In the next couple of slides you should try to begin to collect more information as to why it was the Europeans who explored and conquered the world and not anyone else. Remember the hypotheses you

have written and seen and try to jot down any information that may help you defend or change your first hypothesis. After you finish you will need to decide whether you want to change your original hypothesis and defend your decision with the data you have seen.

- Data Set #1 – Technological Achievements Important to Ocean Voyages:** What does this next data set tell you about China's technological or naval capabilities?
- Data Set #2 – Travel Routes of Zheng He, 1405-1433:** Name three places outside of China that Zheng He visited.
- Data Set #3 – The Voyages of Zheng He:** Why did the Ming emperor decide to build a navy and send Chinese ships around the world?
- Data Set #3 – The Voyages of Zheng He:** How did the Chinese view themselves?
- Data Set #3 – The Voyages of Zheng He:** How do you think their ships reflected that view?
- Data Set #4 - The Voyages of Zheng He:** How do the following five facts explain why the Chinese government ceased to sponsor voyages of exploration after 1433?
- Data Set #5 – Woods, Winds, Shipbuilding, and Shipping – Why China Didn't Rule the Waves:** Why did China's Ming Dynasty withdraw support for its treasure ship journeys after 1433?
- Data Set #5 – Woods, Winds, Shipbuilding, and Shipping – Why China Didn't Rule the Waves:** Did all of China turn inward (stop trading) along with the government? Explain.
- Data Set #5 – Woods, Winds, Shipbuilding, and Shipping – Why China Didn't Rule the Waves:** What reasons did private traders have for not building the large treasure ships?
- Data Set #5 – Woods, Winds, Shipbuilding, and Shipping – Why China Didn't Rule the Waves:** What did Chinese traders do instead of building big ships for

trips to India and the Middle East?

11. **Data Set #5 – Woods, Winds, Shipbuilding, and Shipping – Why China Didn’t Rule the Waves:** What does the author believe were the European motivations to make big ships and long journeys worth the investment?

12. **Data Set #6 – Rise of the West:** What does the author believe are the reasons why China did not explore and colonize the world?

In the space below write your new revised hypothesis and support it by well-documented evidence from data you have seen. If you are not changing your hypothesis then defend why you are sticking to your original hypothesis with the data you have seen.

Hypothesis

#2: _____

Share this hypothesis with a partner (Write their name here: _____).

Is there anything they would change about yours? Explain what and why or why not?

Is there anything you would change about theirs? Explain what and why or why not?

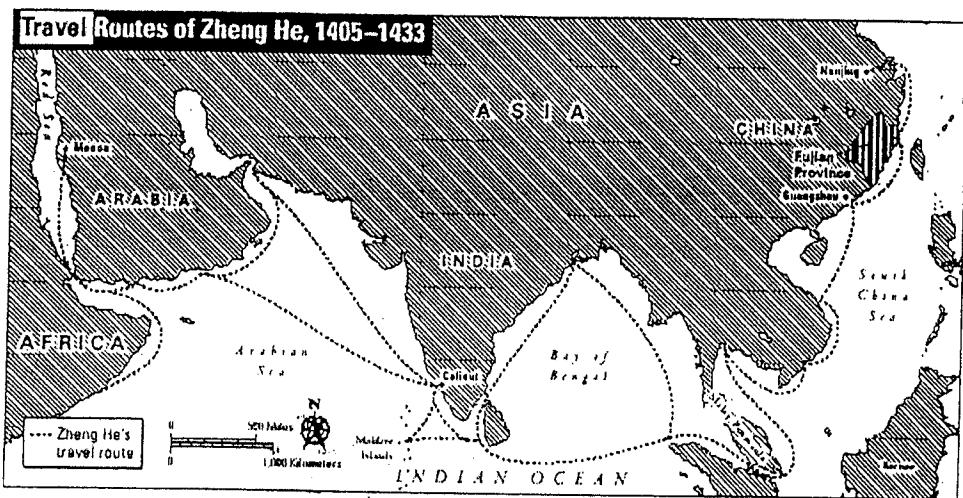
Then be prepared to share with the class.

Data Set #1 – Technological Achievements Important to Ocean Voyages – Question #1.

TECHNOLOGICAL ACHIEVEMENT	CHINA	EUROPE
AXIAL RUDDER	1 ST CENTURY	12 TH CENTURY
MULTIPLE MASTS AND SAILS	2 ND CENTURY	14 TH CENTURY
WATERTIGHT COMPARTMENTS IN SHIP HULLS	2 ND CENTURY	18 TH CENTURY
LEEBOARD	2 ND CENTURY	18 TH CENTURY
MAGNETIC COMPASS (AS USED IN NAVIGATION)	2 ND CENTURY	18 TH CENTURY

Source: Caldwell, Jean, et al., *World History: Focus on Economics*, p. 29

Data Set #2 – Travel Routes of Zheng He, 1405-1433 – Question #2



Source: Beck, Roger B., et al., *World History: Patterns of Interaction*, CD-ROM

Data Set #3 – The Voyages of Zheng He – Questions # 3-5

"The first emperor of the Ming Dynasty, after overthrowing the Mongols in 1368, wanted to trumpet Chinese power. He decided to build a navy and send Chinese ships around the world. . . Yongle appointed Zheng He, a Muslim, as 'Admiral of the Western Seas.' Zheng He set sail from Nanjing on his first voyage in 1405 with a fleet of hundreds of ships. The Chinese viewed themselves as the center of the world. The larger ships in the fleet were ten times larger than their European counterparts and could carry 500 people. To feed all those people, they brought huge tubs of soil in order to grow fruits and vegetables.

The Chinese intended to show off their wealth, receive tribute, and explore new places. Zheng He brought porcelain vases, Chinese silk, and pearls to amaze the 'barbarians.' On one of Zheng He's stops, a local king did not show sufficient respect to the Ming emperor, so he was taken back to China for 'instruction.' In Arabia, Zheng He made the pilgrimage to Mecca. Another time, in Africa, animals such as 'lions, gold-spotted leopards, and camel-birds [ostriches]' amazed Zheng He and his men. In 1433, after traveling nearly 35,000 miles to thirty nations on seven voyages, Zheng He retired. The Ming emperor then ended exploration... And China soon fell back into isolation."

Source: Beck, Roger B., et al., *World History: Patterns of Interaction*, CD-ROM

Data Set #4 - The Voyages of Zheng He - Question #6

1. The Chinese government had an inadequate system for collecting taxes. The spending of Yung-Lo [Yongle]'s government greatly exceeded the tax revenue that could be collected.
2. In the mid-1400s, Mongols began frequent attacks on China's north border.
3. Neo-Confucian scholars held many important posts. Neo-Confucian philosophy advocated the suppression of desire for worldly things. Trade was held in contempt. Particularly after Yung Lo's death, the influence of the Neo-Confucian scholars grew.
4. The Chinese believed that each person had a duty to care regularly for the tombs of his ancestors.
5. Most Chinese believed that their civilization was superior to all others, that foreign goods were inferior to Chinese goods, and that there was little to be learned from foreigners.

Source: Beck, Roger B., et al., *World History: Patterns of Interaction*, CD-ROM

Data Set #5 – Woods, Winds, Shipbuilding, and Shipping – Why China Didn’t Rule the Waves – Questions #7-11

“Quick — what were the largest ships in the pre-industrial world? Not the Spanish galleons that brought New World silver across the Atlantic; and not the British men o’ war that finally drove those galleons from the sea. Both were outclassed by the ‘treasure ships’ made for the Chinese navy.

First put afloat centuries before those European vessels, the treasure ships ranged far and wide in the 1300s and early 1400s, touching the East African coastline and, some believe, rounding the Cape of Good Hope — unmatched distances for that era. At 7,800 tons, the biggest of these were three times the size of anything the British navy put afloat before the 1800s.

With such a big lead in naval affairs, it seems a wonder that the Chinese never became a sea power on par with latter-day England, Spain, Holland, or Portugal. No wonder, though, if you examine history closely.

China’s stint as a sea power all but ended when the Ming Dynasty withdrew support for treasure ships journeys after 1433. From then on, Chinese ships stayed to the east of present-day Singapore. Within a few decades, the initiative in long-distance exploration — and later in trade, too — passed to the Europeans.

The governments’ policy shift began when a new faction gained influence in China’s Ming court. Its members advocated a greater focus on domestic and continental matters, emphasizing agricultural production, internal stability, a military buildup and colonization at the edges of the Central Asian steppe, and refurbishment of the Great Wall, designed to repel invaders.

That explains the end of government-sponsored navigation. But though many think all of China turned inward along with the government, the real story is very different. The curtailing of private sector ocean trips involved more complex factors. Private traders became more active than ever on the Southeast Asian

shipping routes, but never went as far as the treasure ships had. Unlike the Ming court, private traders based their decision on market forces.

Timber for big boats was expensive, especially in busy trade centers, since large populations meant heavy use of firewood and building wood. China wasn’t alone in the wood shortage. Until coal became widely available as a suitable cooking and heating fuel, Europeans struggled with shortages. All over Europe, as well as in Japan and parts of India, governments went to great lengths to control the price and supply of wood. Venice’s shipyards fell silent for lack of lumber, while the British took extraordinary measures to save theirs, even passing laws that reserved all trees of a certain height and strength in the forests of New England for the Royal Navy. (Enforcing the laws proved to be another matter, though.)

The Chinese government simply let the timber market work. Once the Ming stopped building massive and expensive treasure ships, they paid little attention to timber prices. Their successors in the Qing Dynasty, which held sway from 1644 to 1912, engaged in a short-lived attempt to fix prices during an early palace-building spree, but quickly left it to the market.

The market responded by developing a huge private trade in timber, which grew up wherever there was water transport. Logs were floated hundreds of miles from interior forests down all of China’s major rivers and canals to meet the needs of the densely populated regions near present-day Shanghai, Canton, and Beijing. Regional centers sent back cloth, iron goods, and other manufactures. Wood also moved on the seas, from Manchuria, Fujian, and even from present-day Vietnam and Thailand.

But these methods were only good for tapping resources already close to water routes, and coastal and riverside forests were quickly used up. Moving logs from the deep forests used too much labor, so by the eighteenth century the cost of building a boat on the central China coast had risen about three times as fast as the price of rice, China’s staple food, and our most reliable indicator of the general cost of

living.

Chinese shippers took the logical, market-driven way out: contracting for construction of boats at various Southeast Asian locations, often in shipyards run by their relatives or other Chinese emigrants. China wasn’t closed, and the market didn’t halt because of artificial factors. There just wasn’t a market for the outsized ‘treasure ships’ anymore.

Instead of financing big ships for long hauls to India and the Middle East, Chinese traders commissioned smaller vessels, capable of carrying porcelain and silk to midway points, where traders would buy Indian cotton and indigo for the return trip.

The shorter routes also fit better with weather patterns, keeping Chinese merchants out of far-flung ports where shifting monsoon winds could strand a ship for months. Maximizing profit meant relying on the entrepôts that developed where the winds made it convenient to meet; a series of these meeting places created an efficient marketing network that allowed the exchange of products all the way from the Mediterranean to Japan, China, and Korea, without anyone being gone for more than one season.

Deference to the weather proved good business, but was a detriment to the development of shipbuilding and open-ocean navigation. To make big ships and long voyages worth the investment required ulterior motives, such as missionary work, military competition, or the desire to monopolize the seas and bypass the competitive markets in all these port cities. The Chinese left such ambitious projects to the Europeans, who proved willing to defy market principles, thereby launching a new era and pattern for world trade.”

Source: Pomeranz, Kenneth, and Steven Topik.,
The World That Trade Created: Society, Culture, and the World Economy, 1400 to the Present, pp. 51-53.

Step 3: In the next couple of slides you should try to begin to collect more information as to why it was the Europeans who explored and

conquered the world and not anyone else. Remember the hypotheses you have written and seen and try to jot down any information that may help you defend or change your second hypothesis.

After you finish you will need to decide whether you want to change your revised hypothesis and defend your decision with the data you have seen.

13. Data Set # 7 – Jared Diamond’s Factors Underlying the Broadest Pattern of History:

What factors (3 ultimate ones) does Jared Diamond believe caused Eurasia to be able to explore and conquer the world and other continents were not? Be sure to read the table too!

14. Data Set # 7 – Jared Diamond’s Factors Underlying the Broadest Pattern of History:

Why does Diamond believe empires, literacy, and steel weapons developed earliest in Eurasia?

15. Data Set # 7 – Jared Diamond’s Factors Underlying the Broadest Pattern of History:

How could animal-derived germs help the Eurasians?

16. Data Set # 8 – Jared Diamond’s Table of Species Domesticated in Each Area: Who does Diamond believed gained a head start on the path leading towards guns, germs, and steel?

17. Data Set # 8 – Jared Diamond’s Table of Species Domesticated in Each Area: Looking at Table 5.1, who (which geographic region) had this head start?

18. Data Set #9 – Jared Diamond’s Table of Mammalian Candidates for Domestication: Why does Jared Diamond believe “Eurasian peoples happened to inherit many more species of domesticable large wild mammalian herbivores than did people of the other continents”?

19. Data Set #10 – Jared Diamond’s Populations of the Continents: What does Diamond believe larger populations cause?

20. Data Set #10 – Jared Diamond’s Populations of the Continents: Which continent has the highest human population?

21. Data Set #11 – Jared Diamond’s Table of Historical Trajectories: In what five ways does Diamond say “Eurasian societies in the time of Columbus enjoyed big advantages over Native American societies”?

22. Data Set #11 – Jared Diamond’s Table of Historical Trajectories: In what ways were these five things advantageous for the Eurasians? (Why were these good things?)

23. Data Set #11 – Jared Diamond’s Table of Historical Trajectories: How does Jared Diamond explain why these developments took place later in the Americas than in Eurasia? (4 reasons)

Data Set #6 - The Rise of the West – Question # 12

“Why didn’t China continue its voyages? Landes [a historian] argued that China — governed by ignorant despots and lacking in thirst for profits or adventure — turned its back on maritime trade, dooming it to an inward, closed economy.

