

Judith P. Zinsser, *President*
Miami University (Ohio)

Marie Donaghay, *Treasurer*
East Stroudsburg University

Heidi Roupp, *Vice President*
Aspen High School

Richard L. Rosen, *Executive Director*
Drexel University

Lawrence R. Beaber, *Secretary*
Educational Testing Service

John A. Mears, *Past President*
Southern Methodist University

In This Issue

<i>News from the Executive Council</i>	1
<i>Technology and History: The Women's Perspective</i>	2
<i>National History Day 1996 — WHA Prize-Winning Paper</i>	3
<i>Redefining History (Yet Again)</i>	4
<i>WHA Executive Council Meeting Minutes</i>	5
<i>WHA News</i>	11
<i>1996 Officers, Executive Council, and Affiliates</i>	12
<i>Bulletin Board</i>	14-22
<i>Executive Council Ballot</i>	23
<i>Centered on Teaching: Using Multimedia Materials in the Classroom</i> (center section, after p. 14)	i-iv

Executive Council Ballot and Candidate Biographies

— See pages 23-24 —



CALL FOR PAPERS

Sixth International Conference of the World History Association Pamplona, Spain

20-22 June 1997

Conference Secretaries:

Local Arrangements: Enrique Banús, Director, European Documentation Center, University of Navarra.
Program Committee Co-Chairs: (in Europe) Fred Spier, Amsterdam School for Social Science Research, University of Amsterdam; (in U.S.) Hugh R. Clark, Ursinus College.

Conference Headquarters in Spain: European Documentation Center, University of Navarra, Pamplona. (Participants will stay in hotels in Pamplona.)

The Program Committee welcomes proposals on all topics, but is particularly interested in proposals that address one of the following THEMES:

World History: Theories and Practice in Europe, Africa, and the Middle East

What is the status of World History in Europe? Africa? the Middle East? at the university level? in secondary schools? What are the main research interests and theoretical models? How are these related to topics explored in North America and other parts of the world?

Crossroads of Global Interactions: The Mediterranean Basin

What is the nature and significance of cross-cultural contact and interchange in the Mediterranean Basin from earliest times until the twentieth century? What are differences and similarities across time or with other sea and ocean basins? Are there models of analysis specific to this region? that could be applied to other sea and ocean basins?

Faith as Reality and Representation: Pilgrimages in Global Perspective

What are the main varieties of "pilgrimage?" What have been their functions and significance in world history? What is ideological and spiritual in the phenomenon and in its representations? what is economic and political? Can these aspects be separated in our analyses of the phenomenon? How does "pilgrimage" compare with other realities and representations of the faiths of different regions or cultures?

Fax or e-mail proposals for panels (or single submissions) and a short vita for each participant to:

Europe: Professor Fred Spier
University of Amsterdam
Oude Hoogstraat 24
1012 CE Amsterdam
The Netherlands
E-mail: spier@pscw.uva.nl
Fax: 31 20 525 2446
Tel: 31 20 525 2244

U.S.: Professor Hugh R. Clark
Department of History
Ursinus College
Collegeville, PA 19426-1000
E-mail: hclark@acad.ursinus.edu
Fax: 610-489-0627
Tel: 610-409-3595

The deadline for submission of proposals is 1 February 1997.

WORLD HISTORY BULLETIN

Newsletter of the World History Association

NEWS FROM THE EXECUTIVE COUNCIL

Pamplona in June 1997: Jerusalem Conference Postponed

The Council looked with excitement at the prospect of a WHA International Conference in Jerusalem — an opportunity for scholars from the Americas, Europe, North Africa, and the Middle East to gather in one of the world's great religious and historical centers to share their research and to embark on new initiatives in world history. A number of members with extensive experience in the Middle East were enlisted to solicit speakers and panels from a wide-range of scholars in the region.

At its June meeting the Council heard reports of possible visa restrictions on visiting Palestinian scholars to Jerusalem, reflecting changes in policy as a result of the elections in Israel. The Council reaffirmed its commitment to open, diverse participation at the Conference. Since June, however, the political situation in the area has become more, rather than less, volatile.

As a result, the Council has reluctantly accepted that the meeting in Jerusalem must be postponed until another time. The European regional meeting in Pamplona, Spain, will now be the only WHA conference outside of North America in 1997. Look for the Call for Papers in this issue of the *Bulletin*.

Regional Conferences Fall 1996

See the announcements for the fall conferences organized by WHA regional affiliates. Contact the appropriate group and become active in your area.

Elections

The Nominating Committee chaired by David Smith has submitted nominations for two Council members. Please see your ballot in this issue of the *Bulletin* and return it by 10 December to Richard L. Rosen, Department of History/Politics, Drexel University, Philadelphia, PA 19104.

WHA Participation in National Conferences

Our two panel proposals: "Laying the Groundwork for Higher Level Thinking" and "The Environment and World History" have been accepted for the annual meeting of the National Council for Social Studies in November 1996. We are co-sponsoring four panels at the American Historical Association meeting in January 1997: "Directions in World Military History"; "Women's Rights and Human Rights: Some

International Perspectives"; "Bringing World History Scholarship into the Classroom and Lecture Hall"; "Globalizing Regional Histories: Transnational Ethnic Identities."

In addition, at the AHA we will be inaugurating two new WHA events, brown bag lunch meetings on Friday, 3 Jan. for those interested in women in world history and on Saturday, 4 Jan. for the regional affiliates.

The General Meeting of the Association will be at the AHA on Friday, 3 Jan. from 5-6 pm. The New England and Mid-Atlantic regional affiliates will co-sponsor the reception from 6-8. The Korean Consulate is sponsoring a program of traditional Korean music at the reception.

Membership Drive

We have gone into the second printing of the new brochure. Vice-President Heidi Roupp has sent mailings to a wide range of potential members including historians attending the Berkshire Conference on Women's History and the state schools social studies supervisors in New York and Colorado. She has also initiated cooperation with the International Baccalaureate of North America. Notice of our organization went to IB schools in the IBNA fall newsletter and a WHA representative attended the IB history teachers' workshop in San Diego in October.

Please contact Heidi Roupp if you have conferences you'll be attending and need brochures to distribute, or if you are a member of a group that might have people interested in joining the WHA. She would also like more lists of state schools social studies supervisors.

WHA

World History Bulletin — Advertising —

1 page	1 time	\$200	Deadlines for Copy
	2 times @	\$190	
	3 times @	\$175	
1/2 page	1 time	\$135	Winter — December 15 Spring — April 15 Fall — August 15
	2 times @	\$125	
	3 times @	\$115	
1/4 page	1 time	\$80	
	2 times @	\$75	
	3 times @	\$60	

TECHNOLOGY AND HISTORY: THE WOMEN'S PERSPECTIVE

A Case Study in Gendered Definitions*

by Judith P. Zinsser

Given the theme of the conference and my commitment to women's history, I knew that I wanted to speak to you about the significance of women's contributions to the history of technology. The topic of cloth production seemed the perfect choice. No other process has been so clearly connected with technological changes across the ages. No other product has been more closely associated with women in many different cultures through the centuries.

But as I read and started to piece together a narrative, I realized that it was 1) not very interesting and 2) not convincing at all. For, however carefully I chronicled women's activities, I knew that this story would not change your thinking or your approach. Instead, I would be up against what I have come to call the "So what" problem in women's history. "So, you've told me all of this about what women did, so what? How will that change the way I present the history of technology to my classes, or frame the questions for my research?" The answer quite simply is, it won't.

But not because women are insignificant. Giving a gender dimension to history is not just an exercise in finding room for women in a

few paragraphs here and there. To engender history, to make it truly the story of women's and men's lives, we must examine the very terms of that history. In this case, how have we defined the concept of "technology"? How has this definition determined what will and will not be valued, what will and will not be included in a history of technology? How does this definition affect our analyses of the interaction between technology and society?

By way of illustration, I have chosen to describe this intersection of women's history and the history of technology in two very different eras in the history of cloth production: 1) at the beginnings of spinning and weaving in prehistory, and 2) in the 19th and 20th centuries when the textile and clothing industries represented the vanguard of industrialization and modernization. In this way I will demonstrate not only the rich interplay between women's history and the history of technology, but also the process by which gender, concepts of the "masculine" and "feminine," have influenced those histories.¹

Prehistory: Valenced Technology

Archaeologists, anthropologists and historians of women have only recently begun to decipher the technology of cloth production in prehistory. That it has taken so long is not without significance and tells us about the ways in which the very concept of "technology" has been skewed, or valenced as philosophers of science say, by the gendered

premises of our own culture. For many decades these premises determined our definition of "technology" and our discussions of it in prehistoric societies.² These premises determined the questions we asked, the evidence we found, and the conclusions we drew from that evidence.

"What?" I hear you saying. "How does this gendered hierarchy relate to the study of technology in prehistory?"

By gendered premises of our own culture, I mean the association of certain qualities and activities with the concepts of "masculine" or "feminine" and the creation of a hierarchy of value in which those qualities and activities associated with the masculine were valued more than those associated with the feminine. "What?" I hear you saying. "How does this gendered hierarchy relate to the study of technology in prehistory?"

I appreciate that it is usual to speak of "technology" and its history as somehow "neutral," outside of any social context, almost "a force" outside of human agency and experience. As Evelyn Fox Keller and Sandra Harding have shown, however, "science" and its product "technology" cannot be neutral, unless we are to imagine them as *not* created by humans and *not* created for human purposes. Nor are they neutered, without gendered associations. Surely, we

Continued on page 6

WORLD HISTORY BULLETIN

Editors • Charles Desnoyers and Ross Doughty

Publications Director • Richard L. Rosen

Book Review Editor • Heidi Roupp

Centered on Teaching • Heidi Roupp

Composition • Maccreations Graphics and Data Services

Typist • Jo-El Alba

Copy Editor • Elizabeth L. Allinson

Editor 1983-1995 • Raymond M. Lorantas

©1996 by the World History Association ISSN 0886-117X

The *World History Bulletin*, newsletter of the World History Association, is published three times per year: Winter/Spring, Summer, and Fall. The *Bulletin* is sent to all members of the World History Association. Dues are U.S. \$25.00 per year for regular members (U.S. \$15.00 for students, unemployed, disabled, and senior citizens) and 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. Notices, announcements, and short articles dealing with world history should be sent for consideration to the Editor, *World History Bulletin*, Department of History/Politics, Drexel University, Philadelphia, PA 19104. FAX: (215) 895-6614.

The editorial committee and staff reserve the right to edit all material submitted for publication. The *World History Bulletin* is funded in part by a grant from LaSalle University, Philadelphia, PA.

NATIONAL HISTORY DAY 1996
World History Association Prize-Winners

This year's winners of the World History Association Prize for "World History using a Cross-Cultural Theme" at the National History Day competition were Erhan Altinoglu and Mike Dodd, 8th-grade students at Mountainside Middle School in Scottsdale, Arizona. The supervising teachers for their entry, a research-display project on the Turkish soldier and statesman Mustafa Kemal Atatürk, were Ms. Diane Sylvetri and Ms. Donna Schell. The report that accompanied the students' winning Junior Group Project on the theme "Taking a Stand in History" is printed below.

**Mustafa Kemal Atatürk:
Taking a Stand in History**

by
Erhan Altinoglu and Mike Dodd

Introduction

Mustafa Kemal Atatürk took a stand in history by creating the Turkish Republic from the ruins of the Ottoman Empire.

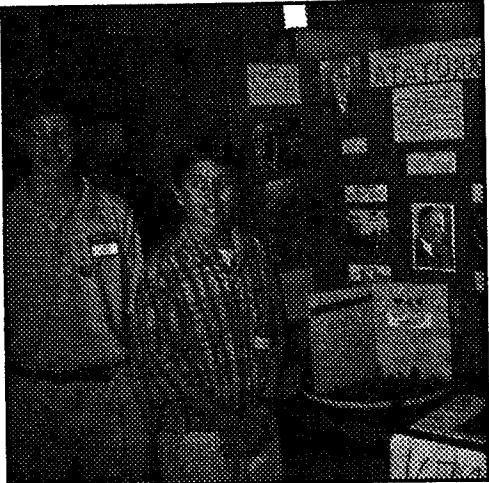
With tireless determination, he created a new political and legal system, abolished the Caliphate and made both government and education secular, gave equal rights to women, changed the alphabet and the attire, and advanced the arts and sciences, agriculture and industry.