Yet China did nothing of the sort. To argue that China lost its maritime prowess because it ceased to send its own ships to Africa would be like arguing that the United States must have entered a sharp decline in its economic, trading, and technological capacity in the last decades of the twentieth century because after a bout of daring exploration in the 1970s, it completely ceased making manned voyages to the moon. The Chinese ceased voyaging to the coast of Africa for the same reason the United States stopped sending men to the moon — there was nothing there to justify the costs of such voyages. The further China sailed, the poorer and more barren the lands that they found. Goods of value came mainly from India and the Middle East, and they had already been pouring into China by established land and sea routes for hundreds of years (Bentley 1998). Rationally, what should the Chinese have done? The prevailing pattern of monsoon winds in East Asia, which blow south down the China coast and east from India, and then reverse, leads to a highly rational (and inexpensive) sailing pattern in which ships from China, India, and the Arab world converge on Malacca and Aceh in Southeast Asia and exchange their cargoes there, then sail home on favorable winds with the shift in seasons. Quite reasonably, Chinese maritime merchants therefore aimed to master the seas from Korea and Japan to the Philippines and Southeast Asia, a mastery that they gained early and which provided China with a thriving maritime international trade well into the nineteenth century (Goodly 1996, Frank 1998; Das Gupta 1994:I, 408 and II, 39). The evidence for Chinese domination of Southeast Asian trade is still before us in the Chinese trading communities of Southeast Asia, which from Singapore to Indonesia still dominate commercial enterprise in the region.

There were thus no large and systemic differences between China (or for that matter the major Islamic states of India and the Ottoman Empire) and Europe that entailed Europe’s divergence; rather, the divergence between European and Asian economies in the late nineteenth and twentieth centuries was due to relatively recent changes that occurred in parts of Europe — particularly England — and in Asia, and not to longstanding comparative advantages of European civilization as a whole vs. other civilizations.”

Data Set # 7 – Jared Diamond's Factors Underlying the Broadest Pattern of History - Questions # 13-15

"In short, plant and animal domestication meant much more food and hence much denser human populations. The resulting food surpluses, and (in some

	<u>Continent</u>			
	Eurasia	Sub-Saharan Africa	The Americas	Australia
Candidates	72	51	24	1
Domesticated species	13	0	1	0
Percentage of candidates domesticated	18%	0%	4%	0%

Source: Jared Diamond's *Guns, Germs and Steel*, p. 162

Table 5.1 Examples of Species Domesticated in Each Area

Area	<u>Domesticated</u>		<u>Earliest Attested Date of Domestication</u>
	<u>Plants</u>	<u>Animals</u>	
Independent Origins of Domestication			
1. Southwest Asia	Wheat, pea, olive	Sheep, goat	8500 B.C.
2. China	Rice, millet	Pig, silkworm	By 7500 B.C.
3. Mesoamerica	Corn, beans, squash	Turkey	By 3500 B.C.
4. Andes and Amazonia	Potato, manioc	Llama, guinea pig	By 3500 B.C.
5. Eastern United States	Sunflower, goosefoot	None	2500 B.C.
? 6. Sahel	Sorghum, African rice	Guinea fowl	By 5000 B.C.
? 7. Tropical West Africa	African yams, oil palm	None	By 3000 B.C.
? 8. Ethiopia	Coffee, teff	None	?
? 9. New Guinea	Sugar cane, banana	None	7000 B.C.?
Local Domestication Following Arrival of Founder Crops from Elsewhere			
10. Western Europe	Poppy, oat	None	6000-3500 B.C.
11. Indus Valley	Sesame, eggplant	Humped cattle	7000 B.C.
12. Egypt	Sycamore fig, chufa	Donkey, cat	6000 B.C.

Source: Jared Diamond, *Guns, Germs, and Steel*, p. 100.

areas) the animal-based means of transporting those surpluses, were a prerequisite for the development of settled, politically centralized, socially stratified, economically complex, technologically innovative societies. Hence the availability of domestic plants and animals ultimately explains why empires, literacy, and steel weapons developed earliest in Eurasia and later, or not at all, on other continents. The military uses of horses and camels, and the killing power of animal-derived germs, complete the list of major links between food production and conquest." See table above.

Source: Jared Diamond's *Guns, Germs and Steel*, p. 92

Data Set # 8 – Jared Diamond's Table of Species Domesticated in Each Area - Questions # 16-17

"In short, only a few areas of the world developed food production

independently, and they did so at widely differing times. From those nuclear areas, hunters-gatherers of some neighboring areas were replaced by invading food producers from the nuclear areas — again at widely differing times. . . . The peoples of areas with a head start on food production thereby gained a head start on the path leading towards guns, germs, and steel."

Source: Jared Diamond's *Guns, Germs and Steel*, p. 103

TABLE 13.1 Human Populations of the Continents

<u>Continent</u>	<u>1990 Population</u>	<u>Area (square miles)</u>
Eurasia and North Africa (Eurasia)	4,120,000,000 (4,000,000,000)	24,200,000 (21,500,000)
(Africa)	(120,000,000)	(2,700,000)
North America and South America	736,000,000	16,400,000
Sub-Saharan Africa	535,000,000	9,100,000
Australia	18,000,000	3,000,000

Source: Jared Diamond, *Guns, Germs, and Steel*, pp. 263.

Data Set #9 – Jared Diamond's Table of Mammalian Candidates for Domestication - Question # 18

"Eurasian peoples happened to inherit many more species of domesticable large wild mammalian herbivores than did people of the other continents. That outcome, with all of its momentous advantages for Eurasian societies, stemmed from three basic facts of mammalian geography,

history, and biology. First, Eurasia, benefiting its large area and ecological diversity, started out with the most candidates. Second, Australia and the Americas, but not Eurasia or Africa, lost most of their candidates in a massive wave of late-Pleistocene extinctions. . . . Finally, a higher percentage of the surviving candidates proved suitable for domestication on Eurasia than on other continents.”

Source: Jared Diamond, *Guns, Germs, and Steel*, pp. 174-5.

Data Set #10 – Jared Diamond Populations of the Continents - Questions # 19-20

“Larger populations mean more inventors and more competing societies. Table 13.1, p. x, by itself goes a long way toward explaining the origins of guns and steel in Eurasia. All these effects that continental differences in area, population, ease of diffusion, and onset of food production exerted on the rise of

technology became exaggerated, because technology catalyzes itself.”

Source: Jared Diamond, *Guns, Germs, and Steel*, pp. 263-4.

Data Set #11 – Jared Diamond’s Table of Historical Trajectories - Questions # 21-23

“Eurasian societies in the time of Columbus enjoyed big advantages over Native American societies in food production, germs, technology (including weapons), political organization, and writing.” “Why were the trajectories of all key developments shifted to later dates in the Americas than in Eurasia? Four groups of reasons suggest themselves: the later start, more limited suite of wild animals and plants available for domestication, greater barriers to diffusion, and possibly smaller or more isolated areas of dense human populations in the Americas than in Eurasia.”

Source: Jared Diamond, *Guns, Germs, and Steel*, pp. 360-3.

The table below gives approximate dates of widespread adoption of significant developments in three Eurasian and four Native American areas. Dates for animal domestication neglect dogs, which were domesticated earlier than food-producing animals in both Eurasia and the Americas. Chiefdoms are inferred from archaeological evidence, such as ranked burials, architecture, and settlement patterns. The table greatly simplifies a complex mass of historical facts: see the text for some of the many important caveats.

Data Set # 7 - Jared Diamond’s Factors Underlying the Broadest Pattern of History

East/west axis	Ease of species spreading
Many suitable wild species	Food surpluses, food storage

Table 18.1 Historical Trajectories of Eurasia and the Americas

	Approximate Date of Adoption		Eurasia			Native America		
	Fertile Eastern	China	England	Andes	Amazonia	Mesoamerica		
Plant domestication	8500 B.C.	By 7500 B.C.	3500 B.C.	By 3000 B.C.	3000 B.C.	By 3000 B.C.	2500 B.C.	
Animal domestication	8000 B.C.	By 7500 B.C.	3500 B.C.	3500 B.C.	?	500 B.C.	—	
Pottery	7000 B.C.	By 7500 B.C.	3500 B.C.	3100-1800 B.C.	6000 B.C.	1500 B.C.	2500 B.C.	
Villages	9000 B.C.	By 7500 B.C.	3000 B.C.	3100-1800 B.C.	6000 B.C.	1500 B.C.	500 B.C.	
Chiefdoms	5500 B.C.	4000 B.C.	2500 B.C.	By A.D. 1500	A.D. 1	1500 B.C.	200 B.C.	
Widespread metal tools or artifacts (copper and/or bronze)	4000 B.C.	2000 B.C.	2000 B.C.	A.D. 1000	—	—	—	
States	3700 B.C.	2000 B.C.	A.D. 500	A.D. 1	—	300 B.C.	—	
Writing	3200 B.C.	By 1300 B.C.	A.D. 43	—	—	600 B.C.	—	
Widespread iron tools	900 B.C.	500 B.C.	650 B.C.	—	—	—	—	

Source: Jared Diamond, *Guns, Germs, and Steel*, p. 362.

Many domesticated plant and animal species
 Large, dense, sedentary, stratified societies
 Technology

ULTIMATE FACTORS PROXIMATE FACTORS

Horses
 Guns, steel swords
 Epidemic diseases
 Political organization, writing

From Jared Diamond's *Guns, Germs and Steel*, p. 87

In the space below write your new revised hypothesis and support it by well-documented evidence from data you have seen. If you are not changing your hypothesis then defend why you are sticking to your original hypothesis with the data you have seen.

Hypothesis #3: _____

Share with a different partner (Write their name here: _____).

Is there anything they would change about yours? Explain what and why or why not?

Is there anything you would change about theirs? Explain what and why or why not?

Then be prepared to share with the class.

In the space below (or on a separate piece of paper) write your final hypothesis and support it by well-documented evidence from your sources and pictures.

Final Hypothesis and Defense:

ANNOTATED LIST OF RESOURCES FOR TEACHERS AND STUDENTS

Atlas de la Cultura Peruana. Muxica Editores E.I.R.L. Mar. 2001 <<http://www.magicperu.com/atlas/default.htm>>.

Peruvian history from a Peruvian perspective, useful for its visuals.

Beck, Roger B., et al., comps. *World History: Patterns of Interaction*. Evanston: McDougal Littell, 1999.

This is a useful general overview of world history. The supplemental materials, like the workbooks (especially Unit 4 in this case), CD-ROM, and website are useful. This textbook is the one our department selected for our world history course.

Caldwell, Jean, James Clark, and Walter Herscher. *World History: Focus on Economics*. 2nd ed. New York: National Council on Economic Education, 1998. 29-30.

Useful set of activities for both world history and economics, and some of the data sets are useful.

Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies*. New York: W. W. Norton & Company, Inc., 1999. 73-4, 87, 92, 100, 103, 162, 174-5, 162, 263-5, 360-3.

This book had extremely useful charts, graphs, and summaries at the end of the chapters. Reading level is probably above many students, but most (with help in some cases) can get through the charts.

Encyclopedia of the Orient. LexicOrient. Mar. 2001 <<http://i-cias.com/e.o/index.htm>>. A website useful for visuals and a non-Western account of Islamic and "oriental" peoples.

Goldstone, Jack A. "The Rise of the West — or Not? A revision to Socio-economic History." *Sociological Theory*, July 2000: 176-177.

A very useful article comparing the rise of Europe to that of China. Very dense for high school sophomores, however, who will miss the place that Goldstone's article has in the larger discussion of this topic.

The Ottoman Khalifa. Islamic Supreme Council of America & Naqshbandi-Haqqani Sufi Order. Feb. 2001 <<http://www.naqshbandi.org/ottomans/khalifa.htm>>.

Useful images, and some basic historical information.

Pomeranz, Kenneth, and Steven Topik. "Woods, Winds, Shipbuilding, and Shipping: Why China Didn't Rule the Waves." *The World That Trade Created: Society, Culture, and the World Economy, 1400 to the Present*. Armonk: M. E. Sharpe, Inc., 1999. 51-53.

This book was extremely useful, though the reading level was sometimes better for my higher-reading-level students than for all the class. Another section (Section 1.4 - When Asia was the World Economy) was used for setting the historical stage before the Europeans began exploring.

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TORN APART BY PROXIMITY: THE PROBLEMS AND BENEFITS OF COMPARATIVE HISTORY FOR AUSTRALIA, NEW ZEALAND, AND THE PACIFIC

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This paper is a reflection on the history and historiography of race relations in Australia, New Zealand, and the tropical Pacific. It argues that the benefits of a comparative, regional approach far outweigh the potential disadvantages. The relatively small size and limited historiography of these three areas of historical inquiry mean that each stands to be enriched by incorporating the diverse approaches within the region and themes used in world history pertaining to culture contact and cultural interaction. At the same time, historians from the region have much to offer world history.

This argument is based on the experience of teaching a course on this topic for the last three years at Victoria University in Wellington.¹ The course was designed to give New Zealand students historical background to the current attempts to rectify injustices perpetrated against the indigenous Maori population, and to place New Zealand's race relations in a regional context. While student feedback has been very positive, problems with the course structure remain. The coherence of the course hinges on two related issues. The first is whether such a course can ever be anything other than an uneasy combination of distinct local and national histories linked only by geographical proximity. The second is whether a comparative framework marginalises the Pacific Islands by placing them alongside two larger, politically unified entities. The latter issue has great relevance for the history and historiography of interactions between unequal forces that abound in world history.

The course examines the colonial period in the region and how it shaped the current pattern of race relations. The focus is particularly on the relationship between the colonisers and the colonised in the 19th and early 20th centuries. The course is structured chronologically and thematically. A new topic is introduced each week in three lectures discussing Australian, New Zealand, and Pacific Island variations on the theme. The intention is to highlight broadly similar patterns across the region, as well as

specific local differences. Students are constantly asked to consider the distinctiveness of the historical circumstances of each locality discussed. They are specifically challenged to ascertain whether what happened in one area could have occurred elsewhere in the region.