The mark Atatürk left in history, in short, is the new Turkish Republic. He is important for the world because his creation proves that it is possible to have democratic, secular society in a predominantly Islamic country which was ruled according to religious rule for centuries.

During the course of our project, we used both primary and secondary sources of information. Our primary research was conducted through personal interviews with two individuals who have lived in Turkey. Our secondary research was conducted through books and biographies.

Through the books, we were able to obtain a great amount of useful information, pictures, quotes, and a description of the way the new country of Turkey was established and ruled.

Our interviews with Mr. Altinoglu and Mrs. Yüksel, natives of Turkey, were also very helpful. We were able to gain valuable information, such as dates, some statistics, and a general idea of the changes that were made by Atatürk when Turkey had



WHA prize-winners Mike Dodd (left) and Erhan Altinoglu with their winning project display

been established.

We believe that Atatürk is one of the best examples of a person who has taken a stand in history because he was the only one to stand up and rebel against the religious doctrines of the Sultanate. He founded the Young Turks Association and created a whole new nation which gave freedom to the people and equality to all.

Birth

Mustafa Kemal Atatürk was born in 1881 in the City of Salonika in the Ottoman Empire. His parents were Ali Riza and Zubeyde. He was a special child in their eyes, particularly because three of their children had died as infants of diphtheria. Instead of the black hair and dark eyes so typical of the region, Atatürk had sandy hair, blue eyes, and light skin. This distinctive appearance set him apart from others at an early age.

Education

At the age of twelve, Atatürk naval fleet to land thousands of

started Military Preparatory school and finished in two years. In 1895, at the age of 14, he was admitted to the Military Training School in Monastir, in what is today Yugoslavia. He learned French and began reading some of the great French liberal political philosophers, such as Jean Jacques Rousseau, Voltaire, and Montesquieu. He and his fellow cadets would argue secretly among themselves about how these philosophers' ideas could be applied to bring about badly needed reform in the Ottoman social and political systems.

Hero of Gallipoli

Lt. Col. Mustafa Kemal, Division Commander in the Ottoman Army, was in the process of marching his men to the battlefield in what was to be one of the decisive battles of World War I. The scene was a rugged peninsula in Turkey called Gallipoli, where poorly equipped Ottoman Turkish soldiers were trying to defend their country against invasion by the British.

The stakes were extremely high. The British were attempting to use Gallipoli as a foothold in order to capture nearby Istanbul, the capital of the Ottoman Empire. This would allow them to use the Black Sea to send badly needed supplies to their Russian allies, who were being beaten by the Turkish ally, the Germans. Such an English victory would probably mean the end of the Ottoman Empire. This distinctive appearance set him apart from others at an early age.

Great Britain was a powerful enemy. As dawn broke on April 25th, 1915, Britain used part of its vast naval fleet to land thousands of

Continued on page 10

RE-DEFINING HISTORY (YET AGAIN)

**Presented at the Annual Conference of the World History Association
at California State Polytechnic University, June 21, 1996**

By: Roger W. Wescott, Association for the Study of Language in Prehistory,
16-A Heritage Crest, Southbury, CT 06488-1370

For prehistorians, of whom I am one, a major problem has long been that of locating the chronological boundary between history and prehistory.

The consensual view among both prehistorians and historians is that this boundary should be placed at 3,000 BCE (plus or minus two to three centuries). For two reasons, however, I find this dia-

chronic location unsatisfactory. The first of these is that firm synchronisms between ancient Europe, Africa, and Asia are scarce for any period before that of the Macedonian Empire of the 4th century BCE and even scarcer for any period before that of the Persian Empire of the 6th century BCE¹. If, moreover, we define pre-

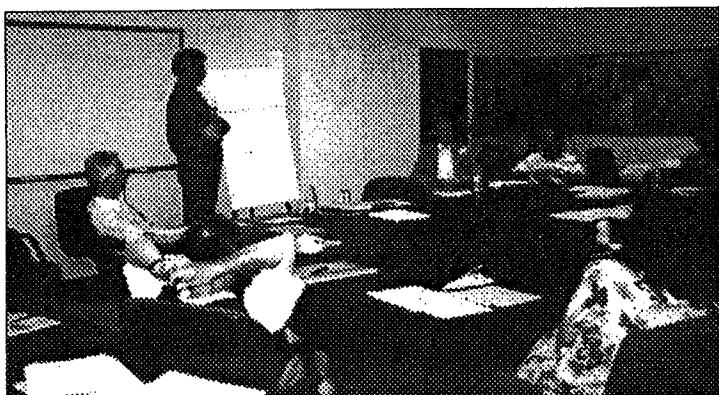
Achaemenid chronology in stratigraphic terms, requiring a palpable layer of artifactual remains for each period postulated, we cannot confidently date the origin of civilization (meaning literate, urban, metal-working culture) to any century earlier than the 12th century BCE.²

My second reason for declining to grant civilization—and consequently history—an antiquity of 5,000 years is rather one of interpretation. Dispensing with the broad usage of the term history which occurs in such phrases as "natural history," I would say that a minimal, or maximally restrictive, definition of the history of any given people is the period of time since they began writing historiographies, as opposed to annals or chronicles. Historiography, as so defined, is an account of the past which not only recounts events but seeks to place them in a context of causes and consequences. Because the literal meaning of historiography is "history writing," which could be taken to include annals and chronicles, 17th and 18th century English writers

coined the term historiography, found also in Portuguese, Spanish, and Italian, meaning "historical theory." Historiography designated historical writing that is interpretive and explanatory. (During the 19th century, the word historiography was replaced by the phrase "philosophy of history.") This replacement seems to me to have been unfortunate for two

ficity and accuracy and its exclusion of non-historical material. A strong argument could, of course, be made for Herodotus' *History of the Persian Wars* (between 478 and 425 BCE), although much of this work consisted more of personal travel diary than of national history. And a less persuasive argument could even be made for the logographer Hecataeus, whose *Histories* consisted largely of legend and whose *Periegesis* consisted chiefly of geography and ethnography. (His works, now lost, may be dated roughly to the years around 500 BCE.)

Outside Europe, the leading native historians were unquestionably Chinese. Of these, the one who most obviously trans-



Executive Council Meeting at Pomona reasons. First, the phrase is prolix. And, second, it tends to shift historiography from the realm of history to that of philosophy and, in the process, to narrow the intellectual purview of historians.)³

Prior to the 5th century BCE, the closest approach to historical records as we now understand them were annals, which listed the events of individual years, and chronicles, which detailed chronological sequences of events for indefinite periods of time. Neither Egyptian annalists nor Mesopotamian chroniclers seem to have made any attempt to assess the causes, consequences, or significance of the events that they narrated.⁴

If we may define history, in contradistinction to prehistory, as the period since which chronological records have been kept by historians rather than by annalists, then history may be said, I think, to have begun with Thucydides' *History of the Peloponnesian War* (c. 411 BCE), notable for its relative speci-

scended annualistic status was Ssuma Ch'ien (Sima Qian), whose *Historical Record* was issued about 100 BCE. Much as Thucydides was preceded by Anatolian Greek historiographers, Ssu-ma Ch'ien was preceded by Chou Dynasty historiographers, starting with the author of *Annals by Lu*, about 500 BCE, who is variably asserted to have been the chronicler Yen Ying⁵ and the ethicist Confucius (K'ung-Chiu).⁶

If we follow continental European precedent, we must treat the chronological boundary between history and prehistory not as a timeline but as a temporal zone, known as protohistory.⁷ The difficulty with this treatment is that "protohistorians" cannot agree on the lower boundary of protohistory, the diachronic point or zone separating it from prehistory. As minimally construed, protohistory extends to the "protoliterate" cultures of Minoan Crete and Shang China. When further extended, it includes the "higher barbarisms" of megalithic Malta

and Lung-Shan China. But, in theory at least, it can be retrojected to almost any period when our ancestors began to engage in artifactual self-representation. In these terms, protohistory could be viewed as beginning at least as early as the upper paleolithic era of Franco-Iberian cave-paintings: probably as early as the haematite corpse-painting of middle paleolithic Neanderthalers; and perhaps as early as the arguable stone circle arrangements of lower paleolithic australopithecines. At this point, history, in its extended sense, ceases to be readily distinguishable from what paleontologists call the history of life and cosmologists call the history of the universe.

ENDNOTES

1. Roger W. Wescott, "History, Protohistory, and the Search for Synchronisms," *The Chronology and Catastrophism Workshop*, Stopsley, Bedfordshire, England, June 1990; pp. 22-23.
2. Gunnar Heinsohn and Heribert Illig, *Wann Lebten die Pharaonen?* Scarabaeus bei Eichborn, Frankfurt am Main, 1990.
3. Roger W. Wescott, "Historiology: The Term and the Concept," Appendix I (pp. 313-317) in *Rhythms of Western Art* by John P. Sedgwick, Jr., Scarecrow Press, Metuchen, NJ, 1972.
4. Harry Elmer Barnes, *A History of Historical Writing*, 2nd edition, Dover Publications, New York, 1962 (especially pp. 14-18 and 67-68).
5. Alfred L. Kroeber, *Configurations of Culture Growth*, 2nd edition, University of California Press, Berkeley and Los Angeles, 1963 (especially pp. 461, 465-466, and 496).
6. John K. Fairbank, Edwin O. Reischauer, and Albert M. Craig, *East Asia: Tradition and Transformation*, Houghton Mifflin, Boston, 1978; chapter 3, "Classic China."
7. Roger W. Wescott, "Protohistory: The Transition from Pre-Civil to Civil Society," *The Comparative Civilizations Bulletin*, Dayton, Ohio, summer 1980 (reprinted in *Boundaries of Civilization in Space and Time*, edited by Matthew Melko, University Press of America, New York, 1987).

WHA EXECUTIVE COUNCIL MEETING MINUTES

Cal-Poly University, Pomona, CA,
June 20, 1996

President Judith Zinsser called the Executive Council meeting to order with Dick Allen, Simone Arias, Lawrence Beaber, Jerry Bentley, A. J. Carlson, Chip Desnoyers, Marie Donaghay, Michele Forman, Marilyn Hitchens, John Mears, Maghan Keita, Pat Manning, Dick Rosen, David Smith, and Fred Spier in attendance.

The minutes from the last meeting of the WHA Executive Council, held January 4, 1996 in Atlanta, Georgia, in conjunction with the American Historical Association were circulated and approved.

Treasurer's Report: Marie Donaghay reported that the WHA had received \$16,826.63 in receipts, and has spent \$15,648.46, as of June 14, 1996. Receipts included \$6,609.00 in dues, \$8,877.00 in journal receipts, and \$500 from the Southeastern WHA affiliate for the reception at the Atlanta meeting. Of the \$15,648.46 in expenditures, \$13,651.25, 87% of the WHA's revenue, was spent on publication of the *Journal of World History* and two issues of the *World History Bulletin*.

The Executive Director's Report: Dick Rosen reported that our current membership is 1273, with 130 new subscriptions added since January. The WHA now has members in 49 states and 35 foreign countries. The renewal form and the new registration form ask members for additional information about major areas of interest and whether they would like to serve on a WHA committee; this information will now be electronically retrievable. Over the course of the past year, four issues of the *World History Bulletin* have been sent to the membership, plus an index. Holding current members and adding new members will be a major goal of the WHA between now and the year 2000; Heidi Roupp has sent

out over 600 of the new membership brochures and materials. Working through H-NET, Dick has been gathering world history syllabi; he plans to produce a list of these programs and to publish an annotated version of it in a forthcoming issue of the *Bulletin*. He recommended raising the price charged for mailing labels and membership lists. Dick also recommended creating a new category of membership, a departmental membership, whereby multiple copies of the WHA publications could be sent to a single address for distribution. For three copies there will be an additional charge. The Council approved these recommendations.