All comparative history must strike a balance between the specifics of locality and broad historical processes. The key text used to introduce students to the historiographical issues underlying comparative race relations is Deborah Montgomerie's "Beyond the search for good imperialism: the challenge of comparative ethnohistory."² The article discusses the usefulness of comparative race relations with reference to Montgomerie's own research on how colonialism transformed the land and people of Robeson County, North Carolina; the Garden River Indian Reserve in Ontario; and the South Island of New Zealand. Montgomerie suggests that despite ethnic, geographical, and political differences, the experiences of the three indigenous groups concerned had much in common. All found their autonomy severely eroded after they lost control of their land to settler governments, and had to seek new forms of organization and identity within the framework imposed by the settler societies.³

At the same time, each locality is unique, and must be assessed according to specific local factors. Montgomerie asserts that local history gives a greater voice to indigenous peoples who tend to be overlooked within the national histories of settler societies.⁴ As such, local histories allow colonialism to be portrayed as a more dynamic interaction between the colonised and the coloniser, in which both are reshaped by contact with the other.⁵ Montgomerie sees such histories as a way of remedying imperial history's tendency to focus on imperial policy, and to judge that policy in relation to other imperial policies — good versus bad imperialism.⁶ Local indigenous concerns centred on the improvement or decline of local conditions rather than their relative position within the imperial world. On the other hand, microhistory runs the risk of not seeing the forest for the trees.

Montgomerie concludes by observing that:

Writing comparative history is difficult. So too is writing histories of colonization that move beyond progressive paradigms of imperial expansion

and nation building. The complexity of contemporary relationships between indigenous groups and settler communities is the result of neither "good" nor "bad" imperialism, even if we can sometimes find examples of worse imperialisms. Native societies were encapsulated by emergent nation-states that simultaneously legitimated the invented traditions of settler nationalism while denying the legitimacy and authenticity to the changing shape of native societies and indigenous identities. We need to examine the contingencies and connections between indigenes and settlers in order better to understand both sides of this process, while also situating those narratives into a more nuanced, global understanding of European expansion and indigenous resistance.⁷

Montgomerie's article raises more questions than it answers. The discussion of her three case studies falls short of the ideal outlined above. Her comparative link is colonialism in general rather than a particular form of colonialism. This is due, in part, to the geographical distance between the three study areas. They have few other connections or interactions. Kerry Howe's *Race Relations in Australia and New Zealand* perhaps comes closer to her ideal. Howe's study emphasises that differences in race relations between the two countries were not so much due to different settler philosophies, but differences in local environments and indigenous organization. Australia is a larger landmass than New Zealand, and its aridity was a greater barrier to European settlement than New Zealand's temperate climate. On the other hand, New Zealand Maori social, political, and military organization left them better equipped to resist European settlement than Australia's indigenous peoples.⁸

The course is moulded around eight themes. The first is the great variety of physical environments and cultures found in the region on the eve of European exploration and colonisation. Terrain and climate influence the patterns of human settlement, while cultural attitudes shape the landscape. The Mediterranean climate of parts of Australia and the peoples who settled there combined to produce cultural landscapes that were not only very different from the temperate landscapes of British migrants to Australia, but also

distinct from those of Europe's Mediterranean zone. Landscapes are also cultural creations. Boundaries may be marked by fences or by cultural markers that are invisible to those not versed in the cultural knowledge necessary to recognize and understand them. One group's inner-city park may have been another group's sacred meeting place.⁹

The idea that cultures can be primarily distinguished by the way they think about and see the world is also central to the next theme: first contacts between Europeans and indigenous groups. Contacts are portrayed as an exchange of items, ideas, and pathogens, all mitigated by cultural beliefs on how exchanges should be conducted. There was always room for misunderstanding, although all parties realised they were moving beyond their familiar worlds. This frontier of exchange was not a sharply defined boundary like the clashing of two fists, but more like a union of interlocking fingers, as individuals from both sides went beyond their own lands into the cultures of others. Europeans lived as beachcombers in indigenous communities, while thousands of indigenous people sailed on Western vessels around the Pacific and beyond.¹⁰

Differences in perspectives and objectives sometimes led to conflict between Europeans and indigenous peoples. Conflicts varied from large-scale wars such as those that engulfed the North Island of New Zealand in the 1860s, to more small-scale actions that took place over the breadth of southeast Australia. Students are also introduced to the violence that occurred as a result of the establishment of a French settler colony in New Caledonia. The effect was the same in all three areas. Defeat meant a loss of land and the loss of self-determination, as indigenous people struggled to adapt to their new role on the margins of Western society. Open warfare could not be sustained indefinitely. Eventually, a working relationship had to be achieved, either by some degree of partnership or by domination. The latter was the more usual, especially in Australia and New Zealand where European settlers flooded in, and local populations were decimated by pathogens accompanying the newcomers.

Coming to terms involved formal treaties or some other form of determining sovereignty. The focal point of contemporary race relations in New Zealand is the Treaty of Waitangi, signed in 1840, just prior to large-scale Western settlement. Contemporary debate over the Treaty¹¹ revolves around the intention of the Treaty as the translation process

resulted in ambiguity over what Maori were guaranteed and what they surrendered by signing the Treaty. While the British thought the Treaty transferred sovereignty over New Zealand to the crown, Maori believed they still exercised control over their ancestral lands. The Treaty has been elevated in status over recent years, and interpretations and misinterpretations of its content abound in the politically charged atmosphere of hearings and negotiations over compensation.¹² The value of comparative history is especially apparent here.

The British government's increased involvement in the Southwest Pacific in the early 1840s was soon followed by the establishment of a French presence in the eastern Pacific. The Treaty of Waitangi is comparable to a French-Tahitian treaty signed in 1842. While the terms of both were very similar, the circumstances under which they were signed, and the varying fortunes of Tahitians and Maori, demonstrate the importance of historical context. The eastern Polynesian island of Tahiti was already a unified, Christian kingdom with a missionary-inspired code of laws when a French flotilla imposed the treaty on the indigenous Pomare dynasty.¹³ Tahitian armed resistance soon followed. Although the French eventually emerged victorious, a subsequent lack of French settlement and economic development shielded Tahitians from the degree of land alienation and social dislocation Maori experienced after 1840 in the wake of large-scale European settlement and military defeat in a series of hard-fought campaigns of imperial expansion.

Ian Campbell's "British Treaties with Polynesians in the Nineteenth Century" can also be used to challenge the idea that the British were benevolent in their dealings with Maori. Campbell suggests that if the Treaty of Waitangi was intended to be a document of partnership as is often suggested today, it was out of keeping with every other treaty signed with indigenous peoples in the region.¹⁴ The terms of the Treaty of Waitangi do at least recognize indigenous rights. This was not the case in Australia and New Caledonia, where indigenous proprietary interests were not recognized and the land was declared *Terra Nullius*, a land belonging to no one.¹⁵ This status then justified the wholesale seizure of land.

The application of the doctrine of *Terra Nullius* to a landmass the size of Australia with a history of human habitation that stretched back for tens of thousands of years was an act of cultural audacity that said much about British

attitudes towards the existing inhabitants of the continent. Intellectual colonisation, the way Europeans defined and categorised indigenous peoples, is another important theme for race relations. Western observations were laced with cultural assumptions, the foremost of which was that Western civilisation was the pinnacle of human achievement. These observations also suited European agendas. The late 19th-century idea of the dying savage seemed validated by indigenous demography, but it also served as a convenient justification for land confiscation.¹⁶ It was argued that Western civilisation could make the best use of the land, and the only way for native peoples to survive was to assimilate into settler societies and emulate their ways.

The importance of demography is demonstrated by what occurred in tropical parts of the region. Whereas settlers soon formed the majority of the population in temperate New Zealand and southeast Australia, they remained a minority in most parts of the tropics. In the tropical Pacific and northern Australia, climate and tropical disease combined to restrict Western settlement and to moderate the impact of Europeans on the land and indigenous cultures. These areas were not totally insulated from Western influence, however. As settler numbers grew in New Zealand and southeast Australia, the region as a whole was drawn into the emerging global capitalist economy. Western influence extended beyond well-settled areas — most notably, through the labour trade in Island Melanesia. The labour trade involved the recruitment of island labourers for the plantation economies of Queensland, coastal New Guinea, and Western Polynesia to help harvest crops destined to supply large Western markets in the temperate world. Concerns over the exploitation of Islanders as labourers attracted missionary and government intervention. At the same time, links between the Pacific Islands and New Zealand and Australia were increased through private economic initiatives, and the imperial ambitions of settler governments.¹⁷

By the early 1900s all of the region's indigenous peoples were nominally under Western rule. For many this was an administrative fiction. This was particularly the case in parts of Melanesia, where effective rule only occurred well into the 20th century. In southern Australia, indigenous people were excluded from the political process and penned into reserves. Maori retained slightly more of their land, but remained

marginal to the dominant settler political and economic systems. Maori sought to advance their own interests within the Western institutional framework by setting up organizations to complement rather than challenge those of Europeans. Maori political organizations such as the Young Maori Party should all be seen as examples of indigenous agency within the bounds defined by the dominant settler society.¹⁸

When Maori stepped outside what was deemed acceptable, punitive measures soon followed. The peaceful reclaiming of land unjustly confiscated in Taranaki elicited a heavy-handed military response from the authorities. Taranaki was the scene of some of the fiercest fighting between Maori and Europeans in the 1860s. In the 1870s followers of the Maori prophet Te Whiti O Rongomai asserted Maori sovereignty by occupying land at Parihaka claimed by the crown but not yet transferred to settlers. Attempts to survey the land for distribution to settlers was met with nonviolent obstruction from Maori until the government sent in the military in 1881 to arrest the prophets and dismantle the movement's settlement.¹⁹

New Zealand faced similar peaceful indigenous protests in Western Samoa during the interwar years when it administered the territory under a League of Nations Mandate. Relations between the administration and Samoans were soured by the loss of a quarter of the Western Samoan population to the 1918-19 influenza epidemic after New Zealand failed to quarantine the territory — in dramatic contrast to the example set by neighbouring colonial administrations. Although the New Zealand administration did much to improve public health in the early 1920s, they were confronted by a campaign of passive resistance and non-cooperation that gained widespread support among Samoans. Known as the *Mau* movement, this campaign sought greater Samoan control of their own affairs. In 1929, New Zealand frustration at the effectiveness of this campaign resulted in another violent response when New Zealand police opened fire on a large, unarmed, protest march, killing a number of the demonstrators. Episodes such as these are deeply disturbing to New Zealand audiences, and serve to challenge the prevalent mood that their attitudes and policies were better than those of white Australians.²⁰

The *Mau* movement was not an isolated instance of opposition to Western colonial rule in the 20th century. There is now a large body of literature to show that indigenous people continued to assert their own interests. Resistance did not end with

initial Western conquest. Rather, it was transformed, or bubbled away just under the surface. Australian Aborigines protested over land loss and mistreatment, albeit in a fragmented and sporadic way as a result of the disruptive impact of Western settlement and legislation. From the 1920s onwards these protests increasingly focused on civil rights in the wake of assimilation policies and punitive legislation.²¹ Across the Tasman Sea, Maori continued to submit treaty-centred petitions over land grievances, despite settler government and Crown intransigence.²² In the tropical Pacific the colonial order was perhaps not as intrusive as in the settler colonies to the south. Colonial rule was rarely seriously challenged, but when authorities deemed indigenous actions to be threatening, retribution could be harsh, and far in excess of the initial transgression as the brutal treatment of the Kwaio "rebellion" on the island of Malaita in the British Solomon Islands and the Rabaul strike in Australian New Guinea in the late 1920s demonstrate.²³ Hundreds of Kwaio men, women, and children were wiped out during punitive raids for the killing of the district officer and his staff on a tax collecting expedition in Kwaio territory. A peaceful, well-organised protest for higher wages by Melanesian workers in Rabaul on the island of New Britain resulted in excessively harsh prison sentences for the ringleaders to deter any further challenge to white rule.

Recognition of the continuity of indigenous agency is important for understanding contemporary race relations in the region. Current grievances have not suddenly arisen in response to a more liberal attitude to indigenous claims. Most contemporary battles over land are now fought in the courts, and historians play a key role in the process. The Mabo Decision of 1992 in the Australian Federal Court lay to rest the legal fiction of *Terra Nullius* by ruling that native title, or indigenous ownership of land, was not extinguished.²⁴ Australians have been forced to face their past, although many demand that the less appealing aspects of that past remain locked away in academic journals, unread and neglected. In New Zealand and Hawai'i the power to define and determine whose view of history will prevail is also being enacted in the courts. Historians are being called upon to testify before highly motivated and demanding lawyers and litigants.²⁵ Issues for Hawai'ian sovereignty have much in common with those of Maori, although the American context makes the Hawai'ian situation quite distinct from

that in New Zealand. For example, the option of a nation within a nation status akin to that conferred upon many Native American groups has been seriously considered for Hawai'ians. A nation within a nation status is not really an option in New Zealand because Maori make up around fifteen percent of the population, limits on suitable blocks of land available, and the distribution of Maori relative to non-Maori.²⁶

While students have responded favourably to the course, there are still a number of problems. There is still a tendency for students to come away thinking "our race relations were worse than I had initially believed, but they are still much better than Australia's." Other problems arise from the fact that this is a team-taught course. My colleagues, Kate Hunter and Giselle Byrnes, teach Australian and New Zealand history respectively, while I teach the Pacific Islands section. I had already designed a course on the history of the region at the University of Otago in the early 1990s, and also teach a comparative environmental history course on Australasia and the Pacific.²⁷ We all found we were woefully ignorant of the historiography of each other's specialist area. The course has evolved over time, but on a number of occasions we have found ourselves either repeating the same interpretation to different examples as in the case of first contact, or presenting conflicting interpretations of the same phenomenon as in the case of indigenous musket wars. Themes have to be very generalised to accommodate this diversity, while adjustment is needed to avoid too much repetition in some themes.

The Pacific section offers the most flexibility in this regard. The variety of cultures and historical trajectories provides ample variations for any theme in the course. New Zealand and Australia both have a legacy of national histories dominated in more recent times by broadly similar white immigrant groups. These factors give a sense of coherence and unity to the areas involved. Pacific historiography still tends to emphasise the unique nature of localities and cultures, and is wary of regional generalisations. The danger here is that the Pacific content becomes dictated by what is lacking in the Australian and New Zealand sections, and loses any sense of internal coherence. We have nevertheless opted for a diverse range of Pacific examples rather than using examples from the same island group for all themes. This allows a better fit between themes and examples, and introduces students to the cultural

diversity of the region. For most New Zealanders, knowledge of the Pacific is limited to the homelands of the most recent Polynesian migrants to New Zealand: Samoa, Fiji, Tonga, and the Cook Islands.