Introduction of New World History Bulletin Editors: President Zinsser introduced the new *Bulletin* editors, Charles (Chip) Desnoyers, La Salle University, and Ross Doughty, Ursinus College (unable to attend). She commended Chip, Ross, and Dick Rosen for the extraordinary job they have done in putting together the delayed issues and developing a revised format for this publication. Chip reported that future editions of the *Bulletin* will include a regular column by the president, news from the WHA affiliates, and a prime focus will be given to "Centered on Teaching," which will contain lesson plans and ideas for presenting world history materials at both the secondary and college levels. The editors plan to publish the *Bulletin* three times a year: spring (copy deadline: January 15), summer (copy deadline: April 15) and fall (copy deadline: September 15).

International Meetings of the WHA in 1997 and 1998: At the last meeting of the Executive Council in January, then president John Mears reported on a proposal from Hebrew University to host the Sixth International Conference of the WHA in Jerusalem in June, 1997. Since the January meeting, Judith Zinsser, current WHA president, has been in contact with Benjamin Kedar, History Department, University of Jerusalem regarding organizations, themes and housing for the conference. She reported on those discussions and circulated a draft of a call for propo-

sals for a Jerusalem conference June 23-25, 1997. There was a wide-ranging discussion regarding plenary speakers (and the need for a wide variety of points of view), the themes for the conference, the potential political problems for the WHA in hosting a conference in a city where so much is in flux, and the necessity for a wide-range of world history scholars and teachers to be able to attend the meeting. Maghan Keita and Fred Spier agreed to speak with representatives of MESA regarding identification of additional speakers and panelists for the conference. Pamplona, Spain, remains a possible alternative site. Roger Beck continues to be in contact with the University of Cape Town Graduate Business School regarding a future WHA international conference in South Africa.

Future WHA-Sponsored Meetings in the U. S.: The WHA has been successful in getting two panels approved for the November, 1996 NCSS meeting in Washington, D. C. and four panels (two will be co-sponsored) for the January, 1997 meeting of the AHA in Washington, D.C. A number of the affiliates will also be hosting regional conferences; details will appear in the fall issue of the *Bulletin*.

Successful Conference at Cal-Poly, Pomona, CA: Judith Zinsser thanked David Smith, Steve Englehard and their colleagues at Cal-Poly, Pomona for organizing and hosting a very successful WHA conference. The plenary sessions, the panels and informal discussions did a great deal to further the study of world history. A number of the presentations will be revised and will appear as articles in forthcoming issues of the *Bulletin* and the *Journal of World History*.

The next meeting of the Executive Council will take place in January 1997 in conjunction with the AHA annual meeting.

Lawrence Beaber, Secretary
July 31, 1996

Continued from page 2

must acknowledge — and nowhere is it more evident than in the studies of prehistoric peoples — that “creators...[are] distinctly marked as to gender,” and our decisions about what to designate “technology” more often than not have been tied to artifacts associated with perceived male activities.³

* * * *

The most common explanation for the prevalence of descriptions of men’s activities in prehistory and ascriptions of their significance has been the “durability” of the remains of those men’s activities, the granite ax blade and flint arrowhead, for example. We have in fact dated all of prehistoric time in terms of the stone and metal remains, the evidence of men’s activities, heralded “hunting” as essential to survival, and thus privileged that evidence and the acts they suggest. Our most common descriptions of “prehistory” have given greater significance to men, to their activities and thus to their technology. The tools of hunting, however crude, subsumed all of our definition of “technology.”

More recently, the work of archaeologists like Elizabeth Wayland Barber and anthropologists like Frances Dahlberg, have caused us to rethink those descriptions, their gender-heavy exclusionary definitions of “technology,” and the subjective, gendered valences they reflected.⁴ With improvements in archaeological techniques and borrowing from other sciences, we have found organic remains, the evidence of activities traditionally associated with women, such as gathering and food preparation. What’s more, we have given that evidence equal, if not primary, significance. For example, historians and anthropologists now speak of “gathering and hunting societies” to suggest the primary importance of gathering to the basic survival of early peoples.

More germane to this conference, in reconstructing women’s activities in prehistory we have discovered, or rather expanded our definitions of “technology.” Grind-

ing stones, scraping blades, and bone needles now rank with axes and arrowheads as “inventions.” Nowhere is this process of unskewing our premises, of rethinking questions, of including new evidence, and thus reformulating conclusions more evident than in our descriptions of the earliest production of cloth. Previously, spindles and looms, spinning, weaving, and the making of cloth were not included in our list of early technology and its uses. In fact, cloth production had to become mechanized thousands of years later before most historians spoke of “inventors” and technology in connection with this most basic of human activities.

We now appreciate the importance of textiles for clothing, for exchange, and for ceremonial purposes.

Now, we have cordage from the Gravettian culture (ca.15,000 BC in southern France and northern Spain) made out of grasses, and archaeologists who speak of the “String Revolution” of the upper paleolithic age and its significance to the success of the species. We have spindles with their clay whorls, and the weights for the warp threads of neolithic ground looms (7,000 BC, Jarmo, Iraq), examples of the tools that transformed organic materials into essential products. We now appreciate the importance of textiles for clothing, for exchange, and for ceremonial purposes. Thus, we have rewritten key aspects of our narrative, altered our analyses, and learned to value women’s contributions to the social, economic and political activities of cultures in prehistory.⁵ Finally, if we wish to, we can see the subjective myopia of gender-valenced definitions and conclusions and broaden our understanding of “technology.”

The Nineteenth and Twentieth Centuries: Skill’s Many Meanings

Spinning and weaving in prehistory demonstrated the ways in which a gendered hierarchy of values has affected our definition of “technology”

and our ability to recognize the significance of different "technologies." Similarly, our conventional narratives of the 19th and 20th century worlds of mechanized cloth production reveal gendered premises that determined our questions, clouded our understanding of evidence, and skewed our conclusions.

Let me give you an example. In this period of industrialization and economic modernization, an obvious intersection of the history of women and the history of technology comes in analyses of employment patterns, the fact of "job segregation," a phenomenon associating men with "skilled" and women with "unskilled" work. The traditional explanation given for this division of labor by sex has been access to training, specifically, training in a "skill" and the use of a "technology" that women were implicitly, if not explicitly, incapable of acquiring. I would suggest to you that we were wrong.

We misread the reasons for job segregation. We overestimated the significance of skills and technology in employment practices and patterns. Why were we wrong? Because we made the same assumptions about the term "skills," about the concepts of "skilled" and "unskilled" that we had about "technology." We assumed that they were neutral terms, imagined them defined outside of any social context. We believed them to be neutered words without any gendered associations.

A gendered division of labor prevailed, not a sexual one.

Far from being neutral, however, the concept of "skill" is rich in cultural connotation. In our analyses of 19th and 20th century industrialization and modernization the word has proved malleable, supple, without consistent application or meaning. Our historical uses of the word "skill," as in our uses of the word "technology" in prehistory, demonstrate how gendered premises affected the questions we asked, the evidence that we found, and the

conclusions we drew from that evidence. It has, in fact, not been "skill" coes as "more suited to their [weaknesses]" but rather gendered images of appropriate and inappropriate "masculine" behavior that have previously woven other lightweight more often than not dictated which of fabrics went unremarked.⁸ the employment opportunities created by new technologies would and would not be open to women. Cultural definition of labor with all of its inconsistencies of gender, of what is "feminine" and "masculine" have been more important in creating job segregation than either the level of technology involved or the need for training and this "putting out" work should be specialized skills. A gendered division of labor prevailed, not a sexual one.⁶

Examples of the ways in which cultural mores have influenced women's and men's interactions with technology



"Think Tank" Session, Pomona

rather than any fixed understanding of the word "skill" abound in the newest research about 18th- and 19th-century European textile and clothing production. Anna Clark's study of Scottish and English textile production shows that in the cottage industry phase of production, men wove and women spun. With the introduction of mechanized spinning men left their "skilled" work to go into the factories (to jobs designated as "unskilled" in other industrializing regions, the northeastern United States, for example). Their women worked the hand looms without serving apprenticeships and without any references to the presumed physical and mental limitations that had previously barred them from these men's tasks.⁷ Nineteenth century entrepreneurs in a textile center in northern France gave the women

weavers only the lightweight calicoes as "more suited to their [weaknesses]" but rather gendered images of appropriate and inappropriate "masculine" behavior that have previously woven other lightweight more often than not dictated which of fabrics went unremarked.⁸ Late 19th-century European governments fostered this gendered division of labor with all of its inconsistencies. A French government committee sent to Lorraine to study the economics of the embroidery trades decided that the embroidery trades decided that tinue rather than be superceded by mechanized production in factories. In justifying their decision, they emphasized the social as well as the economic benefits to the region, the stability this apparently outmoded process fostered. Given the positive effects of this production system, the Committee then considered whether or not boys as well as girls should be taught embroidery — certainly a trade requiring great "skill." They decided no. It would not, they concluded, be good for "the development of [the boys'] health and their physical strength."⁹ Boys should be out in the fields with their fathers even if this generated less income and required less skill than the work in the home.

Our studies of economic modernization in the last quarter of the 20th century, of transnational corporations and their manufacturing and trade practices offer, if anything, a more obvious pattern of job segregation. For example, by the end of the 1980s 80% of the workers in the Bataan export processing zone in the Philippines were young women, employed in garment and electronics manufacturing.¹⁰

Our explanations for this worldwide sexual division of labor, as for the phenomenon in 18th and 19th century industrial Europe have depended on an apparently neutral and neutered definition of "skills," of a similarly neutral and neutered, analysis of the effects of new "technologies." In fact, however, the concept of "skill" has proved just as malleable, just as supple and inconsistent in definition and application in our analyses

of late 20th century modernization as it was in our narratives of European industrialization.¹¹

Initially, the introduction of new “technology” was heralded as “skilled” work and as offering new opportunities for women.

Initially, the introduction of new “technology” was heralded as “skilled” work and as offering new opportunities for women. It meant, according to labor historians, the “integration” of “unproductive” segments of the population into the waged economy. However, a decade later in the 1980s introduction of similarly complex technology in the mills in Argentina and Brazil was referred to as “deskilling.” In practical terms on this occasion the new technology eliminated women’s jobs and created more managerial positions for men who lacked experience but whose basic computer training was valued more highly than the experiential knowledge and proven educability of the women workers. No one, needless to say, suggested promoting the women to these newly created job categories.¹²

It is not “skill” or “technology” that explains these patterns of employment. Rather it is the same gendered premises about the meanings of “masculine” and “feminine,” about what is and is not appropriate for women and men, about what is and is not women’s rightful place in an economic and social hierarchy that created this *gendered*, rather than *sexual*, division of labor. In the 1970s and 1980s Brazilian textile workers had unequal access to promotion whether or not they acquired new “skills.” For example, they could be dismissed if they became pregnant.¹³ An ILO (International Labor Organization) study of “trends” in labor practices from 1960 to 1980 documented the increasing numbers of younger women brought into the waged labor force. ILO found that employers kept them on for only a few years to avoid seniority prece-

dents and gave them no benefits. In theory these workers, however highly skilled, were to leave their jobs and marry.