The cultural diversity within the Pacific Islands, and the absence of a white majority in most, turns them into the mysterious "other" for most students. The islands come to represent everything that New Zealand and Australia are not, rather than being linked into the rest of region as they are today. For many New Zealanders, Polynesia is somewhere "out there," with the exception of a few notable (and often notorious) migrant enclaves such as Otara in Auckland and Porirua in Wellington. This attitude is widespread, although most noticeable in the media. The tropical Pacific remains a region of externally imposed clichés; at once a tourist haven to "get away" from reality, as well as a dangerous zone of conflict and tropical disease lurking just beyond the horizon. While Professor Brij Lal's characterisation of the region as "the arch of crisis, the arch of instability,"²⁸ is based on informed analysis about the post-coup situation in Fiji, television usually echoes and amplifies this image on the basis of shallow and negative reporting that invariably focuses on "problems" and "crises."

Another problem is that the course's emphasis on indigenous agency and race relations restricts the range of themes that can be employed to emphasise regional coherence. Race is usually about particulars, not universals. By moving beyond this narrow focus, a regional history of the Southwest Pacific can incorporate a number of topics with more regional perspectives. Few regional histories have been attempted however. Until recently, the only significant work that links all three areas together was Harley Grattan's two-volume history of the Southwest Pacific. Grattan placed much emphasis to the development of European settlement in the area, and the political and economic ties that Western societies forged across the region.²⁹ There are a number of studies linking New Zealand and Australia through such themes as trade, migration, identity, and economics. Perhaps the prevalent theme has been the degree to which these two settler societies succeeded as social and political experiments. These works tend to emphasise the period after 1850 when the establishment of modern nation-states with capitalist economies strengthened ties between areas within the region. The relative neglect of the Southwest Pacific as

a region was recently rectified by the publication of a comprehensive regional history by Donald Denoon and Philippa Mein-Smith with Marivic Wyndham. The authors move beyond merely combining local histories, and present a unique and innovative vision which should alter the way historians view their own particular specialisation within the region. The book succeeds admirably in demonstrating that the sum is far greater than the parts.³⁰

Local details and local cultures need not be subsumed in studies focused on the regional level. The uneasy accommodation between national and local histories alluded to by Montgomerie may also be resolved by this broadened focus. Instead of treating the three regions as three distinct zones, it may be more appropriate to examine changing patterns of economic, political, cultural, and demographic exchanges between sub-national localities. Practitioners of world history have increasingly emphasised the amorphous nature of entities formerly held up as coherent units when discussing interactions between societies.³¹ Diversity, rather than unity, is the main feature of organization for much of human history. Living in the age of the nation-state, we tend to overlook the fact that our ancestors were both highly localised in their affinities and expansive in their interactions. Jerry Bentley has coined the term "modernocentrism" for this tendency among many historians, and noted how it has hindered wider recognition of the significance of cross-cultural interactions in the pre-modern era.³²

Immanuel Wallerstein's concept of the world as a series of fluctuating core, semi-peripheral, and peripheral areas is capable of accommodating this view of the world as a series of local worlds linked by cross-cultural interactions. It is a model that holds much promise for historians of the region.³³ The region may be seen as one where economic, political, and intellectual potency was concentrated in the cores, while all other areas are drawn into their orbit or become stranded on the margins. The terms of exchange between localities alter as varying climatic patterns, new peoples, and new technologies alter human relationships with the environment and with each other.

New Zealand's history takes on a different configuration when viewed in this regard. Climate and the legacy of tropical agriculture focused Maori settlement in the northern half of *Te Ika a Maui*³⁴ (the North Island). The uneven introduction of muskets in the early 19th century disadvantaged many, and drove

communities farther south beyond the climatic range of tropical crops. This southern resettlement was made more viable by the introduction of the European potato and increasing trade opportunities with newly established European settlements. Limited Maori settlement of *Te Wai Pounamu*³⁵ (the South Island) and the discovery of gold boosted European settlement in the south in the middle of the 19th century. Once New Zealand was envisaged as a single political entity, Wellington's central location gave it prominence as the national capital and raised its population beyond what its less than hospitable climate might otherwise have attracted. With the crushing of Maori military resistance in the late 19th century, much of the North Island was opened up to European settlement. Auckland rose to become the dominant urban and economic core area of New Zealand by the 20th century, as its climate and economic opportunities attracted migrants from southern New Zealand.

Auckland has also served as a magnet for people from the Pacific Islands since World War Two. In the early 1990s, Ron Crocombe noted that improved transport links and political agreements have resulted in Auckland becoming home to around 200,000 Polynesians, while Samoa, the largest tropical Polynesian nation, has a population of only 170,000.³⁶ The emergence of Auckland as a regional metropolis mirrors the rise of Sydney, Melbourne, and Brisbane, each of which now dominates large hinterlands and attracts people from across the globe. In contrast, Canberra became Australia's capital largely because of its central location between Sydney and Melbourne, the two largest centres of population whose rivalry would not permit one or the other to act as the nation's political capital.

The cores, semi-peripheries, and peripheries approach is also applicable on a smaller scale. In this respect, it can accommodate both indigenous and European history as well as local, national, and regional perspectives. Western Polynesia's history, for example, can be seen as progressing through a loose and transitory form of indigenous hegemony under Tonga to European colonial rule and then modern post-colonial "economic imperialism," when economic dependency on funding from beyond the region has had a major impact on Pacific nations' policies and development.³⁷ At the same time, the establishment of colonial capitals created urban centres that became the economic and political hubs of modern nation-states,

with outer islands eclipsed by this concentration of activity and influence. A strong sense of local identity has persisted throughout this process, over which national and regional groupings have cast a thin veneer of unity — as was notably demonstrated in recent ethnic and cultural clashes in Fiji and the Solomon Islands.

The modern economy has created linkages that go well beyond neighbourhoods. Nauru, for example, is culturally insignificant on a regional scale, yet has exercised an inordinate amount of economic influence through its guano deposits. In the colonial era, Nauru's phosphate helped to open up New Zealand's interior for modern farming. After obtaining independence, Nauruans invested their compensation payments for the destruction of their habitat in a variety of endeavours across the region, from setting up their own regional airline to buying into Melbourne's commercial property market.³⁸

All of these proposals suggest that a more integrated vision of the region is a positive move. The Southwest Pacific has been most integrated in the contemporary era. It perhaps makes sense to initially focus any regional history on contemporary patterns and issues, and then to explore the historical trajectories that gave rise to these patterns. This approach has the added benefit of giving the subject immediate relevance to students' own experiences. A comparative regional history should also explore future prospects. Will the region become further integrated through economic forces, or will the gap between cores and peripheries widen? At a time when the CER (Closer Economic Relations) Agreement and population flows seem to be moving New Zealand closer to Australia, Crocombe reminds us that New Zealand has more in common with its South Pacific neighbours than at any time since the influx of European settlers in the 1840s. New Zealand's cultural, demographic, and economic profile is as much Pacific as it is Australasian. Will New Zealand remain a small Pacific Rim nation or become a large Pacific Island nation?³⁹

Although New Zealanders of Pacific Island origin make up around 6% of the total population, projections by Statistics New Zealand suggest that by 2051 the overwhelmingly European composition of the population will have ended. If current trends continue, Pacific Islanders will form about 12% of the population, Maori 21%, and that wonderfully vague category "Asians" just over 10%.⁴⁰ The South Pacific is now New Zealand's foreign policy priority, while Australia has

dramatically reduced its interest in the islands in all but Papua New Guinea. Crocombe also points to two other major trends: the expansion of Melanesia's population from around the same as New Zealand's in 1960 to perhaps double that of New Zealand in 2015; and the rapid rise of Asian economic and demographic influence in the Pacific Islands.⁴¹ To this we might add the increasingly diverse nature of Australia as a result of its immigration policy, and a concurrent expansion of Australia's foreign policy concerns into Southeast Asia and beyond.

If Crocombe is correct, then faith in the increasing integration of the region may be misplaced. The authors of the latest history of the region begin their study by noting that the identification of the Southwest Pacific as a distinct region of human activity is problematical in a number of regards. They point out that

Australia, New Zealand and the Pacific do not form a self-contained universe, even when we limit ourselves to the South Pacific....The region has no name; few scholars have treated it as such; and its boundaries coincide with no major organization. Broad and deep links draw these polities and peoples together, but these ties are not exclusive. Ours is not a self-evident region like Europe or Africa.⁴²

The authors go on to suggest that the value of a regional comparative approach lies not so much in providing a sense of coherence to the region, but rather in allowing a greater understanding of historical processes within the region than has been achieved through more narrowly focused historical perspectives.⁴³

In keeping with this sentiment, another possible solution to the problems with the course involves emphasising diversity. Comparative history is as much about differences as similarities. Perhaps the problems outlined arise not so much from favouring national histories over local histories, but in the uneven application of foci within the region. The cores and peripheries approach can be used not only to integrate the South Pacific into Australasia, but also to emphasise that there were also marginal areas within the nation-states of the region. Reference has already been made to New Zealand's population drift north to Auckland. In all localities, loyalties remain divided between various local national and transnational affiliations and

identities. I can remain loyal to the Otago provincial rugby union side despite residing in Wellington, yet cheer "our" Wellington backs when they score for the national side, and still denounce New Zealand's favouring of sportsmen over intellectuals to other academics from around the world.

Some peripheries are more marginal than others. In a recent article entitled "New Zealand's Last Colony," Sean Weaver makes a case for considering the West Coast of the South Island as a "resource colony" rather than an integrated and fully participatory part of the nation.⁴⁴ Weaver asserts that New Zealanders have consistently ignored demands by "coasters" for control of their own regional economy. The national interest has always taken priority over local concerns. Rich deposits of gold, then coal, and finally native timber have all been extracted with much of the profits going elsewhere. Most recently, the battle has centred on pressure to end the logging of native trees by outsiders despite local concerns about the ramifications of ending one of the last big employment sectors in the region. Elsewhere, John Burton has described the thinly populated mining area of Ok Tedi in Papua New Guinea as "Terra Nugax," an area lacking political influence. Without voting muscle, these areas become invisible to politicians at the national level.⁴⁵ These two instances are not isolated exceptions. Similar patterns and perceptions are expressed in areas as diverse as the forestry areas of southeast New South Wales, and mineral rich localities in the tropical north of Australia. The challenge is to link these internal uneven relationships with colonial and international imbalances. How does New Zealand government policy in Samoa compare with its policies towards the West Coast of the South Island? How and why did the resistance and reactions of the local communities concerned differ?

Regional history also has a role to play in drawing attention to differences in the historiography of Australia, New Zealand, and the Pacific Islands. Differences in historical trajectories arise not only from differences in historical circumstances, but also from different questions being asked of the material. Exposure to different historical interpretations heightens awareness of the assumptions that underlie our historical analysis. Each sub-discipline's historiography evolves from a distinct perspective. This often produces questions and interpretive frameworks that have not been considered elsewhere. By reviewing these perspectives in

combination we can often enhance our analysis with the addition of hitherto neglected approaches. If borrowing is deemed inappropriate, we may still be forced to re-evaluate assumptions that have been hitherto accepted as facts rather than interpretations.

Comparing historiography is particularly useful for areas sharing broadly similar historical processes. There is considerable divergence, for example, between New Zealand and Pacific Islands' historiography over the question of the impact of firearms on Polynesian warfare. New Zealand historians represent the "musket wars" between Maori as a bloody and disruptive process, while historians of the tropical Pacific are much more insistent that the use of these new weapons was modified to suit existing cultural patterns of warfare. One group emphasises change, while the other emphasises continuity. Whereas New Zealand historians are much more inclined to focus on the actual fighting that occurred, Pacific historians pay more attention to the cultural context behind acts of violence. Although New Zealand historians place much emphasis on the destructive power of firearms they have conducted relatively little research into the actual capabilities of these weapons compared to that conducted by scholars of the tropical Pacific. Both fields stand to be enhanced by incorporating the other's perspectives: through examining both change and continuity, the cultural logic as well as the practical realities of fighting with firearms, and the actual capabilities of firearms and traditional indigenous weaponry.⁴⁶

For example, a special issue of the *New Zealand Journal of History* recently combined papers from scholars of New Zealand and the Pacific Islands, under the theme of New Zealand within the Pacific. The editor noted that this linkage had been chosen to reflect upon New Zealand historiography by placing its historical experiences in a cultural and geographical context that had been neglected. Most New Zealand history existed within a nationalist framework, and compared New Zealand with other settler colonies rather than with other Polynesian areas.⁴⁷ It is through exchanges like this that the various historical traditions of the region can be extended and enhanced. Historians of New Zealand, Australia, and the Pacific Islands have tended to exist in relative isolation from each other. Each has a rich and sophisticated historiography that has much to offer other historians within the region, and farther afield. This is particularly true in the fields of race

relations, culture contact, and intellectual colonisation.

The example of scholarship on intellectual images of the Pacific Islands and their inhabitants is a case in point. The evolution of Pacific images through time reinforces the need for a comparative, reflective history. Stereotypes abound throughout history. Recognizing and transcending the stereotypes of our own place and time is often the most difficult task of all. Examining other times and other places is one way we can attempt to free ourselves from the shackles that tie us to particular ways of thinking and seeing. Europeans have always portrayed the Pacific Islanders as the "other" — the opposite of European images of themselves. This has been true from the 18th-century portrayal of Tahitians and others as noble savages through to the current images of the South Pacific as politically unstable and economically unsound. A number of studies have shown that this observation holds true across all media: from academic writings, to media reports, as well as in painting, theatre, and film.⁴⁸

Various authors have explored the historical progression of European images of Pacific Islanders, and the reasons behind the images. A number of works have noted that these images were more the result of events and prejudices within Europe, than any reflection of Pacific realities. Howe and Campbell have suggested that these changing representations were images of the educated elite only, while the attitudes of the majority of participants in actual cultural exchanges in the Southwest Pacific were characterised by xenophobia tinged with opportunism and curiosity.⁴⁹ Multiple, and even contradictory, views could exist at any one time.

The gap between reality and image continues today. Hollywood's Pacific is consistently portrayed as an exotic paradise where Westerners break free of the shackles that confine them at home, or where they discover romance. Sometimes the two genres combine, as in the 1962 film version of *Mutiny on the Bounty* when a youthful Fletcher Christian (Marlon Brando) throws off the stifling authoritarianism of Captain Bligh (Trevor Howard), and becomes romantically involved with a beautiful and accommodating Tahitian woman (Tarita Teriipia).⁵⁰ The Pacific Islands of the tourist industry are usually portrayed as tropical paradises to escape dreary Pacific Rim realities. The islands are full of friendly, welcoming locals; a thousand Taritas await the weary traveler.