As in the 19th century, modern states have endorsed and contributed to this gendering of work as they courted new technologies and new manufacturing for their economies. The Brazilian government sponsored training sessions but gave shorter courses to women textile workers, whose average age was 17 or less.¹⁴ In the early 1980s the Malaysian government hoped to attract high technology United States business to its newly created export processing zones. An official brochure extolled the skills and virtues of Malaysia’s young women:

The manual dexterity of the oriental female is famous the world over. Her hands are small and she works fast with extreme care. Who, therefore, could be better qualified by nature and inheritance to contribute to the efficiency of bench-assembly production line than the oriental girl? No need for Zero Defects program here! By nature, they “quality control” themselves.¹⁵

Gender and World History

By my description of the intersections of women’s history with the history of technology, of the interaction of gender with definitions of “technology” and “skill,” I do not mean to suggest that there are no differences between women and men. But as anthropologist Gayle Rubin has pointed out: Men and women are, of course, different. But they are not as different as day and night, earth and sky, yin and yang, life and death. In fact, from the standpoint of nature, men and women are closer to each other than either is to anything else — for instance, mountains, kangaroos, or coconut palms. Far from being an expression of natural differences, exclusive gender identity is the suppression of natural similarities.¹⁶

Yes, women and men are different. The phenomenon that historians are now trying to understand is the *meaning* given to that differ-

ence and the results of this “suppression of natural similarities.” Feminist labor historians, like Ava Baron, write of studying how sex difference operates as a social force.¹⁷

The history of technology has not been immune to this social force. Technology, like science its progenitor, does not exist outside of society and human relationships. Instead, in its definition, its effects, and its applications it is subject to the cultural attitudes of particular societies. In the archaeology of early technology and tools, those attitudes led us to “discover” and value articles associated with male activities. It led us to ignore or devalue those associated with apparently female tasks.

Similarly, our discomfort with or rejection of gendered assumptions about women, men, and technology obscured our understanding of the spread of mechanization and industrialization. In cloth and textile production, our neglect of cultural attitudes about women and men, and of the significance of traditional definitions of “feminine” and “masculine,” led to the wrong explanations and to incomplete formulations of the history of labor and the processes of modernization.

It was perhaps a kind of arrogance that led us to assume that technology outweighed or erased cultural traditions that were thousands and thousands of years old. As Sandra Harding writes: “In virtually every culture, gender difference is a pivotal way in which humans identify themselves as persons, organize social relations, and symbolize meaningful natural and social events and processes.”¹⁸ Cultural traditions carry meanings and connotations that determine how language is interpreted, how concepts are defined, what will and will not be valued. As world historians, we must be more aware of this and make use of it. Gendered analyses enhance our understanding not only of the interactions between technology and society, but of all the phenomena we seek to explain and de-

scribe. For world history "gender" is not only "a useful category of analysis" but an essential one.¹⁹

ENDNOTES

1. In writing this essay, I have drawn widely from histories of technology, industry, and labor. These provided much of the basic economic and social information. It is, however, writings by feminist historians, those exploring women's issues and the effects of a gender analysis — for example, Anna Clark, Ava Baron, Gail Hershatter — that have given it whatever force it may have as a synthesis. In addition, I found the work of a number of scholars in other disciplines — Vron Ware, *Beyond the Pale* (New York: Verso, 1992), Sandra Harding, *The Science Question in Feminism* (Ithaca: Cornell University Press, 1986), and Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World* (Princeton: Princeton University Press, 1995) — key in helping me to think about the construction of men's and women's "history" and of "technology."

2. I am accepting the definitions of "technology" from the philosophical discussion of the 1960s; Ellul's *The Technological Society* (1964) as quoted by Carol J. Haddad, "Technology, Industrialization, and the Status of Women" in Barbara Drygulski Wright et al. eds., *Women, Work, and Technology: Transformations* (Ann Arbor: The University of Michigan Press, 1987). It goes as follows: "the totality of methods rationally arrived at having absolute efficiency (for a given stage of development) in every field of human activity," p. 33.

3. That "science" itself is gendered in its epistemology, methods, and practice is the subject of studies by scientists and philosophers. I am drawing on Harding, pp. 38-39, 15; Evelyn Fox Keller *Reflections on Gender and Science* (New Haven: Yale University Press, 1985) and "Gender and Science: An Update" in ed. Keller *Secrets of Life, Secrets of Death, Essays on Language, Gender and Science* (New York: Routledge, 1992); Corlann G. Bush "Women and the Assessment of Technology: To think, to be, to unthink, to free" in ed. J. Rothschild *Machina ex dea: Feminist Perspectives on Technology* (New York: Pergamon Press, 1983), pp. 154-55 and Timm Triplett "Hebrides Women: A Philosopher's View of Technology" in eds. Wright et al., p. 148.

4. See Barber's *Women's Work: The First 20,000 Years: Women, Cloth, and Society in Early Times* (New York: W. W. Norton & Co., 1994) and Dahlberg's early

edited collection *Woman the Gatherer* (New Haven: Yale University Press, 1981).

5. See, for an overview of the significance of textiles to cultures, the introduction by Annette B. Weiner and Jane Schneider to their edited collection, *Cloth and the Human Experience* (Washington: Smithsonian Institution Press, 1989).

6. This is a paraphrase of some of the very useful questions posed about women's labor and its relation to technology by Daryl M. Hafer "Introduction: A Theoretical Framework for Women's Work in Forming the Industrial Revolution" in ed. Daryl M. Hafer *European Women and Preindustrial Craft* (Bloomington: Indiana University Press, 1995). See also Ava Baron's excellent study of the printing industry, "Contested Terrain Revisited: Technology and Gender Definitions of Work in the Printing Industry, 1850-1920," in eds. Wright et al.

7. See Anna Clark, *The Struggle for the Breeches: Gender in the Making of the British Working Class* (Berkeley: University of California Press, 1995). I am grateful to Hilda L. Smith for telling me about Edith Abbott's study of this phenomenon in the textile mills of New England. See her *Women in Industry* (New York: Source Book Press, 1970 [reprint of 1910 edition]). Research on German and Russian employment patterns in the first decades of industrialization reveal similar shifting definitions of the word "skill" and of the significance assigned to women's waged and unwaged work. See Ruth Ellen B. Joeres and Mary Jo Maynes eds. *German Women in the Eighteenth and Nineteenth Centuries* (Bloomington: Indiana University Press, 1986) and Barbara Alpern Engel *Between the Fields and the City: Women, Work & Family in Russia 1861-1914* (New York: Cambridge University Press, 1995).

8. Gay Gullickson, "Love and Power in the Proto-Industrial Family" in ed. Maxine Berg *Markets and Manufacturing in Early Modern Europe* (London: Routledge, 1990), p. 218.

9. As quoted in Whitney Walton, "Working Women, Gender and Industrialization in Nineteenth-Century France: the Case of Lorraine Embroidery Manufacturing" in ed. Hafer, p. 101.

10. Liza Largoza-Maza "The Medium Term Philippine Development Plan Toward the Year 2000: Filipino Women's Issues and Perspectives" in eds. Julie Peters and Andrea Wolper *Women's Rights Human Rights: international feminist perspectives* (New York:

Routledge, 1995), p. 63.

11. For an overall description of these 20th century technologies, see Paula Jezkova, "Changes in Textiles: Implications for Asian Women" in eds. Swasti Mitter and Sheila Rowbotham *Women Encounter Technology: Changing Patterns of Employment in the Third World* (New York: Routledge, 1995), pp. 96-97. For the general effects on Asian countries, see Mitter's introduction, p. 7.

12. Liliana Acero, "Conflicting demands of new technology and household work: women's work in Brazilian and Argentinian textiles," in eds. Mitter and Rowbotham, pp. 73-74. Emily Honig found the same "deskilling" in China from the 1920s to the 1940s, see *Sisters and Strangers: Women in the Shanghai Cotton Mills, 1919-1949* (Stanford, CA: Stanford University Press, 1986).

13. Acero in eds. Mitter and Rowbotham, p. 78.

14. Acero in eds. Mitter and Rowbotham, p. 79.

15. Haddad, in eds. Wright et al., p. 50.

16. Gayle Rubin "The Traffic in Women" in ed. Rayna Reiter *Toward an Anthropology of Women* (New York: Monthly Review Press, 1975), p. 179.

17. In this formulation I am drawing on Michelle Zimbalist Rosaldo, "The Use and Abuse of Anthropology: Reflections on Feminism and Cross-Cultural Understanding," *Signs* 5 (3) (Spring, 1980), p. 400. [In this essay she reconsidered her feminist analysis of cultures' valuations of women's and men's tasks, "Woman, Culture, and Society: A Theoretical Overview" in *Women, Culture, & Society* Michelle Zimbalist Rosaldo and Louise Lamphere eds. (Stanford: Stanford University Press, 1974). See Ava Baron, "Gender and Labor History: Learning from the Past, Looking to the Future" in Ava Baron ed. *Work Engendered: Toward a New History of American Labor* (Ithaca: Cornell University Press), p. 21.

18. Harding, p. 18.

19. The reference is to Joan W. Scott's essay "Gender: A Useful Category of Historical Analysis" in *Gender and the Politics of History* (New York: Columbia University Press, 1988).

*Presidential Address, World History Association Fifth International Conference in Pomona, CA, 22 June 1996.

Continued from page 3

troops on the Gallipoli beaches. Most of these troops were from Australia and New Zealand, which were part of the English empire at that time. Turkey was at a great disadvantage: supplies were low and morale was slipping. In his determination to forestall the invasion, Mustafa Kemal told his men, "I do not order you to attack, I order you to die. In the time it takes us to die, other troops and commanders can come and take our place."

Stunned by the strength of the Turkish resistance, the commander of the British forces at Gallipoli, Sir Ian Hamilton, sent word to his commander-in-chief that his forces had been defeated, and asked permission to evacuate. His request was denied, and the fighting went on for weeks. Thanks in no small part to Mustafa Kemal, the battling raged on for weeks while casualties mounted on both sides. Thanks mostly to Mustafa Kemal, the Turks finally won the battle.

Statesman and Modernizer

[Ed. note: This section formed the main portion of the poster display shown in the photograph. Captioned photographs and a diorama illustrated aspects of the Ottoman Empire and the Republic of Turkey "Before & After" Atatürk's modernizing reforms in the following areas.]

<u>Before</u>	<u>After</u>
Based on religion	<i>Education</i> Centered around science and technology
Sultan ruled the Ottoman Empire according to religious beliefs	<i>Government</i> Democratic republic, secular government
Based on (Muslim) holy law polygamy, repudiation, male control, no interracial marriage	<i>Laws</i> Based on the Swiss Code civil marriage and divorce, equal rights for women, freedom of religion
Highly religious society	<i>Society</i> Westernized: a civil, secularized society
Greek lunar calendar	<i>Calendar</i> New Gregorian calendar
Arabic-like symbols	<i>Alphabet</i> Alphabet based on Latin
Based on Islamic religion fez (worn by men) turban (worn by women)	<i>Clothing</i> Western style is adopted

Later Years

Through much of his life, Atatürk suffered from a variety of illnesses. His service as a young man in primitive regions such as Libya had exposed him to malaria, and he was plagued with agonizing bouts of disease in later years. Often these attacks came in moments of maximum stress.

Added to these problems were the effects of his irregular lifestyle. He smoked a great deal and often drank alcohol to excess. He had difficulty sleeping throughout his adult life and often stayed up all night. His last illness was painful. It came on slowly and dragged on over a long time. He suffered from high fevers and a badly swollen stomach which left him confined to his bed. He died at the age of 57 from cirrhosis of the liver.

[Ed. note: Included on the project display walls were quotations from eulogies by Atatürk's contemporaries, including Churchill and Roosevelt, and comments by historians and biographers of the Turkish leader.]

BIBLIOGRAPHY

Altinoglu, Ilker. Personal Interview, March 3, 1996 (a primary resource). Mr. Altinoglu's interview helped us see the changes that the republic brought into everyday life and education through the view of someone who lived through it.

Assembly of Turkish-American Associations, *Atatürk's Legacy: Kemalism into the 21st Century*; ATAA, Washington, D.C., 1994. This booklet gave useful information on how Kemalism is used in our time today.

Davidson, R. H. *Turkey*; Prentice-Hall, Inc., New Jersey, 1968. This book was very useful because it described the historical trends and influences that have contributed to Turkey's present-day character, problems, and behavior.

Gilchrist, C. W., Atatürk "Growing Up In Salonika," Metro Reader, Istanbul, 1985. This book was helpful because it told the story of his early life before joining the military academy in Salonika.

Lewis, B., *The Emergence of Modern Turkey*; Oxford University Press, London, 1968. The subject of this book is the emergence of a new Turkey from the decline and collapse of the Ottoman Empire.