Alternatively, the islands are depicted as "basket case" economies, forever grateful for and dependent upon aid, tourist dollars, and remittances sent home by relatives working in Pacific Rim economies.⁵¹ More recently, troubles in Fiji, the Solomon Islands, and elsewhere have led to more fearful images emerging in Western media.

Comparative history of the Southwest Pacific region offers a way of breaking out of these stereotypes. The media rush to condemn trouble spots in the Pacific, but rarely mention that most of the region is at peace. Few acknowledge that Pacific nations inherited little modern infrastructure from their colonial overlords, and that many have had to graft the institutions of the modern nation-state onto often culturally diverse populations in the space of a single generation. The Papua New Guinea politician Albert Maori Kiki subtitled his autobiography "Ten thousand years in a lifetime" to describe his transformation from stone-age tribesman to national politician.⁵² From a world history perspective, the still incomplete process of Pacific nation building has been remarkably swift and peaceful.

Regional history is also fraught with dangers, not the least of which is that each area will lose its distinctiveness within larger fields of inquiry. Scholars need to realise that they have much to gain from contemplating different perspectives. Scholars of the region should actively and confidently seek engagement with each other and scholars from farther afield. Without such engagements they run the risk of becoming intellectually stagnant because of the relatively small size of their fields.

Ironically, the small size and relative marginality of societies in the Southwest Pacific in terms of the sweep of world history actually make the region an important one for the study of world history. The small scale of many communities in the region means that the role of individuals in cultural exchanges is perhaps more apparent than in larger societies. The region's relative isolation from Eurasia meant that contact with Europeans often occurred late in history, so that less documentation was lost to the passage of time. Its potential contribution to wider scholarship has yet to be fully realised. When indigenous peoples of the region do appear in world history texts it is usually as hapless victims of Eurasian expansion. Perhaps the most commonly cited source of Pacific scholarship in world history is Greg Dening's *Islands and Beaches: Discourses on a Silent*

Land: Marquesas, 1774-1880, which paints a bleak picture of the destruction of Marquesan society under the impact of European biological and cultural inroads.⁵³ Others such as Alfred Crosby and David Stannard have focused on the devastation caused by introduced Eurasian diseases on virgin populations in the Pacific.⁵⁴ These are powerful and persuasive works, but they are only part of the picture.

Little mention is made of the vast majority of Pacific scholarship, which seeks to cross to the other side of the frontier and ascertain non-European perspectives on encounters between European and indigenous peoples.⁵⁵ In these works, indigenous agency is emphasised in both contact and colonial contexts. While the Marquesas are indeed "a silent land" for historians, there are far more substantial records for the history of other indigenous communities such as those in Tonga, Samoa, Tahiti, and Hawai'i. The wealth of indigenous sources in these localities sets them apart from many other non-Western communities across the globe, and enables historians to present a more balanced view of cultural exchanges between Europeans and non-Europeans.⁵⁶ This has been perhaps best demonstrated by the recent debate over the reasons behind the death of Captain Cook at the hands of Hawai'ians in 1779. Marshall Sahlins, in particular, has drawn on a vast amount of Hawai'ian material to argue that Cook was killed for reasons that were baffling to Englishmen, but perfectly logical within the Hawai'ian view of the world.⁵⁷

When more indigenous sources are available to researchers, findings of indigenous resilience and cultural continuity abound. Any total winners and total losers scenario ignores the very real limits on human power throughout history.⁵⁸ Cultural penetration is usually more gradual and incremental. Thirty years ago J.W. Davidson, the founder of Pacific Studies at the Australian National University, set the tone for Pacific history when he asserted that, "The indigenous cultures of the Pacific were like islands whose coastal regions outsiders might penetrate but whose heartlands they could never conquer."⁵⁹ Since then, Pacific scholars have portrayed island beaches as transformative processes rather than spaces, where objects, ideas, and individuals move between cultures, mediated by power relations and acculturation.⁶⁰ In this scheme, indigenous communities usually respond to outsiders through what Bentley describes in another context as "...a merger of traditions by a process of

syncretism."⁶¹

Indigenous Pacific traditions also demonstrate that Europeans were part of a long line of outsiders who came from across the sea.⁶² The idea of Pacific Islands as a series of relatively isolated control groups ideal for testing social theory is more often than not the creation of fertile academic minds finding what they seek. Porous community borders are messy, and part of the appeal of islands is their discrete physical borders that allow historians to draw limits to the realms of their investigations. The worlds of Pacific, Australian, and New Zealand communities did not end at the shore or the edge of territory claimed by kin groups. They never have and never will. In this, they share much in common with the rest of humanity.

One final note in support of the "big picture" approach. In an age when academic viability is increasingly becoming a financial calculation of how many students a course can attract, linking up with other fields has important implications beyond the intellectual merits discussed above. These linkages are important for our status as academic fields of inquiry. This is particularly true for areas that now find themselves at the margins of the global economy. These areas of inquiry must constantly battle to show their contemporary relevance in the job market as well as their intellectual relevance. The number of courses and academic positions offered in Pacific history in Australia has already declined, for example. While Pacific studies are in a healthier position in New Zealand and the tropical Pacific, programs there still face increasing funding problems. Scholars need to reach out and embrace both the intellectual and strategic opportunities offered by regional and comparative history. We need to do so now on our own terms, before we are forced to do so on the terms of others. We have nothing to lose, and so much to gain.

ENDNOTES

1. *History 111 - Colonial Encounters: Pacific Experiences*, Victoria University of Wellington. The course began in March 1998.

2. Deborah Montgomerie, "Beyond the search for good imperialism: the challenge of comparative ethnohistory," *New Zealand Journal of History*, vol.31:1 (1997), pp.153-168.

3. Montgomerie, "Beyond," p.153

4. Montgomerie, "Beyond," pp. 155-156.

5. Montgomerie, "Beyond," p.160.

6. Montgomerie, "Beyond," pp. 157-159.

7. Montgomerie, "Beyond," pp. 167-168.

8. K.R. Howe, *Race Relations in Australia and New Zealand: A Comparative Survey 1770s-1970s* (Auckland, 1977), pp.84-85.

9. See for example, "The spirit of Musgrave Park," in Ross Bowden and Bill Bunbury (compilers), *Comments, observations and stories from Aboriginal Australians* (Sydney, 1990): pp.44-54, and Philip Clarke, "Adelaide as an Aboriginal landscape," in Valerie Chapman & Peter Read (eds.), *Terrible Hard Biscuits: A Reader in Aboriginal History* (Sydney, 1996), pp.69-93.

10. A comprehensive survey of Pacific Islanders' voyaging experiences on Western vessels is contained in David A. Chappell, *Double Ghosts: Oceanian Voyagers on Euroamerican Ships* (Armonk, New York, 1997).

11. The Treaty of Waitangi is usually referred to as the Treaty, rather than the treaty, to indicate its importance within New Zealand.

12. Good examples of attitudes towards the Treaty can be found in I.H. Kawharu (ed.), *Waitangi: Maori and Pakeha Perspectives on the Treaty of Waitangi* (Auckland, 1989), and New Zealand 1990 Commission, *The Treaty of Waitangi: the Symbol of our Life Together as a Nation* (Wellington, 1990).

13. The text of the document signed by the Tahitians is reproduced in Colin Newbury, *Tahiti Nui: Change and Survival in French Polynesia 1767-1945* (Honolulu, 1980), pp.107-108.

14. I.C. Campbell, "British Treaties with Polynesians in the Nineteenth Century," in W. Renwick (ed.), *Sovereignty and Indigenous Rights: The Treaty of Waitangi in International Contexts* (Wellington, 1991), pp.67-82.

15. A good discussion of *Terra Nullius* is found in Henry Reynolds, *The Law of the Land* (Melbourne, 1987), pp.12-29, especially 12-14, 27-29.

16. K.R. Howe, "The fate of the 'savage' in Pacific historiography," *New Zealand Journal of History*, vol. 11:2 (1977), pp.137-154, pp.141-142.

17. The Melanesian labour trade is discussed in Peter Corris, *Passage, Port and Plantation: A History of Solomon Islands Labour Migration, 1870-1914* (Melbourne, 1973). Settler governments' imperial ambitions in the South Pacific are discussed in Angus Ross (ed.), *New Zealand Aspirations in the Pacific Islands in the Nineteenth Century* (Oxford, 1969) and Roger C. Thompson, *Australian*

18. Good overviews of indigenous resistance in New Zealand and Australia are found in Ranginui Walker, *Ka Whawhai Tonu Matou: Struggle Without End* (Auckland, 1990), and Richard Broome, *Aboriginal Australians* (second edition) (St. Leonards, NSW, 1994).

19. Events at Parihaka are covered in Dick Scott, *Ask That Mountain: The Story of Parihaka* (Auckland, 1975), and Hazel Riseborough, *Days of Darkness* (Wellington, 1989).

20. See Malama Meleisea, *Lagaga: A Short History of Western Samoa* (Suva, Fiji, 1987), pp.125-140.

21. A good selection of documents pertaining to Australian Aboriginal protests in the early 20th century is found in John Chesterman and Brian Galligan, *Citizens Without Rights: Aborigines and Australian Citizenship* (Oxford, 1997), pp.31-57.

22. For an example of the continuity of Maori protest, see the Waitangi Tribunal, *The Taranaki Report: Kaupapa Tuatihi* (Wellington, 1996), pp.1-15.

23. Roger M. Keesing and Peter Corris, *Lightning Meets the West Wind: The Malaita Massacre* (Melbourne, 1980), and Bill Gammie, "The Rabaul Strike, 1929," *Journal of Pacific History*, vol.10 (1975), pp.3-29.

24. Reynolds, *The Law*, pp.162-163, 169-172, and Broome, *Aboriginal*, pp.231-236.

25. Two informed commentaries by historians involved in the Treaty process are Alan Ward, "History and Historians before the Waitangi Tribunal: Some Reflections on the Ngai Tahu Claim," *New Zealand Journal of History*, vol.24:2 (1990), pp.150-167, and Giselle Byrnes, "Jackals of the Crown? Historians and the Treaty Claims Process in New Zealand," *The Public Historian*, vol.20:2 (Spring, 1998), pp.9-23.

26. Hawai'ian legal and cultural issues are outlined in Melody Kapilialoha MacKenzie (ed.), *Native Hawaiian Rights Handbook* (Honolulu, 1991).

27. *History 103 - Peopling of the Pacific: Contact and Conflict in the Pacific Region*, University of Otago, and *History 318 - Environment and History in Oceania and Australasia*, Victoria University of Wellington. The latter course pays particular attention to disputes over mining, forestry, fisheries, and tourism projects that have resulted in disputes with indigenous people.

28. "Instability in Pacific prompts call for more research." Transcript of an

interview with Professor Brij Lal by Fiona Reynolds on Saturday, June 10, 2000, 8:17 a.m., Australian Broadcasting Corporation website.

29. C. Hartley Grattan, *The Southwest Pacific Since 1900: A Modern History* (2 vols.), (Ann Arbor, Michigan, 1963).

30. Donald Denoon and Philippa Mein-Smith with Marivic Wyndham, *A History of Australia, New Zealand and the Pacific* (Oxford, 2000). A good overview of the history of relations between New Zealand and Australia is found in Keith Sinclair (ed.) *Tasman Relations: New Zealand and Australia, 1788-1988* (Auckland, 1988).

31. See, for example, William H. McNeill, "World History and the Rise and Fall of the West," *Journal of World History*, vol.9:2 (Fall 1998), pp.215-236, p.223, 224.

32. Jerry H. Bentley, "Hemispheric Integration, 500-1500," *Journal of World History*, vol.9:2 (Fall 1998), pp.237-254, p.239.

33. Immanuel Wallerstein, *The Modern World-System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century* (New York, 1974).

34. Literally the fish of Maui. Maui was the ancestral figure who "fished up" (discovered) the island according to Maori tradition.

35. The waters of greenstone. Greenstone (nephrite) was located along the west coast of Te Wai Pounamu, and was highly valued by Maori.

36. Ron Crocombe, *Pacific Neighbours: New Zealand's Relations with Other Pacific Islands* (Christchurch and Suva, 1992), p.22, n.1.

37. On the history of cultural interaction in Western Polynesia, see J.M. Davidson, "Western Polynesia and Fiji: prehistoric contact, diffusion and differentiation in adjacent archipelagos," *World Archaeology*, vol.9:1 (1978), pp.82-94; Niel Gunson, "The Tongan-Samoan connection 1777-1845," *Journal of Pacific History*, vol.25:2 (1990), pp.82-94; and I.C. Campbell, "Fiji, Tonga and Samoa: Separate Nations, Common History," *History Now*, Part One (October 1995), pp.1-11, & Part Two (May 1996), pp.8-16.

38. See Christopher Weeramantry, *Nauru: Environmental Damage Under International Trusteeship* (Oxford, 1992), and Sir Albert Ellis, "New Zealand Farms and the 'Phosphate Islands,'" *New Zealand Geographer*, vol.4:1 (1948), pp.55-68.

39. Crocombe's argument for viewing New Zealand as a large Pacific

Island nation is also summarized in "New Zealand and the Other Pacific Islands: Changing economic, social and political relations" in Don Rubinstein (ed.), *Pacific History: Papers from the 8th Pacific History Association Conference* (Guam, 1992), pp.293-312.

40. James Norgate, "Kiwis' multicultural future," *Dominion*, 16 October 1998, p.6.

41. Crocombe, *Pacific Neighbours*, p.219.

42. Denoon et al., *A History*, p.1.

43. Denoon et al., *A History*, pp.5-6.

44. Sean Weaver, "New Zealand's Last Colony," *New Zealand Political Review*, November 1998, pp.24-30.

45. John Burton, "Terra Nugax and the discovery paradigm: how Ok Tedi was shaped by the way it was found and how the rise of political process in the North Fly took the company by surprise," in Glenn Banks and Chris Ballard (eds.), *The Ok Tedi Settlement: issues, outcomes and implications* (Canberra, 1997), pp.27-55.

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47. Judith Binney, "Editorial Introduction," *New Zealand Journal of History - Millennium Issue*, vol. 34:1 (2000), p.3.

48. Among the better academic studies are Howe, "The fate of the savage," I.C. Campbell, "Savages, noble and ignoble: The preconceptions of early European voyagers in Polynesia," *Pacific Studies*, vol.4:1 (1980), pp.45-49, and "European-Polynesian encounters: A critique of the Pearson thesis," *Journal of Pacific History*, vol.29:2 (1994), pp.222-231, Bernard Smith, *European Vision and the South Pacific 1768-1850* (second edition) (New Haven, 1985), and *Imagining the Pacific: In the Wake of the Cook Voyages* (Melbourne, 1992), and Greg Dening, "Hollywood Makes History," in Greg Dening, *Performances* (Melbourne, 1996), pp.168-190. A good overview of the variety of ways Europeans have represented the Pacific is Martin Sutton, *Strangers in Paradise: Adventurers and Dreamers in the South Seas* (Sydney, 1995).

49. Howe, "The fate of the savage," Campbell, "Savages, noble and ignoble," and I.C. Campbell, "Polynesian perceptions of Europeans in the eighteenth and nineteenth centuries," *Pacific Studies*, vol. 2 (1982), pp.64-80.

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51. The classic statement of this

evaluation of Pacific nations' economic prospects is I.G. Bertram and R.F. Watters, "The MIRAB Economy in South Pacific Microstates," *Pacific Viewpoint*, vol.26:3 (1985), pp.497-520.

52. Albert Maori Kiki, *Kiki: Ten Thousand Years in a Lifetime, a New Guinea Autobiography* (New York, 1968).

53. Greg Dening, *Islands and Beaches: Discourses on a Silent Land: Marquesas, 1774-1880* (Honolulu, 1980). For mention of Dening in world history circles see Jerry H. Bentley, *Shapes of World History in Twentieth-Century Scholarship* (Washington, D.C., 1996) p.22.

54. Alfred W. Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900* (Cambridge, 1986) chapter ten: "New Zealand" pp.217-268, and David Stannard, *Before the Horror:*

The Population of Hawai'i on the Eve of Western Contact (Honolulu, 1989).

55. An excellent recreation of indigenous perspectives on contact from societies that left few written accounts is found in Henry Reynolds, *The Other Side of the Frontier: Aboriginal resistance to the European invasion of Australia* (Ringwood, Victoria, 1982).

56. McNeil, "World History" p. 222 bemoans the imbalance of sources between Eurasian and non-Eurasian perspectives in world history.

57. See particularly, Marshall Sahlins, *How "Natives" Think: About Captain Cook, For Example* (Chicago, 1995). This work was a response to an attack on Sahlins' culture-specific explanations by Gananath Obeyesekere in *The apotheosis of Captain Cook: European mythmaking in the Pacific*

(Princeton, 1992).

58. See Michael Mann, *The Sources of Social Power, Volume One* (Cambridge, 1986).

59. J.W. Davidson, "Lauaki Namulau'ulu Mamoe: A traditionalist in Samoan politics," in J.W. Davidson & Deryck Scarr (eds.) *Pacific Island Portraits* (Canberra, 1970), pp.267-299, p.267.

60. Paul D'Arcy, "The People of the Sea," in Donald Denoon (ed.) *The Cambridge History of the Pacific Islanders* (Cambridge, 1997), pp.74-77, p.75.

61. Bentley, "Shapes of World History," p.24.

62. This is the major theme of my recent research, see D'Arcy "The People of the Sea."

WHA

THE PERILS OF MACROHISTORICAL STUDIES*

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At a 1998 International Studies Association Meeting in Minneapolis, Christopher Chase-Dunn and I were having a meal, and he seemed genuinely depressed because his data suggested the likelihood of a nuclear war around 2025. I was more sanguine because my data suggested the danger period is more likely to be around 2050. Later I sent him a few pages from a chapter I had written, giving my response for guaranteeing freedom from nuclear war until 2050, even though I didn't think there was the slightest chance that this information would either cheer him up or change his mind, and even though I have come to doubt the validity of my data. You see, though I no longer think my data support my conclusion, I still believe my conclusion.

Studying Cycles of General War

Faith outlasting reason is only one of the perils that face the macrohistorical scholar. To illustrate the other perils, let me briefly summarize a current study that allegedly challenges the consensus of scholars concerning general war.

Toynbee developed the idea of general war in volume nine of his *Study*.¹ He thought a cycle involving general war is to be found in Western, Classical, and East Asian civilizations and suggested that such cycles could be found in others.

In the past two decades other scholars have picked up the idea of a cycle in modern Western history, the cycle consisting of a general war ending in a widespread acceptance of the legitimacy of the state system led by a widely recognized hegemonic power, but eventually the hegemon weakens and new powers arise to challenge, with another general war resulting and the hegemon either retaining its position or being replaced by another. I think the perception that there is such a cycle is widespread among the scholars who have considered general war, though there is considerable disagreement about the regularity and duration of the cycles, the generic name of such wars, and the political and

economic explanations for the recurrent challenge to prevailing hegemony.²

While there is considerable disagreement about which wars are to be labeled general (or hegemonic, world or global), a set of preferences can be observed. With different divisions and durations assigned, these may be roughly designated as follows: the Habsburg-Valois Wars, 1494-1559; the Wars of Dutch Independence, 1568-1609; the Thirty Years' War, 1618-1648; the Wars of Louis XIV, 1672-1713; the Mid-Eighteenth Century Wars, 1740-1763; the wars of the French Revolution and Napoleonic Era, 1792-1815; the World Wars, 1914-1945.

To test this cycle idea against a wider, more Toynbeeantype framework, I attempted to search for cases of general war within 11 "mainstream" civilizations, civilizations that would be accepted by most scholars, though they might prefer other names, other boundaries, and further divisions. The mainstream civilizations are Egyptian, Mesopotamian, Classical, South Asian, East Asian, Andean, Mesoamerican, African, Byzantine, Islamic, and Western.

It was assumed that, as in the West, general wars occur within civilizations, though they may involve an outside power or spill over into other civilizations. General wars were perceived to be wars among great powers of a civilization, and to be included in the sample, it was required that they last at least two decades. Great powers were perceived to be those that played a significant part in a general war, and there needed to be a minimum of three great powers.

Using these criteria, 38 general wars were found in 10 civilizations (Table I, see pp 30-31). None were found in Andean civilization. Only five of the Western wars seemed to meet the criteria set here, and one of these (the Wars of Frederick the Great) was renamed.³

Testing for the Cycle

Testing the very general consensus described above against the cases seems to suggest that such a cycle rarely occurs (Table II). The possible number of cycles is only 29, since there cannot be a cycle until there is a second general war. In only five cases does

*An earlier version of this article was presented as a paper at a meeting of the International Studies Association in Washington, D.C., February 1999.

a cycle occur in which the hegemon of the previous general war is challenged or initiates a general war and either retains hegemony or is replaced as hegemon by another power.

It is not my purpose here to focus on the findings, but let me summarize them so that we can consider how this bears on cyclical research. Table 2 shows the general wars in pairs. The hegemon surviving the previous general war is listed under Previous Hegemon. The next column shows the number of years between the pair of general wars. The table then shows the hegemon and challenger or challengers at the onset of the second general war, and the hegemon at the conclusion of that war. The last column provides code listings for six variations from a hegemonic cycle, with more than one often apparent. If no variations exist, the pattern is listed as HC, for hegemonic cycle.

Other variations include situations in which: no previous hegemon (NPH) had been established at the end of the first general war, so the rest of the cycle could not follow; the hegemon established in the first general war no longer played that role by the onset of the second (PHE for previous hegemon eliminated); there was no clearly established hegemon at the beginning of the second war (NIH for No Initial Hegemon); no hegemon emerged (NHE) at the end of the conflict and in two early ones, the system itself was terminated (ST). In six cases, the hegemon initiated the challenge (HIC) instead of another great power, but in only two of these was a cycle otherwise completed. This study, then, appears to suggest that the hegemonic cycle may be a rarity in world history.

I call your attention to the clarity of the tables, the evidence of esoteric knowledge in the arcane wars, and the obscurity of many of the great powers.

But are these tables reliable?

The criticism I shall make here of my own work, which thereby undercuts the challenge to a generalized cycle theory, at the same time provides a basis for caution about the reliability of long-term cycle theory and macrohistorical studies in general, wherever certitude appears.

Limitations of the Study

To begin somewhere, there are reifications involved in such criteria. The civilizations themselves are reifications, despite widespread acceptance. I chose "mainstream" civilizations, those widely accepted, though often given other names and further subdivisions by other civilizations. That these wars are

considered to be intracivilizational is based on the fact that Toynbee thought they were and that the wars included in consensus are wars that began in Western civilization, though some have spilled over into other civilizations. But remember, Western civilization is also a reification, and a highly suspect one, since it is probably more difficult to see your own than to see another.

Then general wars are reifications in terms of subjective determination, arbitrary duration, and linkage of wars perceived as separate, as the Thirty Years' War was once perceived to be four separate wars. Judgments on when such began and ended are often contextual. Sometimes the general wars had not been perceived as such by the historians describing them and had to be named.

Now I suspect that Jack Levy would say that there is no problem here if you are rigorous in your definition and criteria. *If you decide exactly what your criteria are, and follow them consistently, then you will get a consistent set of whatever you are looking for.*⁴ Define a daisy and you will pick only daisies.

But that doesn't work in complex cases. Take the simple matter of origin. When does a general war begin? When it is declared? But most wars aren't declared, and even if they are, it is usually dyadically. So the beginning must be the first military action. But which is the military action that begins the general war, and which foreshadows it? If you consider the two World Wars as one general war, when does it begin? With the first shot of the Balkan War? Or with the German invasion of Luxemburg? Few would consider either of these events to mark the beginning of the World Wars. Many more would mark the beginning at the Austrian declaration of war on Serbia or the Russian mobilization against Austria and Germany. But declarations of war and mobilizations would be hard to find in any of my 37 other cases.

So we have a reification, the general war, nested within another reification, civilization.

And then there are great powers. How do you decide which they are? Do we depend on their reputation? Do we depend on performance? Were Austria and Prussia great powers in the Napoleonic Wars? They got clobbered every time. But who would have thought Sweden a great power in the Thirty Years' War until Gustavus Adolphus made its reputation? And what about the obviously great power that influences but does not actively participate?

Then there is the matter of the

consensus that is being investigated. Not all who have been involuntarily included as participants in the consensus agree that all the others are studying the same thing. At a 1995 session on general war at an ISA meeting in Chicago, there were questions in particular about whether the global wars studied by Modelski, Thompson, and Rasler were the same kind of phenomena as the general, world, or hegemonic wars studied by Levy, Midlarsky, and Vasquez. And the consensus I have presented here can only be of a majority on each point, with the probability that the majority of scholars included would at some point object that a criterion glossed over in the consensus was absolutely unacceptable and made a mockery of the whole exercise. The perceived consensus helps determine the criteria. But in using the consensus that way, I came up with a set of criteria that would not agree with those used by any of the other scholars studying these systemic wars. When David Wilkinson compared the criteria to the cases, he suggested that a couple of dozen more wars might have been included, while hardly any of those that were included fully met the criteria. And Levy's review of other studies indicates that others as well tended to stray from the criteria they had set. There seems to be an unavoidable contextual factor in this kind of study. The daisy doesn't fit the criteria for a daisy, but it sure looks like one, so you pick it anyway.

Consider next the method used to gather the cases. It was developed by A.L. Kroeber for his *Configurations of Culture Growth* and I used it without drawing much objection in my *Fifty-Two Peaceful Societies*.⁵ Kroeber went to general sources and looked for periods of exceptional cultural activity, then focused more specifically on those cases. I looked for periods when nothing was happening, and then focused more specifically. This time I looked for periods in which civilizations appeared to be experiencing extended, major conflict, and then focused on those periods to see if the conflict met the criteria for a general war. Probably I cut too early, and might have found more if I stayed longer with the general sources. Also, by considering that general wars had to be among the great powers of a civilization, I eliminated areas like Southeast Asia that might have produced wars that were general for the region, but not for a particular civilization.

Then there is a sparsity of information on early cases and too much on Western wars, so that you can hardly see them. In a general war in early Chinese history, for instance, Toynbee

says that the marginal power of Yue attacked the great power Chu at the beginning of a general war. But I didn't know where he got that information. Should I have changed my Origins table to say that the war began with an attack by a secondary power on a great power, or leave it with Chu initiating the war? Every time a new tidbit of information like that came in, if I decided to go with it, I would have to modify the appropriate table, the description of the war, and the findings. So, I tended to become resistant to further change.

For the same reason, though there are a couple of cases I began to consider weak, I tended to defend them, to look for more data to make them stronger, because to delete them would create so much havoc in the manuscript. Needless to say, I wouldn't consider for a moment reviewing the couple of dozen cases Wilkinson cheerfully suggested for inclusion. I was like the public relations director of a cigarette company: the new information was a problem to be dealt with, not a cause for reconsideration of one's whole approach.

And now I've overlapped to an important point. I spent a dozen years on this book. That's what I say, anyway, since I began work on it in 1989, though of course I worked on it only a couple of hours a day and often set it aside when other projects, such as this article, interrupted. No matter what I say about the limitations of the project here, I certainly never considered filing the manuscript and chalking it up to experience.

Rather, I polished my tables — clear tables, sharply delineated tables that tell you, as I have above, that in 13 cases this was the situation, as you'll see in column two, and in 16 that was the situation, as you'll see if you look at endnote 6 to column five. And when I publish spin-off articles, and the book itself, bless you scholars, you will take the tables and apply your Pierson's r's and regression analyses, and discover correlations and levels of reliability I never dreamed of, and whatever your conclusions, you will provide my tables with a legitimacy they never deserved.

Implications for Macrohistorical Study

This self-criticism is not as suicidal as it appears. Those of you who have a vested interest in cycles will either ignore it or even cite it with amusement. The book manuscript on general war contains even more reservations than are made here, but that will make no difference.⁶ Warnings about the limitations of method are

reassuring. They suggest a responsible scholar whose data we have all the more reason to accept.

On the other hand, these criticisms of a study that appears to challenge a consensus about general war justify neither the consensus nor the individual studies that perceive cycles of general war. The limitations of my study are not so different from the limitations of the studies themselves, and not only studies of general war, but all macrohistorical studies that perceive recurrent durations or, for that matter, world simultaneity.

These limitations may be summarized as follows.

Reification: All historical study requires reification. As E.H. Carr (1961) and many others have shown, we must sort out a comparatively few historical events from a much greater body of recorded data.⁷ But the process of reification requires more selection and more layers than microhistory and what is selected may usually be better described as relationship than fact.