Lord Kinross, *Atatürk. A Biography of Mustafa Kemal, Father of Modern Turkey*; William Morrow and Company, New York, 1965. This book gave us a full and authentic portrait of Atatürk.

Ozel, Mehmet, *Atatürk*; Milliyet Gazetecilik A. S., Istanbul, 1995. This book gives a full insight into the life of Mustafa Kemal Atatürk from the early years of his military career to the later years of his presidency.

Tachau, F, *Atatürk*; Chelsea House Publishers, New York, 1987. This book helped us find detailed information about the personal as well as historical events that shaped Atatürk's life. It also contained wonderful pictures.

Toynbee, Arnold J., *Study of History*; Oxford U.P., Oxford, 1957.
This book was full of useful information and thoughts others had
of Atatürk.

Yuksel, Atife. Personal Interview, February 27, 1996 (a primary resource). Mrs. Yuksel's interview gave us more information about the religious aspect of living in the new republic.

News of Members

This is the inaugural edition of the *Bulletin's* WHA Members column. Please send all submissions to Professor Ross Doughty, Dept. of History, Ursinus College, Collegeville, PA 19426. Send faxes to 610-489-0627 and e-mail to: rdoughty@acad.ursinus.edu.

Abel A. Alves (Ball State University) recently participated as a discussant in a workshop on Mexico for middle school teachers, organized by Professor Joan Schreiber of the Ball State University History Department (February 23, 1996). In April, he coordinated a world history symposium entitled "Intercultural Communication and Communities in Iberian Imperialism" at Ball State University. The symposium featured speakers from Purdue University, Morgan State University and the University of Maryland. His book, *Brutality and Benevolence: Human Ethology, Culture, and the Birth of Mexico*, has just been published by Greenwood Press (ISBN: 0-313-29982-X; \$59.00). The book studies the 16th century conquest of Mexico in order to arrive at human universals underpinning Nahua and Spanish cultures. The work of ethologists and primatologists is used to study human behavior patterns as those of any other social animal would be studied. His address is Department of History, Ball State University, Muncie, IN 47306-0480 (e-mail: 00aaalves@bsuvc.bsu.edu).

Ray Lorantas (Drexel University, *Emeritus*), former editor of the *Bulletin*, has informed us that the first Raymond M. Lorantas Scholarship in World History, endowed by a former student of his, was awarded to Mr. Herb Lau at Drexel University's Student Life Honors Day, June 5, 1996.

Mihai Manea (Bucharest, Romania) has received a regents' nomination to the George Cosbuc English High School in Bucharest, where he participated in designing the world

history curriculum for grades 5,6,7, & 9. He is currently preparing a study of methodologies for teaching world history and is very interested in making contacts with colleagues teaching world history in the U.S.A. and exchanging ideas, textbooks, materials, etc. His address is P.O. Box 20, 71-74100, Bucharest 20, Romania. (Telephone/FAX: 0014013210535).

Linda Karen Miller (Fairfax High School, VA) has been named co-winner of the 1995-1996 "Outstanding Secondary Social Studies Teacher of the Year" award by the National Council for the Social Studies. The award will be presented during the 76th NCSS annual conference in Washington, D.C., November 22-25, 1996. Dr. Miller has been a member of the "Centered on Teaching" Committee and a member of the WHA since 1991. Her address is 503 Brethour Court, Sterling, VA 20164.

Lyn Reese (Berkeley, California) at the "Women in the World" Curriculum Research Project has just produced a new curriculum resource, *The Eyes of the Empress: Women in Tang Dynasty China*. [See "Bulletin Board" for more details.] She has also served as a consultant for *Where in Time is Carmen San Diego?* For more information about these and other materials, members can contact her at 1030 Spruce Street, Berkeley, CA 94707 (e-mail: lynreese@aol.com).

Roger Wescott (Drew University, *Emeritus*) has been pursuing a second career as a shipboard lecturer since his retirement from the classroom in 1991. In April 1996, he cruised the western Mediterranean, lecturing on the Carthaginian and Greek backgrounds of such ports of call as Barcelona and Naples. He was also co-organizer, with John Mears, of the joint WHA/ISCSC (International Society for the Comparative Study of Civilizations) conference in Pomona in June, where he also presented a

paper entitled "Re-Defining History (Yet Again)," which is reprinted in this issue. Earlier this year, he began serving as 2nd vice-president of the Association for the Study of Language in Prehistory (ASLIP) in Boston. [See notice in "Bulletin Board."] His address is 16-A Heritage Crest, Southbury, CT 06488-1370.

WHA

News From the Rocky Mountain Regional World History Association

The newly elected chairperson of the Rocky Mountain Regional World History Association is Heidi Roupp (Box 816, Aspen, CO 81612, 790-923-3661, Roupp@csn.net). Vice-chairperson is Ed Davies of the University of Utah and secretary-treasurer is Deborah Shackleton of the United States Air Force Academy. New Steering Committee members are John Brooks and Mark Zellner from Teikiyo Loretto Heights University and Peter Golas from the University of Denver.

One of the Rocky Mountain's goals this year has been to create a community outreach program which would raise awareness of our organization as well as enable it to serve the community in our area of expertise. One of the ways this goal is being realized is by being involved in Denver area museum activities as they relate to world history. The Rocky Mountain Regional WHA co-hosted a teacher workshop with the Denver Art Museum special exhibit "Mongolia — The Legacy of Chinggis Khan." Beth Montgomery organized the effort, which involved lectures by Morris Rossabi and other experts, and a Mongolian dinner at the local bookstore. The Rocky Mountain group is also working with the Denver Museum of Natural History to provide two teacher workshops and a symposium in connection with the upcoming exhibit "Imperial Tombs of China."

Plans are underway for the annual Rocky Mountain Regional WHA conference. This year's conference will be held at the University of Utah in Salt Lake City October 31-November 1, 1996. The conference is being organized by Ed Davies. The theme is one of special contemporary interest: "Ethnicity, Nationalism, and Empires." Plenary speakers include Linda Colley of Yale, James Gelvin of UCLA, and Ann Stoler of the University of Michigan. All WHA members are invited to attend and to participate.

The Rocky Mountain Regional WHA has also inaugurated the publication of a newsletter. Bea Spade of the University of Southern Colorado will edit the publication. We hope that in the near future this and other materials will be available on a web site.

Thanks to steering committee member Dick Allen, the Rocky Mountain Regional WHA is exploring the possibilities of establishing an institutional home at the University of Colorado at Denver. It will then have an office site and secretarial services. It will also help to give the group an identity and legitimacy which are often important when applying for grants and other sources of funding.

Steering committee members Heidi Roupp and Marilynn Hitchens directed the Aspen World History Institute II for two weeks in July. It was another great success which will produce a handbook, this time devoted to lesser known areas of world history content, teaching lessons, and assessment strategies. Look for this new publication early in 1997.

Occasional guests and friends of world history are being invited to steering committee meetings in order to better inform the Rocky Mountain Regional WHA of the needs of the community in the area of world history.

Marilynn Hitchens

World History Association

Meeting at the AHA Conference, January 1997

Thursday, Jan. 2, 4-6 pm. Hilton, Rm. 524. WHA Executive Council meeting.

Friday, Jan. 3, 12-2 pm. Hilton, Rm. 507. Brown bag lunch. Open meeting to discuss "Women's History and World History."

2:30-4:30 pm. Hilton, Sutton Parlor South. Joint Session with the AHA Teaching Division. Bringing World History Scholarship into the Classroom and Lecture Hall #45.

5-6 pm. Sheraton, Liberty Room
5. General business meeting.

6-8 pm. Sheraton, Liberty Room
3. Reception co-sponsored by the New England and Mid-Atlantic Regional World History Association Affiliates.

Saturday, Jan. 4, 12-2 pm. Hilton, Room 507. Brown bag lunch. Meeting for representatives of the WHA Regional Affiliates.

2:30-4:30 pm. Sheraton, Riverside Ballroom. Joint session with the AHA and the Coordinating Council for Women in History. Women's Rights and Human Rights: Some International Perspectives #95.

Sunday, Jan. 5, 11 am-1 pm. Hilton, Sutton Parlor South. Joint session with the Globalizing Regional Histories Project of the AHA, the Association of Asian Studies, and the Latin American Studies Association. Transnational Ethnic Identities #130.

11 am-1 pm. Hilton, Petit Trianon. Joint session with the AHA. Directions in World Military History #153.

World History Association Officers, Executive Council and Affiliates 1996

PRESIDENT

Judith P. Zinsser

Department of History

254 Upham Hall

Miami University

Oxford, OH 45056

Office: (513) 529-5121

FAX (513) 529-3841

E-mail:

zinssejp@miamiu.muohio.edu

210 North College Avenue
Oxford, OH 45056
Home: (513) 523-6391

VICE PRESIDENT (PRESIDENT ELECT)

Heidi Roupp

Aspen High School

Box 300

Aspen, CO 81612

Office: (303) 925-2972, x421

FAX: (303) 925-1205

E-mail: roupp@csn.net

Box 816
Aspen, CO 81612
Home: (303) 923-3661
Home FAX: (303) 923-3661

SECRETARY

Lawrence R. Beaber 27-E

Educational Testing Service

Princeton, NJ 08541

Office: (609) 734-1386

FAX: (609) 497-6031

E-mail: lbeaber@ets.org

120 Smithfield Avenue
Lawrenceville, NJ 08648
Home: (609) 883-0780

TREASURER

Marie Donaghay

Department of History

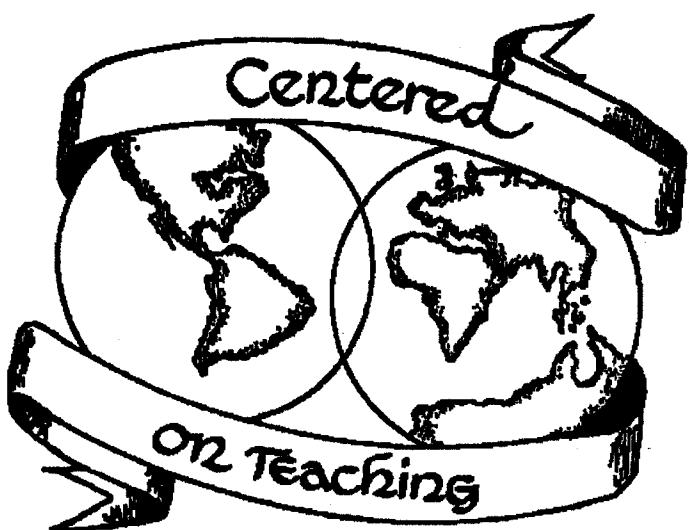
East Stroudsburg University

East Stroudsburg, PA 18301

Office: (717) 422-3255

261 East Township Line Road
Upper Darby, PA 19082
Home: (610) 789-0865

WHA



USING MULTIMEDIA MATERIALS IN THE CLASSROOM

Kenneth H. Marcus

California State Polytechnic University,
Pomona

Introduction

From the 1950s through the early 1970s, Walter Cronkite hosted a special educational TV program for children, entitled: *You Are There*. It consisted of dramatized scenes of important events in American history, such as the American Revolution, the Lewis and Clark expedition, and so on. What I remember is that this visual representation of the past made an impact. It is an example of using a powerful medium to educate people.

As teachers, we do the same thing: we use a medium, usually the lecture, to communicate ideas to students. But the traditional format is changing; lectures consisting of self-contained essays to students no longer seem as viable. As a result, other ways of enhancing the learning process appear not only advisable but increasingly essential. Outside of the classroom, students are gathering information about subjects such as society and history that increasingly involves some use of screens: the computer screen, the television screen, the movie screen. The question for teachers is then the following: how might we use this "screen mentality" to reach students? The

i

challenge is not to get lost on the road of using multimedia materials for the classroom. A teacher should be able to use these materials so that teaching does not become simply a matter of entertainment.