Complexity: Long-term macrohistorical events are extremely complex, with many political, economic, and cultural factors intervening, not to mention the possibility of influence by fortune or fortuitous genius.

Patterns of history are certainly discernible, and recurrences of political and economic situations are inevitable. But when the political, economic, cultural, and fortuitous are combined, and when the events encompassed cover long periods and great territories and populations, the chances for variation become increasingly great.

Duration: The desire to establish recurrent durations is very strong, because if you can do that, you can plausibly predict the future — be able to approximate when the next major political or economic disaster will occur.

Forces of History: Oddly enough, despite our democratic and individualistic backgrounds, we are drawn to the majesty of long-term forces. The challenge is self-selecting, requiring, as Crane Brinton once said, the necessary sense of irresponsibility. For those blessed with this sense, the challenge of finding order in macrohistory is irresistible. It may also satisfy a religious urge in a secular period.

Fame or Notoriety: Or failing those, at least acknowledgment. While I may have exaggerated in suggesting the possibility of sneaker endorsements,⁸ there are rewards for developing appealing or frightening cycles, or overarching explanatory theories. These

can be studied and challenged, even derided, but the macrohistorian is attracting attention, being invited to respond.

The Unified Theory: The desire to simplify and clarify, the attractions of the forces of history, and sometimes the desire to predict the future and achieve fame, all probably contribute to the desire for a unified theory that will encompass all the others. Natural scientists seem to respond to the same challenge.

Investment: Once a scholar has invested several years in developing an interesting theory, he is not going to give it up without a fight. As Kuhn describes the scientist, he will continue to try to accommodate new but unsupportive data.⁹ Even after Martin Ryle had decisively shown from radio telescope evidence that galaxies of long ago were closer together, Fred Hoyle continued to defend the steady state theory.¹⁰ And in macrohistory, we are not likely to get evidence as decisive as that.

Ingenuity: Scholars are clever. They are very good at what they do, and adept at modifying hypotheses. In situations where it is necessary to select evidence, where events are subject to multiple interpretations, or where data are scant and need filling in, it is possible to keep a compelling theory going for a long time, or at least until a new generation comes along that is not committed to it, or sees opportunities for reputation in the creation of an alternative compelling theory.

It may be that something similar goes on in the world systems analyst's interest in simultaneous world events. "Hmm, the Ming Dynasty fell in China at about the same time as the revolution in England. Let's see what else was happening: rebellion in Spain and Japan, other problems in Manilla, the Thirty Years' War." One is reminded of the conspiracy theorists in *Doonesbury*: "A coincidence? I think not."

The same kind of ingenuity might even translate my 38 cases into world systems data. Perhaps there will turn out to be a correlation between the cases and an absence of silver, a surplus of tea, or blocked interregional trade routes.

Ignorance: On the other hand, we are inevitably ignorant. We read secondary sources, we have difficulty evaluating them, we can't be in all the specialists' loops. After we publish we know we'll be told that a scholar we relied on is notoriously unreliable while we overlooked one who is absolutely indispensable. The reviewer laments, "If he had read even the basic literature, he would have known that...."

Faith: Scholars must have faith. You can't read all the literature, all the footnotes, search endlessly for lode stones unless you believe. As my story about comparing theories with Chase-Dunn shows, I believed in my cycle theory even after I didn't believe in it. Yet I do not consider myself insane or irresponsible. It's just that faith remains after reason has departed. So others, many others, are driven not only by hidden self-interest, but they are also, at least where their own theories are concerned, true believers.

What Next?

We need, in our sober moments, to keep in mind the difficulty of finding order in macrohistory. If we are not going to give up our theories, we can consider backing off on durations. Yes, there are patterns to be discerned in history, but the variations possible are such that we

should not expect precise durations. Events may recur in plus or minus centuries, and they may miss a turn altogether under special circumstances, and special circumstances are normal. The patterns are interesting in terms of increasing wisdom, but we can't use them to predict the future with any degree of reliability.

Similarly, we need to realize that a unified theory probably would need to be widened and generalized to the extent that it could have only marginal utility. Such a theory might contribute to understanding, but probably cannot substitute for it.

Perhaps we should be willing to settle for rough cycles, long-term patterns, similarities and parallels that might have different applications from different perspectives, but not insist on specific durations, nor anticipate that cycles can suggest more than possibilities for the

future, nor expect that worldwide explanations are likely to be more than one factor among many in local or even civilizational situations.

A few years ago, at a regional meeting, when I remarked to a young scholar that my study of general war was beginning to suggest that I couldn't, with any meaningful accuracy, predict the onset of the next general war, he asked what use I thought there might be in such a study.

I asked if he were on a tenure track. He was. "I have many years' experience in Committee A of AAUP," I said. "I cannot predict the outcome of your application for tenure. But I do know a great deal about the processes, and the kinds of outcomes that do occur. Might that be of any interest to you?"

He thought it might.

Table I: General Wars in World History

Civilization	General War	Dates	Major Powers
Egyptian	Herakleopolitan Wars	2108-2052	Herakleopolis, Thebes, Asyut
	Ahmosic Wars of Unification	1580-1546	Hyksos, Thebes, Hermopolis, Nubia
	Saitic Wars of Unification	674-654	Assyria, Nubia, Sais, Thebes, Herakleopolis, Sebennytos, Busiris, Tanis
Mesopotamian	Sumerian General War	2460-2310	Elam, Kish, Lagash, Umma, Akshak, Opis, Uruk, Mari, Akkad
	Mesopotamian General War	1850-1775	Babylon, Isin, Larsa, Eshunna, Assur, Mari
	Wars of Mitannian Disintegration	1375-1335	Hittites, Mitanni, Assyria, Babylonia, Aleppo, Carchemish, Elam
	Wars of Assyrian Ascendancy	1270-1218	Assyria, Urartu, Hittites, Babylonia, Elam
	Wars of Assyrian Revival	744-702	Assyria, Urartu, Babylonia, Elam, Damascus, Egypt
	Diadochid Wars	321-281	Macedonia, Thrace, Persia, Mesopotamia, Babylonia, Egypt
	Wars of Parthian Accession	161-113	Seleucids, Romans, Parthians, Armenia, Egypt, Babylonia, Saca
Classical	Wars of Sassanid Consolidation	243-268	Sassanids, Romans, Palmyra
	Peloponnesian War	431-404	Athens, Sparta, Corinth, Argos, Syracuse, Persia
South Asian	Punic Wars	264-188	Rome, Carthage, Macedonia, Seleucid Empire
	Wars of Mauryan Unification	326-261	Macedonia, Magadha, Indus states, Ganges states, Seleucids, Deccan states, Kalinga
	Wars of Guptan Unification	320-350	Gupta Empire, Vakataka Empire, Orissan Alliance, Pallevan Alliance
	Chalukyan General Wars	610-680	Western Chalukya, Kanauj, Palleva, Vengi Chalukya, Pandya, Valabhi, Magadha
	Wars of the Gujarat-Rashtrakutan Vortices	733-786	Gujarat, Pala, Rashtrakuta, Kashmir, Chalukya, Palleva
	Wars of Delhi-Chola Vortices	1178-1206	Ghor, Ghazni, Ganges Coalition, Delhi Sultanate, Chalukya, Paramara, Chola, Kakatiya, Yadava, Hoysala, Pandya
	Khalji-Tughluq Wars	1296-1351	Delhi Sultanate, Mongols, Yadava, Hoysala, Kakatiya, Pandya, Gujarat, Rajputs
	Wars of Mughal Unification	1524-1575	Mughals, Delhi Sultanate, Bengali Afghans, Rajput Alliance, Gujarat, Bihar, Punjab states, Goa, Vijayanagar, Bijapur, Golkonda, Almadnagar
	Wars of Three Civilizations	1737-1792	Mughals, Afghans, Marathas, French, British, Mysore, Hyderabad
East Asian	Chu-Jin General War	632-567	Chu, Jin, Qi, Song, Hsu, Chen, Tsai
	Qin-Chu General War	346-311	Qin, Chu, Yue, Zhao, Shu, Wei, Qi, Yan

Table I: General Wars in World History (cont.)

Civilization	General War	Dates	Major Powers
Mesoamerican	Wars of Tepanec Hegemony	1367-1418	Tepanecs, Acolhuacan, Culhuacan, Chalco Aztecs, Otomi, Mixtecs, Zatopecs
	Wars of Aztec Expansion	1428-1496	Tenocha Aztecs, Tlatlulco Aztecs, Acolhuacan, Tlascala, Chinampasanec Alliance, Tlacopan, Chalco, Huaxtecs, Coixtlahuaca, Totonecs, Tarascans, Zatopecs
African	Eurafrican General War	1850-1908	Britain, France, Germany, Italy, Belgium, Portugal, Egypt, Boers, Sudan, Ethiopia, East African Coalition, Zulus
Byzantine	Abbasid-Bulgar Wars	803-824	Abbasid Caliphate, Byzantine Empire, Bulgaria
	Seljuk Wars	1068-1098	Seljuk Turks, Byzantine Empire, Pechenegs, Sultanate of Rum, Normandy, Venice, Cumans, Crusaders
	Wars of Byzantine Decline	1326-1389	Ottoman Turks, Byzantine Empire, Serbia, Bulgaria, Venice, Genoa
Islamic	Wars of Abbasid Decline	869-907	Abbasid Caliphate, Saffarids, Tulunids, Byzantine Empire, Samanids, Carmathians
	Saladin's Wars	1147-1192	Zangids, Franks, Crusaders, Ayyubids, Byzantine Empire, Almoravids, Almohades, Normans, Bedouins
	Wars of Ottoman Ascendancy	1514-1551	Ottoman Empire, Iran, Ozbegs, Mamelukes, Spain, Habsburg Empire, Hungary, Venice
	Wars of Western Withdrawal	1948-1991	Britain, France, United Nations, Israel, Egypt, Algeria, Syria, Iraq, Iran, United States
Western	Thirty Years' War	1619-1648	Habsburg Empire, France, Spain, The Netherlands, Sweden, Poland
	Wars of Louis XIV	1688-1713	France, The Netherlands, England, Spain, Habsburg Empire, Savoy, Sweden, Poland, Russia, Ottoman Turkey
	Wars of Frederick II	1740-1763	France, Britain, Prussia, Habsburg Empire, Russia
	Napoleonic Wars	1792-1815	France, Habsburg Empire, Prussia, Britain, Russia, Spain
	World Wars	1914-1945	Germany, France, Russia, Habsburg Empire, Britain, Italy, United States, Japan, China

Table II: Outcomes of Successive General Wars

General Wars	Previous Hegemon	Intervening Years	Hegemon: Second War	Challenger Second War	Concluding Hegemon	Pattern
Herakleopolitan-Ahmosic	Thebes	472	Hyksos	Thebes	empire 1	PHE ST
Ahmosic-Saitic	empire	868	Nubians	Assyria	empire 2	NPH ST
Sumerian-Mesopotamian	empire 3	460	Larsa/unclear	Babylon/Mari	Babylon/unclear	NPH NIH NH
Mesopotamian-Mitannian	vortices	400	unclear	Hittites	unclear	NPH NIH NHE
Mitannian-Assyrian I	unclear	65	unclear	Assyria	unclear	NPH NIH NHE
Assyrian I-Assyrian II	unclear	462	unclear	Assyria	Assyria	NPH NIH
Assyrian-Diadochid	Assyria	381	unclear	Babylonia 4	Seleucids	PHE NIH
Diadochid-Parthian	Seleucids	120	Seleucids	Seleucids	Parthians	HIC HC
Parthian-Sassanid	Parthians	356	Sassanids	Sassanids	Sassanids	PHE HIC
Peloponnesian-Punic	multipower	150	polarization	Rome	Rome	NPH NIH
Mauryan-Guptan	empire 5	581	unclear	Gupta	Gupta/Vakataka	NPH NIH NHE
Guptan-Chalukyan	polarization	260	unclear	Chalukya	Chalukya	NPH NIH
Chalukyan-Gujarat	Chalukya	53	unclear	Gujarat	unclear/Rashtrakuta	PHE NIH NHE
Gujarat-Delhi	vortices	392	unclear	Ghor	Delhi Sultanate/unclear	NPH NIH NHE
Delhi-Khalji	vortices	90	Delhi	Delhi	Delhi Sultanate	PHE NPH HIC
Khalji-Mughal	Delhi	173	unclear	Mughals	Mughals/unclear	NIH NHE
Mughal-Three Civilizations	vortices	164	unclear	Persians	unclear	NPH NIH NHE

Table II: Outcomes of Successive General Wars (cont.)

General Wars	Previous Hegemon	Intervening Years	Hegemon: Second War	Challenger Second War	Concluding Hegemon	Pattern
Chu-Jin/Qin-Chu Tepanec-Aztec	polarization Tepanecs	219 10	Chu-Qin Tepanecs	Chu/Qin Tepanecs	Qin/Chu Aztecs/ Tarascans	NPH NIH NHE HIC 6 NHE
Abbasid-Seljuk Seljuk-Byzantine Abbasid-Saladin	Byzantium Byzantium Abbasids	244 228 240	Byzantium Byzantium multipower	Byzantium Ottoman Crusaders	Byzantium Ottoman Ayyubids/ Almohades	HIC HC HC PHE NIH NHE
Saladin-Ottoman Ottoman-Western Withdrawal Thirty Years'- Louis XIV	vortices Ottomans	322 397	Ottomans multipower	Ottomans Arab Alliance	Ottomans multipower	NPH HIC PHE NIH NHE
Louis XIV- Frederick II	France	40	France	France	France	HIC HC
Frederick II- Napoleonic	France	27	France	Prussia	France	HC
Napoleonic-World	France	29	France	Habsburgs/ Prussia	France	HC
		99	unclear	unclear	United States	PHE NIH

Key:

HC = Hegemonic Cycle

NPH = No Previous Hegemon

PHE = Previous Hegemon Eliminated

NIH = No Initial Hegemon

HIC = Hegemon Initiates Challenge

NHE = No Hegemon Emerges

ST = System Terminated

1. New Kingdom
2. Saitic Empire
3. Akkadian
4. Perdiccas' Base
5. Mauryan
6. Preemptive

ENDNOTES

1. Arnold J. Toynbee, *A Study of History*, vol. IX. New York: Oxford University Press, 1954, 234-87.

2. E.g., Geoffrey Blainey, *The Causes of War*. New York: Free Press, 1973. L.L. Farrar, "Cycles of War, Historical Speculations on Future International Violence," *International Interactions*, 1 (1977), 161-179; George Modelska, *Long Cycles in World Politics*, Seattle: University of Washington Press, 1987; Robert Gilpin, *War and Change in World Politics*, New York: Cambridge University Press, 1981; Charles F. Doran and Wes Parsons, "War and the Cycle of Relative Power," *American Political Science Review*, 74 (1983), 947-965; Jack S. Levy, *War in the Modern World Power System*, Lexington, KY: University Press of Kentucky, 1983; Levy, "Theories of General War," *World Politics*, 37 (1985), 344-374; Immanuel Wallerstein, *Historical Capitalism*, London, 1983; Wallerstein, *The Politics of the World Economy*, New York, 1984; David Wilkinson, "General War," *Dialectics and*

Humanism, 3-4 (1985), 45-57; Manus I. Midlarsky, *The Onset of World War*, Boston: Unwin Hyman, 1988; William R. Thompson, *On Global War: Historical-Structural Approaches in World Politics*, Columbia, SC: University of South Carolina Press, 1988; Joshua Goldstein, *Long Cycles: Prosperity and War in the Modern Age*, New Haven: Yale University Press, 1988; Matthew Melko, *Peace in Our Time*, New York: Paragon House, 1990; John Vasquez, *The War Puzzle*, New York: Cambridge University Press, 1993; Karen A. Rasler and William R. Thompson, *The Great Powers and Global Struggle, 1490-1990*, Lexington, KY: University Press of Kentucky, 1994.

3. The findings on cycles summarized here may be found in Matthew Melko, "Cycles of General War in World History," *International Interactions* 25 (1999), 287-99.

4. E.g., Levy (1985), 355-66.

5. A.L. Kroeber, *Configurations of Culture Growth*. Berkeley: University of California Press, 1944; Melko, *Fifty-Two Peaceful Societies*. Oakville, ONT:

Canadian Peace Research Institute, 1973.

6. Melko, *General War Among Great Powers in World History*. Lewiston, NY: Mellen, 2001.

7. E.H. Carr, *What is History?* New York: Knopf, 1961.

8. Melko, "General War: No Sneaker Endorsements." Pomona, CA, 1996; ISCSC Archives, Carlisle, PA.

9. Thomas Kuhn, *The Structure of Scientific Revolutions*, 2nd ed. Chicago: University of Chicago Press, 1970, 52-76.

10. Was the universe expanding or in a steady state? Ryle was able to test this with the radio telescope, because he could go back a couple of billion years in outer space. If galaxies then were the same distance apart, the steady state theory was supported. If they were closer, the universe was expanding. They were closer, and the big-bang theory gained predominance. For a pre-Ryle convincing case for the steady state theory, see Fred Hoyle, *The Frontiers of Astronomy*, New York, 1955.

BOOK REVIEWS



CLASSICS OF WORLD HISTORY

This issue's contribution to the *Bulletin's* "Classics of World History" series is a review of Kenneth Pomeranz' and Stephen Topik's *The World That Trade Created*. The reviewer is Christina Michelmore, of Chatham College, Pittsburgh, Pennsylvania.

The World That Trade Created: Society, Culture, and the World Economy 1400 to the Present

By Kenneth Pomeranz and Steven Topik
Armonk, NY: M.E. Sharpe, 1999.
xvii+256pp. With a foreword by
Kevin Reilly.

Reviewed by:

Christina W. Michelmore
Chatham College
Pittsburgh, PA

In their introduction, Kenneth Pomeranz and Steven Topik indicate that they wrote *The World That Trade Created* to "describe, through a series of stories, the long-standing inter-connectedness of the world." As befits the expertise of its authors — Pomeranz was trained in Chinese history, Topik in Latin American history — the text's emphasis is on Asia and Latin America in the medieval and

early modern periods with excursions to other places and other times.

In its broad outlines, the story they tell is not new. It begins in the 15th century when the world economy was centered on Asia, recounts how Europeans fit into this trading system, then reconfigured or destroyed parts of it and finally dominated it. What is new, different, and immensely enjoyable, however, is the way the story is told. *The World That Trade Created* is a collection of lively vignettes, most of which are about three to five pages long. Initially intended for a column in the magazine *World Trade*, these stories are here organized into seven chronological and thematic chapters. Each chapter has an introduction pointing out implications, issues, and debates surrounding the topic, as well as their connections to the contemporary political economy. These are followed by a wealth of illustrative anecdotes. These chapters do not provide a comprehensive discussion of the creation of the world economy. Rather they look at particular pieces of its construction: The Making of Market Conventions; The Tactics of Transport; The Economic Culture of Drugs; Transplanting Commodities in World Trade; The Economics of Violence; Making Modern Markets; and World Trade, Industrialization and De-Industrialization.

In telling these stories, several principles about the nature of the world economy and the forces that shape it emerge:

1. The contemporary world economy is the product of many cultures. The still prevalent view that Europe was solely responsible for the creation of the modern world is consistently and insistently refuted. We meet a host of interesting characters — Aztec trader-bureaucrats, Japanese silkworm farmers, Eurasian women traders, Persian entrepreneur tax-farmers, banjara teamsters, Scottish warehouse managers, Yemeni coffee growers, British drug dealers, Mexican bug farmers, Chinese peanut farmers, Peruvian guano miners, Indian textile producers. Their stories highlight the important, active roles played by non-Europeans in creating the ideas, institutions, practices, and products of the world economy.

2. International commerce has been shaped by politics, coercive power, local cultures, human choice, and chance as much as by economic forces. Even the meaning, value, and uses of goods traded changed over time and space. *The World That Trade Created* reminds us over and over again that supply and demand "are

culturally determined by people with loves, hatreds, and addictions, not by reified 'market forces.'" The world economy was created" by people with cultures, not by *homo economicus* or by capital itself."^[xv] For example, Europeans long spurned potatoes, despite their nutritional and other valuable properties, because they were associated with slaves, pigs, and the very poor. Such cultural resistance broke down only where war and famine produced enough misery, as in Ireland in the 17th century or Bohemia in the 18th. Coffee, initially welcomed by Sufi Muslim mystics anxious to stay awake for religious contemplation, was later denounced by religious leaders for its addictive properties. The Ottoman Turks threatened to sew coffee house operators into leather bags and throw them into the Bosphorus. Cacao, the stimulating drink of Aztec warriors and priests, became the calming drink of European women and children.

Nor was the current shape of the world economy inevitable or pre-ordained; market capitalism was not a natural law waiting to be discovered by Europeans. Concepts, institutions, products, and practices that today seem "natural" were socially invented. Their invention was often random and haphazard. The tin can was invented in 1810; the first can opener appeared in 1870. Once invented, however, they could have enormous, often unanticipated consequences. Take for instance the idea of time zones. In section 6.5 Pomeranz and Topik tell us that until the last quarter of the 19th century, time was local, inexact, and variable. In an era when transport was slow, and travel infrequent, time didn't much matter. But for railway companies, concerned with speed, schedules, safety, and savings, it mattered greatly. And in the 1840s, businessmen, not nature or science or politics, created standardized time. It took another half a century of nationalist negotiation and political maneuvering to create the contemporary international system.

3. As vignettes of the British opium trade, the violence of New World slavery, or the pain of Potosi miners and Filipino weavers clearly indicate, the world economy has never been a particularly moral arena, its expansion has never benefited everyone, and violence has always been central to its functioning. The rosy picture of the universal benefits — the "healthy effects" — of the spread of the market economy is questionable. As indicated by the experience of 19th-century Indonesia, recounted in "E Unum Pluribus," shrinking distances and

more rapid communications do not necessarily reduce cultural distance or improve intercultural understanding. "The Tie that Bound" tells us that invention of the reaper-binder promoted prosperous family farms in the American Midwest but the demand for cheap twine condemned the henequen workers of the Yucatán to poverty and near slavery.

Most world history instructors struggle with courses that are too broad, too general, too abstract. We look for ways to make the abstract processes we describe more real, and more personal. In this search, *The World That Trade Created* is a delightful discovery. Its anecdotes are riveting; they focus on very specific events, actors, and situations. They often surprise and amuse. Everyone will have favorites. But they are not frivolous. Rather, they illuminate important ideas and processes, providing concrete examples of consistently important themes. For example, "How Time Got That Way" is a three-page story which details how the needs of railroad companies initiated the development of time zones. The story illustrates the impact of industrialization; the haphazardness of innovation; the reciprocal impacts of politics, culture, and economic decision-making; as well as the newness of the standardization we all regard as natural.

As a whole, *The World That Trade Created* illuminates the multiple, complex, changing relationship among local and global forces. In doing so it reminds us that while the speed, intensity, and extent of globalization has dramatically increased in recent decades, the global economy is not new. Indeed, it has been in the making for at least 500 years. Many cultures have contributed to its construction, many of its problems are not new, and the easy assurances of politicians and policymakers that globalization is a win-win situation are belied by the experiences of the past.

WHA

Makers of World History

2nd edition, Vol. 2

By J. Kelley Sowards.

New York: St. Martin's Press, 1995.

xiv+319pp.

Reviewed by: James D. Cameron
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Antigonish, Nova Scotia, Canada

History teachers face a perennial challenge: to make course content concrete, significant, and fascinating for young people with limited life experience and presentist preoccupations. This challenge is especially difficult for global history instructors who must range over vast regions and eras, frequently deal in broad generalities, and resort to a distant, satellite perspective in order to cover a wide swath of the past within a limited time frame. However, the selective use of biography, supplementing a standard global text, can permit the instructor's narrative or analysis to "touch down" occasionally and to bring the subject matter up close. Biography also exploits the fascination people have with the lives of others, especially the great and powerful. J. Kelley Sowards' *Makers of World History*, 2nd edition (1995) is a useful tool for integrating biography into the global history course and personalizing some of its content.

Sowards teaches at Wichita State University. He produced an earlier resource for the Western civilization course entitled *Makers of the Western Tradition*. It is available in two volumes and has gone through at least six editions. In his words, "*Makers of World History* is an alternate version of an earlier book, *Makers of the Western Tradition*, and has been adapted for use in World History, as opposed to Western Civilization, courses" (viii). *Makers of World History [MWH]* is now in its second edition, having benefited from the feedback of Sowards' colleagues across the United States. This review examines the second edition, volume two, which begins in the 16th century.

MWH permits the instructor to achieve important aims in the world history course. One is to introduce students to the great leader theory. Sowards states in his preface: "Are men and women able to force change upon history by their skill and wits, their nerve and daring? Are they capable of altering history's course by their actions? Or are they hopelessly caught in the grinding process of great, impersonal forces over which they have no real control?" (vii). His materials can certainly be used to examine the pros and cons of this fascinating question. Moreover, the content allows for a careful examination of the interesting personalities and careers of world famous individuals. Finally, because of the source selection for each chapter, the instructor can introduce students to the varieties of historical interpretation.

Let's examine the overall plan and contents of *MWH*. It contains 14 chapters on 14 so-called "makers of world history." These include the following individuals: Suleiman the Magnificent, Elizabeth I, Akbar, Tokugawa Ieyasu Shogun, Galileo, Clive of India, Catherine the Great, Napoleon, Simón Bolívar, Shaka Zulu, Mahatma Gandhi, Mao Tse-Tung, Golda Meir, and Jomo Kenyatta. The rationale for this selection is to achieve an equal division between Western and non-Western figures, but with an emphasis on political leaders, since "the basic skeleton of all history is political history" (vii). Actually, almost all the leaders included in volume 2 are political figures. Of course, this means that women leaders are underrepresented; there are only three out of the fourteen. Sowards has selected three biographical excerpts for each chapter, chosen "for their inherent interest and their particular way of treating their subjects" (viii). Generally, the first selection is autobiographical or a contemporary account of the individual, the next is an "orthodox" or "standard work" interpretation, and the final account is "a more recent view." Each chapter study highlights a critical interpretive issue.

A careful review of one chapter will illustrate Sowards' approach, the pattern followed in each study, and the range of resources provided by *MWH*. Let's examine the fourth study entitled "Tokugawa Ieyasu Shogun: 'The Old Badger'" (pp. 69-86). The study begins with an illustration of Tokugawa, then provides a brief time chart of his life and a 1.5-page introduction to the leader and his context. Next are the three selections, each one carefully introduced. For example, the first selection (5 pp.) is Tokugawa's "Legacy of Ieyasu," written

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near the end of his life and instructing his successors, through maxims, on how best to govern. The second excerpt is taken from *A History of Japan, 1334-1615* (1961) by the British scholar George Sansom, who revises the older Eurocentric view that Japan stagnated during the Tokugawa era. The final reading is excerpted from Edwin O. Reischauer's—*Japan: The Story of a Nation* (2/e, 1974); it returns “to a cautiously modified form of the earlier ‘stagnation’ interpretation” (80). The chapter closes with four “Review and Study Questions” and a very useful one-page annotated bibliography. Evidently, the major theme of this study is the nature of Tokugawa rule and whether or not it did indeed inhibit Japan’s social and economic progress.

Fourteen chapters based on this pattern provide solid fare for diverse in-class exercises or out-of-class assignments. Here is one option: as I deal with given eras and regions in the course, I assign the relevant biographical study from *MWH*. At the end of the class preceding our in-class discussion, I assign the full chapter and a series of study questions. In the following class, I provide a brief introduction to the leader; then we thoroughly discuss the questions and central issue. Finally, I reserve the last 15 minutes of the class for writing. All the students write a minimum one-page reflection on the central issue. They draw on the selections in Sowards, the class discussion, and their own ideas. At the end of the class, all students are required to submit their written responses to the questions, along with the “15-minute” paper. I do not assess each assignment individually (class sizes prohibit this), but award each student 15 points at the end of the course, if all 14 biographical studies have been completed and the written work turned in. Obviously, this is only one possible use of Sowards' *MWH*. It could also be used as a starting point for term essays on selected leaders, or as a source to prepare for in-class debates over interpretive issues.— The teaching possibilities are endless.

For a close-up look at important personalities in a global history course suffering from broad, abstract generalities, *Makers of World History* is a highly useful instrument. Its gender imbalance and emphasis on political history can easily be compensated for by the careful selection and presentation of other materials highlighting social, cultural, and economic history.



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