Marshall McLuhan, the famous communications theorist of the 1960s, claimed that "the medium is the message." This assertion still has meaning for the present era. The media that we use—the lecture, transparencies, the computer—define how we reach students. They can determine what we say to students, or choose not to say. Some basic questions that arise through using these media are the following: Which media should we use? How should we use them? Are older media still relevant, such as lectures, transparencies, or the chalkboard? How can we integrate comparatively new media with the old? And perhaps most important, how can we use these various media without losing sight of our original goal, to teach often complicated concepts in a presentable format?

One fact appears clear: we cannot talk to students, particularly those taking survey courses in world history, as we talk to our colleagues. Scholars tend to show extraordinary patience sitting through hours of monologues from other scholars reading from papers. Students will not: they will either lose attention, or they will simply walk out. So the use of media helps engage students, not only because of the fascination with the flickering screen, but because we are then speaking a language with which they are familiar; we are using a language with which they feel comfortable.

The Media

What kinds of media can a teacher use effectively in the classroom? I will present examples of media I have found to be successful in teaching world history. These range from the mundane to the more unusual. Each I believe has a place in teaching a given subject, and all have a use in some way.

Transparency. The large format and the colorful images of transparencies can remain an effective way of presenting material. This medium is particularly useful in presenting maps to students. The primary goal here is to place the discussion of an event or area immediately within a geographical context: to discuss the topography, the climate, the seasons, before discussing anything else. In this way, with a map directly in front of them, students can better visualize an area, and hence might be able to more easily visualize other subjects one might wish to discuss, such as wars or the role of farming in peasant life. The transparencies that come with textbooks may suffice; however, it might be difficult to find good transparencies for areas such as modern Asia. China, and especially the four tigers—Singapore, Hong Kong, Taiwan, South Korea—are becoming increasingly important in the world economy, and it would appear essential to have adequate maps of these areas. One way of solving this issue is to use CD-ROM (see below).

A further point: To maintain this emphasis on maps, I give map exams on almost all exams I give. Students should be able to identify important countries, cities, empires, tribes, etc. Not only will their geographical knowledge improve, but they can thus make the connection between the first screen they see and the first questions they encounter on an exam. The instructor might want to further emphasize the importance of maps by including one or two on the syllabus of the course.

Slides. Students respond very well to images. For example, in using slides of Chartres cathedral, one can then stress the importance of the cathedral in medieval Europe, the role of artistic patronage in the community, and so on. If you have slides from travels: use them! Students appreciate the personal touch: perhaps not with you smiling in the foreground, but rather of landscapes or buildings you have seen,

perhaps even briefly coupled with your own impressions of these landmarks. In bringing in your personal experience to the subject, you can make an impact.

Video. If a “picture is worth a thousand words,” then moving pictures might be worth even more. For example, it might not be enough to say what pyramids or Egyptian tomb sites looked like; you can show a video. Or when discussing the rise of Stalin in Soviet Russia, a video with old, black and white documentary footage can give students the feeling of “being there.” But there is always the danger of misusing it, of having the video run for a half hour or more. Here it can appear more like “filler” than a pedagogical tool, so I rarely use the video for more than ten to fifteen minutes at a time when presenting a topic. The idea is simply to give an image (or series of images), so that an event may be associated with the image in a student’s mind. This association can improve memory.

Films. There is a wide variety of films for classes that cover the ancient, medieval or modern eras. They have what Professor Mark Carnes of Barnard College calls the “staying power of the visual element” (*Perspectives*, May/June 1996). Some examples that have proven successful are *The Return of Martin Guerre*, *The Agony and the Ecstasy* (concerning the life of Michelangelo) and even *Modern Times*. Clearly, films can be fun, although I have occasionally quizzed students on them in exams; for example, describe village life and customs in *The Return of Martin Guerre*, or patronage of the artist in *The Agony and the Ecstasy*. Many students have watched a great number of movies, and their analytical grasp of the films (or indeed any image) might surprise you.

Drawing. The chalkboard can remain a vital tool in instruction, not merely for writing a brief outline of the lecture at the beginning, but for drawing. When discussing an item or idea, you might want to draw a

picture of it. While artistic skills are appreciated, they are by no means necessary: students will get the point, and you might have some fun in the process. For example, when considering medieval weaponry in Europe, draw a crossbow; when discussing the Ottoman Empire, draw a mosque; when considering society in early Japan or Europe, draw a diagram of that society to illustrate your discussion: nobility, merchants, peasants, etc. This tool has a further use: students often copy the design in their notebooks, and when they are later going over their notes, the drawing can make an impact; it can serve as a mnemonic device, thereby making the topic easier to remember.

Music. The use of music can be a very effective way of presenting an era. Music is all around us today, as it was in earlier times. Some teachers seem afraid to use this medium; either they feel they don't know much about it, or they feel that it isn't relevant. But the use of music can spark student interest in a topic, since almost all students can relate to music in some way; it is part of their everyday existence. For example, if the teacher or an assistant enjoys performing music, that person might play an instrument in the style of the period, such as on the guitar, piano or flute. Those instructors who would rather not perform might simply play a recording. Even ancient music might not be so far-removed from student experience as one might think. The

lost on the "information superhighway," in some hi-tech environment. Instructors might be so busy in trying to use a CD-ROM or video that they lose sight of their original goal: to teach students. The media presented here are teaching aids, but in a way they are also toys. The basic role of teaching is to communicate ideas. If the media aid in that communication, then they have an intrinsic use. If they *become* that communication, then the message can get lost.

Allow me to provide an extreme example. I was once visiting the Sorbonne in France. When I walked into a classroom, I heard a voice lecturing, but I could not see the professor. Then I saw it: on a lecture stand sat a tape machine, with loudspeakers; the absent professor had provided a lecture to students with the aid of technology. (As you might imagine, the classroom was mostly deserted, and some of those remaining appeared to have fallen asleep.) This was technology brought to the level of a horror scenario: it took over the task of personal communication. Most teachers would not try to duplicate this event, but I believe it does help illustrate the danger of the message getting lost through the medium.

So what might our goals be? We need to have an effective use of technology to interest and stimulate students, to bring them into discussion of a topic that we have presented. The media help give them the feeling that they "are there" so that they can relate to a subject more easily. But we cannot let technology obstruct that communication, or allow us to hide behind "techno-walls" with the impression that we are now "modern." The media are a kind of entertainment, but entertainment cannot replace teaching. Students still need the personal touch: that can never be replaced. As long as there are teachers who ably use the oldest medium of all—the voice—there will be students to listen and to learn.

CORRECTIONS

The recent "Centered on Teaching" article entitled "Who Owns the Ancient Classics?" by Marie Cleary (*World History Bulletin*, 11:2, 1995; pp. i-viii) regrettably contained several errors and omissions. The corrections and restored and amended references appear below. The editors apologize for these oversights.

Errata:

- Page ii, column 2, line 41: should read "Garry" instead of "Garru."
- Page iii, column 2, line 45: should read "Conversations" instead of "Conservations."
- Page v, column 2, line 20: should read "... taught in English. Two types of courses on Greece and Rome are taught in English, and ...".
- Page vii, column 1, line 22: should read "now-eviscerated" instead of "non-eviscerated."

References not included in End Notes (page viii):

12. Kenneth T. Jackson, "A Battle Far from Won," *History Matters* (National Council for History Education, Inc.) 4 (1991), 1:5. Since that information was compiled, the number of U.S. public school students enrolled in history, including world history, has grown. In California, where public school enrollments include between 11 and 12 percent of the total in the U.S., a state-mandated history curriculum framework was put into place beginning in 1989. Now, as a result of this, all sixth-grade pupils in California public schools study the history of the ancient world. [Additional author's note: Mississippi and Alabama have followed California's lead in mandating standard history curricula for their public schools, and the study of history has expanded in these states as well. Updated information about the growth of history study was furnished by Gary B. Nash, Director, National Center for History in the Schools, University of California, Los Angeles, in a telephone conversation on September 5, 1996. Professor Nash was Co-Chair of the National Council for History Standards.]
15. David O'Shea, *Implementing the World History Curriculum in Public Senior High Schools: Perceptions of Teachers of General Enrollment and Advanced Placement Courses* (Los Angeles, National Center for History in the Schools, 1994), 22. The figure of 42.8% applies to teachers with B.A. degrees. The author is indebted to Stanley Burstein for this information.

EXECUTIVE DIRECTOR

Richard L. Rosen
 Department of History and Politics
 Drexel University
 Philadelphia, PA 19104
 Office: (215) 895-2471
 FAX: (215) 895-6614
 E-mail:
 rosenrl@duvm.ocs.drexel.edu

3422 Larch Road
 Huntingdon Valley, PA 19006
 Home: (215) 947-1371

COUNCIL MEMBERS

Simone Arias (12/96)
 Department of Education
 Cleveland State University
 1983 East 24th Street
 Cleveland, OH 44115
 Office: (216) 687-3920

2553 Warrensville Center Road
 University Heights, OH 44118
 Home: (216) 321-9242 (preferred)

Daniel Berman (12/97)
 Fox Lane High School
 P.O. Box 180
 Mt. Kisco, NY 10549
 OFF: (914) 241-6032

6 Hoyt Street, Box 93
 Salem, NY 10590-0093
 Home: (914) 763-3954

Michele Forman (12/97)
 Middlebury Union High School
 Middlebury, VT 05753
 Office: (802) 388-3111
 E-mail: mforman@middlebury.edu

R.D. #1, Box 184
 Salisbury, VT 05769
 Home: (802) 352-6679

Steve Gosch (12/96)
 Department of History
 University of Wisconsin-Eau Claire
 Eau Claire, WI 54702-4004
 Office: (715) 836-5501
 FAX: (715) 836-2380
 E-mail: sgosch@cmsvax.uwec.edu

908 MacArthur Avenue, Apt. 35
 Eau Claire, WI 54701
 Home: (715) 836-9976

Jeanne Heidler (12/98)
 United States Air Force Academy
 HQ DFH/USAFA
 2354 Fairchild Drive, Suite 6F37
 USAF Academy, CO 80840

Office: (719) 472-3586
 HOME: (719) 590-7504

Maghan Keita (12/98)
 Villanova University
 800 Lancaster Avenue
 Villanova, PA 19085
 Office: (610) 519-4661

Patricia O. O'Neill (12/97)
 Central Oregon Community
 College
 2600 NW College Way
 Bend, OR 97701-5998
 Office: (503) 383-7235
 FAX: (503) 383-7503
 E-mail:
 poneill@metrolius.cocc.edu

Tara Sethia (12/96)
 Department of History
 Cal State Poly Tech University
 Pomona, CA 91768-4054
 Office: (909) 869-3868/3860
 E-mail: tsethia@csupomona.edu

23794 Little Quail Avenue
 Diamond Bar, CA 91765
 Home: (909) 860-5026

Fred Spier (12/98)
 University of Amsterdam
 Oude Hoogstraat 24
 1012 CE
 Amsterdam, NL
 Office: (31-20) 525-2244
 Home: (31-20) 686-9492
 E-mail: a723fs@lasarall.bitnet

COUNCIL MEMBERS
 (past presidents; ex-officio)

Ross E. Dunn (1984-1986)
 Department of History
 San Diego State University
 San Diego, CA 92181-0380
 Office: (619) 594-6394
 Home: (619) 464-6736
 E-mail: rdunn@sciences.sdsu.edu

Marilynn Jo Hitchens (1990-92)
 720 Josephine Street
 Denver, CO 80206
 Home: (303) 321-1615
 FAX: (303) 237-2323

Raymond M. Lorantas (1992-94)
 Department of History and Politics
 Drexel University
 Philadelphia, PA 19104
 Office: (215) 895-2471
 FAX: (215) 895-6614

10 Coffman Road
 Malvern, PA 19355
 Home: (610) 648-0371

John A. Mears (1994-96)
 Department of History
 Southern Methodist University
 Dallas, TX 75275-0391
 Office: (214) SMU-2974
 FAX: (214) SMU-4129

Kevin Reilly (1986-88)
 Raritan Valley Community College
 Somerville, NJ 08876
 OFF: (908) 526-1200

125 Riverside Drive, #5-A
 New York, NY 10024
 Home: (212) 724-0953/769-2104

Arnold Schrier (1988-90)
 Department of History ML 373
 University of Cincinnati
 Cincinnati, OH 45221
 Office: (513) 556-2129/2144
 FAX: (513) 556-7901

10 Diplomat Drive
 Cincinnati, OH 45215
 Home: (513) 771-0146

**EDITOR, JOURNAL OF
 WORLD HISTORY**

Jerry H. Bentley
 Department of History
 University of Hawaii
 Honolulu, HI 96822
 Office: (808) 956-8505/8486
 FAX: (808) 956-9600
 E-mail:
 jbentley@uhunix.uhcc.hawaii.edu

3276 Beaumont Woods Place
 Honolulu, HI 96822
 Home: (808) 988-7719

EDITORS, WORLD HISTORY BULLETIN

Charles A. Desnoyers

Department of History
La Salle University
1900 West Olney Avenue
Philadelphia, PA 19141-1199
OFF: (215) 951-1117
FAX: (215) 951-1488

1031 Crusher Road
Perkiomenville, PA 18074
Home: (215) 234-8352

Ross S. Doughty

Department of History
Ursinus College
Collegeville, PA 19426
OFF: (610) 489-2229
E-mail:
rdoughty@acad.ursinus.edu

18 Walters Lane
Royersford, PA 19468
Home: (610) 792-9673

REGIONAL AFFILIATES

California

David R. Smith
History Department
Cal-Poly Pomona
Pomona, CA 91768
OFF: (909) 869-3860
Home: (714) 842-4374
E-mail:
DRSmith2@csupomona.edu

Texas

A. J. Carlson
Department of History
Austin College
900 North Grand Avenue
Sherman, TX 75090
OFF: (903) 893-3610

Southeastern (WHASE)

Marc Gilbert
Social Science Department
North Georgia College
Dahlonega, GA 30597
OFF: (404) 864-3391, x371
E-mail:
mgilbert@nugget.ngc.peachnut.edu

985 Lake Haven Court
Roswell, GA 30076
Home: (404) 992-0211

Northwestern

Patricia O. O'Neill
Central Oregon Community
College
2600 NW College Way
Bend, OR 97701-5998
OFF: (503) 383-7235
FAX: (503) 383-7503
E-mail: poneill@metrolius.cocc.edu

Mid-Atlantic

Laxman Satya
Department of History
207 A Raub Hall
Lock Haven University
Lock Haven, PA 17745
OFF: (717) 893-2696
E-mail: Isatya@eagle.1hup.edu

Northeastern

Patrick Manning
Department of History
Northeastern University
Boston, MA 02115
OFF: (617) 373-2660
FAX: (617) 373-2661
E-mail:
manning@nuhub.dac.neu.edu
<Patrick Manning>
Home: (617) 266-6344

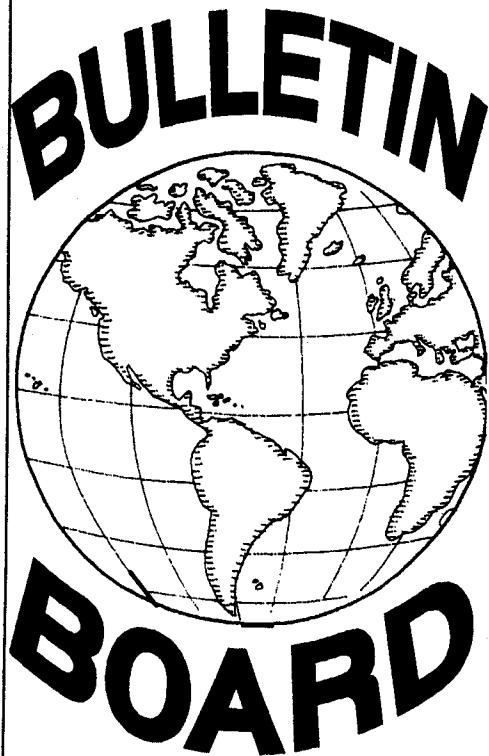
Rocky Mountain

Heidi Roupp
(address above)

Europe

Fred Spier
(address above)

W H A



GRADUATE STUDENT AWARD

The Coordinating Council for Women in History and the Berkshire Conference on Women Historians announce the seventh annual competition for a \$500 Graduate Student Award to assist in dissertation work. Applicants must be women graduate students in U.S. institutions, but may be in any field of history. For applications, write Professor Janice M. Leone, Award Committee, Dept. of History, Middle Tennessee State University, Box 23, Murfreesboro, TN

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.

The award-winning* journal
**SOCIAL POLITICS:
 INTERNATIONAL STUDIES IN
 GENDER, STATE AND SOCIETY**
 invites
 subscriptions and submissions
 * Named one of the 10 best journals of
 1994 by Library Journal

For subscription information, contact:

Oxford University Press
 Journals Division
 2001 Evans Road, Cary, NC 27513 USA
 Tel: (800) 852-7323; Fax: (919) 677-1714
 E-mail: jnlorders@oup-usa.org

Please send submissions (4 copies) to:

Sonya Michel, Co-Editor
 c/o Women's Studies Program University of Illinois
 911 South Sixth Street
 Champaign, IL 61820 USA
 (217) 333-2990; e-mail: s-michel@uiuc.edu

Breaking Borders: African-Hispanic Encounters
 24-26 March 1997

The Spanish Section of the Department of Europe Studies of the University of Natal, Durban, South Africa is hosting a conference with the theme indicated above. We expect this to be a forum of interest for a wide variety of scholars working in such areas as:

Transitions: Re-inventing Democracy

The periods of political transition from authoritarian regimes and the construction of democratic states in Latin America, Spain and Africa.

Human Rights: Dealing with the Past

The need to deal with a past marked by issues of human rights abuses, which is an urgent matter that continues to try the energy of many countries in the Spanish-speaking world as well as African nations.

Multi-culturalism and Multi-lingualism: Living in Difference

The issues of multi-culturalism and multi-lingualism that are still unresolved both in Spain and in Latin America, and which are also crucial in the African continent.

Migrations: Dealing with Dispersion

The massive movements of migration, both internal and international, which have been motivated by the processes of modernization in Spain and present-day Latin America, as well as Africa.

Literature: Identity in Times of Change

The search for self-expression in the midst of rapid change and the demands placed on artistic expression by the process of globalization.

Papers, either in Spanish or English, should be 10-15 pages in length, and should be comparative in their approach to the subject matter, and relevant to the general theme of the conference.

Deadline for applications, abstracts and CV: November 15, 1996

Please address all enquiries to:
 Gustavo Mejia
 Dept. of Europe Studies
 University of Natal
 King George V Ave.
 Durban 4001, South Africa



An Invitation

The Association for the Study of Language in Prehistory (ASLIP) is an international society of scholars interested in linguistic reconstruction at depths greater than those at which most Indo-Europeanists and Semitists cease probing. Its members, formally known as paleolinguists and informally as "Long Rangers," question the linguistic isolationism that insists on treating Sumerian and Basque as permanent linguistic islands and attributing all correspondences between language families to borrowing or to coincidence.

ASLIP publishes a journal, *Mother Tongue*, as well as a newsletter and invites subscriptions and contributions from linguists, archeologists, anthropologists, biologists, and generalists who believe that a sense of intellectual adventure is not incompatible with scholarly rigor. Annual membership is \$25, which entitles each member to our periodical publications and provides voting rights in the Association.

For further information, contact ASLIP's president, John D. Bengtson, 743 Madison Street N.E., Minneapolis, MN 55413, by phone at (612-331-5461 or 612-348-5910, or by e-mail at john.bengtson@co.hennepin.mn.us). Additional information may also be obtained from ASLIP's Secretary-Treasurer, Harold C. Fleming, 16 Butman Avenue, Gloucester, MA 01930-1006 (508-282-0603).

This is to announce the 1996-1997 schedule of the **World History Seminar** in Boston, sponsored by the World History Center of the Department of History at Northeastern University.

Seminar presentations address issues in research and curriculum in world history, and are open to any who wish to participate.

The seminar meets on Friday afternoons from 3:00 to 4:30 pm, in Room 420 of the Classroom Building at Northeastern University. For further information contact Patrick Manning, Dept. of History, Northeastern University, Boston, MA 02115, or by e-mail: manning@neu.edu

An Invitation

October 18, 1996 Alfred Andrea, University of Vermont

"The Crusades in global perspective"

November 15, 1996 Maghan Keita, Villanova University

"Africa in world history"

November 22, 1996 Richard Rath, Brandeis University

"Creolization as a way to do global history at a local level"

December 6, 1996 Suzanne Blier, Harvard University

"African Amazons and art in late-19th-century world popular culture"

January 24, 1997 Hector Melo, Northeastern University

"Population, territory, and state: Latin America in the 20th century"

February 7, 1997 Christine Ward Gailey, Northeastern University

"Gender and State Formation"

February 21, 1997 William Green, College of the Holy Cross

"The intersection of world history and environmental history"

March 7, 1997 Pamela Brooks, Northeastern University

"Black women's postwar resistance in South Africa and the U.S. South"

March 21, 1997 Eric Martin, Northeastern University

"Global responses to British imperialism"

April 4, 1997 Yinghong Cheng, Northeastern University

"New People. Communist experiments in reshaping human beings: the Russian and Chinese Revolutions as examples"

April 18, 1997 David Northrup, Boston College

"The 19th-century indentured labor trade: a new slavery or forgotten immigrants"

May 2, 1997 Jean-Marie Makang, Frostburg State College

"Cheikh-Anta Diop on revolutions in history and African revolution"

May 16, 1997 Parker James, Tufts University

"Education or entertainment? Multimedia software for the high school world history curriculum"

**CALL FOR PAPERS
ALL TOPICS OF HISTORICAL INTEREST
FLORIDA CONFERENCE OF
HISTORIANS**

February 27, 28 and March 1, 1997

Hosted by Jacksonville University

Dr. Emory Thomas of the University of Georgia, Keynote Speaker

Dr. Andrei Safirov of the Russian Academy of Sciences, Luncheon Speaker

Deadline, December 2, 1996

Selected papers and summaries of roundtable discussions, with the author's permission, will be published in the "Selected Annual Proceedings of the Florida Conference of Historians."

For further information, contact:

Jay Clarke, Chair
Division of Social Sciences
Jacksonville University
Jacksonville, FL 32211
(904) 745-7211
e-mail: jclarke@junix.ju.edu

World History Association of Texas

Spring Conference

15-16 February 1997

St. Edward's University

Austin, Texas

This year's conference theme is "Integrating the Americas into World History." We especially invite papers and panels which incorporate area studies and comparative themes across cultures. We also welcome panel proposals for discussions of area bibliographies, historiography, and teaching methods in World History. Proposals for all areas of World History including those focusing on geography, anthropology, women's studies, and political science will be entertained. Please send a brief paper or panel proposal with a CV to Professor Florek by 20 October 1996.

Professor Tony Florek
C/M Box 780
St. Edward's University
3001 South Congress Avenue
Austin, TX 78741
FAX (512) 448-8492

If you have any questions please contact either Professor Tony Florek at (512) 448-8652 (e-mail: tonyf@admin.stedwards.edu) or Dr. Kathy Brown at (512) 416-5876 (e-mail: kathyb@admin.stedwards.edu).

POSITION ANNOUNCEMENT

Comparative world history — Assistant professor, tenure-track. Specialization open, but preference will be given to candidates with a combination of two of the following fields: Africa, Asia, Middle East, South America, British empire. Candidates also should have a demonstrated ability to teach (with colleagues) a two-semester world history survey. Advanced degree or course work in world, world systems, and/or comparative history required. Ph.D. in hand or expected by August 1997; women and minorities encouraged to apply. Send letter of application, c.v., and credentials with three letters of recommendation to Robert B. Marks, Chair, History Department, Whittier College, PO Box 634, Whittier CA 90608. Review of applicants will begin December 1 and continue until the position is filled. The department anticipates interviewing invited candidates at the January 1997 AHA meeting. AA/EEO

THE EYES OF THE EMPRESS

Women in Tang Dynasty China

Table of Contents

Story:

The Eyes of the Empress – An original story based on true accounts of a female poet and her maid, and on the deeds of the Empress Wu Zetian. Enriched with follow-up questions, activity suggestions, vocabulary.

Activities/Student Worksheets:

Confucius Says – sayings and cartoons illustrating beliefs about women's place in society

The Effects Wheel – awareness activity demonstrating the far-reaching implications of Confucian beliefs about women

The Hen Who Crowed At Dawn – creating a biography poem about Empress Wu Zetian

Meet the Dragon Women – creating a TV program featuring famous Tang dynasty personalities

The Sawblade Shop Strike – Multiple perspectives activity drawn from a dialog between a factory manager and young female workers

A Boy is Good – villagers discuss China's current one child policy

Background Material:

Essay: *Women in the Tang Dynasty*
Selected Bibliography

Students will learn:

- why the Tang dynasty is called China's "glorious era"
- the physical geography of Tang capital cities and Yellow River valley
- women's relationship to Buddhism. Daoism. Confucianism and goddess worship
- the dynamics and far reaching influence of the imperial court
- female economic, political and cultural contributions
- famous Tang women in history and legend
- divergent views about Empress Wu Zetian
- Effects of current social and economic policies on women

ORDER FORM



WOMEN IN THE WORLD
CURRICULUM RESOURCES
1030 Spruce Street
Berkeley, CA 94707
(510) 524-0304

EYES OF THE EMPRESS:

Quantity @ \$12.00

\$2.00

Postage/Handling:

(California Residents Add Sales Tax)

Total Payment Enclosed

Name

Address

City, State, ZIP

Institute of Historical Research
School of Advanced Study, University of London

66th Anglo-American Conference of Historians

2-4 July 1997

Connexions: European Peoples and the Non-European World from Alexander the Great to the End of History

Programmes and Registration Forms available from:
The Conference Secretary, Institute of Historical Research,
Senate House, Malet Street, London WC1E 7HU
Tel: 0171-636-0272 Fax: 0171-436-2183 Email: ihrdir@sas.ac.uk

1997 Keizai Koho Center Fellowships Announced

Sixteen fellowships, to visit Japan June 21 – July 8, 1997, are offered by the Keizai Koho Center (KKC) in cooperation with the National Council for the Social Studies (NCSS).

U.S. and Canadian educators involved in K-12 social studies education are eligible to apply, including classroom teachers, supervisors, specialists, and faculty associated with four-year colleges of education. Educators who have visited Japan for longer than 72 hours are not eligible.

The fellowships cover transportation from hometowns to Japan and return, and the 16-day itinerary is designed specifically for social studies educators.

The 1997 KKC Fellows will be organized into three teams for the purpose of developing lessons and activities for elementary, junior, and senior high school students. Four members of the "Japan Almuni" will accompany the '97 Fellows as Project Director and Team Leaders.

The postmark deadline for KKC Fellowships applications is February 25, 1997. A brochure outlining how to apply for these fellowships may be obtained from: Program Coordinator, Keizai Koho Center Fellowships, 10 Village View Lane, Unionville, CT 06085; Tel. (860) 673-8684; Fax (860) 975-4840.

**PACIFIC BASIN RESEARCH CENTER, SOKA UNIVERSITY OF AMERICA
ANNOUNCES ITS 1997-98 POST-DOCTORAL FELLOWSHIPS**

The Pacific Basin Research Center (PBRC) announces its 1997-1998 research agenda, initiating a five-year program of policy studies dealing with the formation, affirmation, evolution, and implementation of educational values in Pacific Rim countries. This research should incorporate field studies of the processes by which public and private policy makers have introduced "values" to and through educational systems. Research may be carried out in the field or at the home institution of applicants, but arrangements for a period of residence at Harvard or our California campus may also be possible. Individuals or institutions are invited to apply for support.

Topics may include such issues as competing demands for job training and basic education; the rise of professional teacher training programs and the subsequent political empowerment of teachers as a group; the interaction of educational systems and other major sources of social change, including industry, agriculture, and public health; growing demands for full social, economic, and political integration; the emergence of grassroots participation as a national value; the increasing regionalization of trade and labor flows; and traditional/non-traditional applications of science and technology.

Project proposals should observe the following criteria: They should be conceived so as to permit comparisons of experience at all levels from classroom to nation. They should employ data from historical as well as observational methods. They should incorporate the work of local scholars or administrators if possible. More than simply evaluative, they should be able to identify policy interventions at the local, state, and regional level leading to a better understanding of the role of values in education. Finally, although the object is to gain comparative and cumulative perspectives, each research task or component should be free-standing, in the sense that it would be complete and meaningful in itself.

The deadline for research grants is January 1, 1997. Interested applicants should submit a Letter of Inquiry by October 1, 1996, including the applicant's *vitae*, a brief description of the project and some rough idea of their budgetary needs. PBRC will invite selected applicants to submit full proposals due January 1st. Please address all materials to Jay M. Heffron, Director, Educational Research Programs, Pacific Basin Research Center, Soka University of America, 101 Columbia, Suite 165, Aliso Viejo, CA 92656.

The Pacific Basin Research Center is a project of Soka University of America with main offices at the John F. Kennedy School of Government, Harvard University. Since its inception in 1991, the Center has supported post-doctoral study of selected policy experiences in Asia and the Pacific Islands, as well as North and South America.

Passages: A Journal of Transnational and Transcultural Studies is a new, interdisciplinary journal published by World Heritage Press. The journal seeks to act as a focal point for the burgeoning literature on transnational phenomena and cross-cultural encounters. As a journal of transnational and transcultural studies, *Passages* regards both terms not as doctrines, principles or namesakes of identifiable schools of thought, but rather as terms that act as place-holders for interconnected dynamics. It regards these social, textual, political, cultural, and economic dynamics as the grounds from which the world of the 21st-century is emerging. At the same time, it is also attentive to their historical genesis, parallels and trajectories.

The journal thus seeks to contribute to moving transnational studies beyond the confines of policy recommendations, narrow economism or grand cultural totalizations. Similarly, it seeks to contribute to moving multi-culturalism beyond its current status as a "slogan" with few historical or theoretical frames of presentation. In sum, *Passages* seeks to examine the role of both transnationalism and cross-cultural knowledge systems in producing social knowledge, memory, facts, histories, and dynamics of coexistence and conflict.

Passages welcomes submissions of scholarly articles, as well as writings in other formats, such as personal narratives, interviews, survey articles and summaries of material available in foreign languages.

Send manuscripts and queries to: Mohammed A. Barnyeh, Editor, New York University, The Gallatin School, 715 Broadway, New York, NY 10003-6806, USA. Advisory Board of *Passages* includes: Houston Baker, Jr., Homi Bhabha, Pierre Bourdieu, Johannes Fabian, Richard Falk, André Gunder Frank, Henry Louis Gates, Jr., Henry Giroux, Jürgen Habermas, Anthony D. King, Dominick LaCapra, Mary Layoun, Ashis Nandy, Seyyed Hossein Naar, Mark Roster, Amartya Sen, Wolfgang Streeck, Charles Taylor, and Immanuel Wallerstein.

Early Modern World History

A Graduate Program at the Department of History University of California, Riverside

The History Department at the University of California, Riverside, is currently developing a graduate field in the history of the early modern world. With the support of over a dozen faculty members working on the early modern Americas, Europe, Africa and China, the program builds upon the rapid development of theory, method, and research results in this new discipline. For our graduate students, we offer not only access to a dynamic and interdisciplinary field of current scholarship, but also enrichment of their preparation as college teachers.

The early modern period, loosely defined as extending from the 13th to the 18th century, saw substantial growth in the links already established between earlier civilizations, including the first systematic contact between the New and Old Worlds. Characterized by expanding merchant capitalism, new divisions of labor (often forced labor) among metropolitan centers and often distant regions, and the creation of colonial empires, the period provided the preconditions for the emergence of modern industrial mass societies. At the same time, intensifying contacts and increased migration spurred major cultural changes in most of the world's regions.

Courses

The Department offers a regular graduate colloquium that introduces students to the field, History 207, and a topical course with varying themes, History 277. In 1997 the latter will be taught by Profs. Ray Kea and Sharon Salinger on the theme of Colonial America and West Africa in the 17th and 18th Centuries. In addition, the department offers graduate courses focusing on the history of various regions during this period, and topical courses on related areas.

Intercampus program

The study of the Early Modern World at UC-R is part of a University of California intercampus graduate program on the conceptualization and study of modernity as a historical phenomenon. Students can enroll in classes on social theory and models of modernity that cross disciplines and regional boundaries to improve our understanding of large scale historical processes. Courses take place at UC-Davis, UC-Santa Cruz, UC-Irvine and at Riverside.

Program Faculty

Lucille Chia (Imperial China, Sung-Qing, History of Printing)
 Richard Godbeer (Colonial North America, Gender and Sexuality)
 Piotr Górecki (Medieval Europe, Eastern Europe)
 Randolph Head (Early Modern Europe)
 Ray Kea (Africa before 1900)
 Rebecca "Monte" Kugel (Native American History)
 Georg Michels (Early Russia)
 Robert Patch (Colonial Latin America)
 Roger Ransom (Economic History)
 Sharon Salinger (Colonial North America)
 Carole Shammas (Colonial North America, Women's History)
 Chuck Wetherell (Colonial North America, Demography, Family History)

(Other department members also participate in the program)

Contacts

For further information on this program, please contact:

Randolph C. Head
 Department of History
 University of California, Riverside
 Riverside, CA 92521
 (909)-787-2148
 E-mail: randolph.head@ucr.edu

More information available at our Website:
<http://www.ucr.edu/history/earlymod/EMWhome.html>

Visit the program Website for a more detailed description of the program.

NEH SUMMER INSTITUTE BOSTON, 1997

Cargoes from Three Continents: Ancient Mediterranean Trade in Modern Archaeology

Summary Statement

The Archaeological Institute of America proposes a national institute, to take place in Boston July 6 - August 1, 1997. The subject of the proposed program is trade and cultural interchange in the Mediterranean region from approximately 1600 BC to AD 200, with the major emphasis on the evidence from recent work in archaeology. The plan calls for targeting as participants middle and high school teachers of ancient and world history. However, middle and high school teachers of other humanities subjects would be invited to submit applications.

The program will include daily morning presentations by 10 distinguished scholars of ancient history, history of art, archaeology, and classics. One morning lecture each week will take place at the Boston Museum of Fine Arts. A basic text will be Lionel Casson, *The Ancient Mariners: Seafarers and Sea Fighters of the Mediterranean in Ancient Times*, Second Edition (Princeton, 1991). Prior to each lecture, participants will complete other assigned readings in primary and secondary sources. Guiding questions include 1) How does one identify the parties engaged in trade and characterize their objectives; 2) What are the respective roles of government and private entrepreneurs in long distance trade; and 3) How does one assess the impact of trade on art, literature, religious belief and practice, and technology? Summary lectures will be scheduled to provide overviews of specific historical periods and of trade in the Mediterranean during each period. Among the visiting scholars will be an ancient historian who will be a staff member during the entire institute. Morning presentations will be followed by discussion meetings. Sessions on follow-up teaching of the institute subject matter will be scheduled two afternoons a week and staffed by experienced curriculum consultants. Special events will include lectures on the Classical Atlas Project, new developments in underwater archaeology, and Roman slavery. Viewing of recommended films and videotapes on institute related topics will be scheduled on some evenings.

In addition to doing assigned daily readings, each participant will be required to complete a curricular plan for applying specific topics to his or her own teaching. During the following school year, teaching applications of the institute subject matter will be promoted and monitored through individual contact with the Associate Director; a newsletter distributed to the participants and other interested parties; and presentations at professional meetings by staff members and teacher-participants. Follow-up activities will also include publication of a booklet containing a description of the program, selected teaching plans by participants, summaries of the individual lectures, and lists of resources, including books and other media.

WORLD HISTORY ASSOCIATION BALLOT, 1996

EXECUTIVE COUNCIL (Vote for no more than three)

- | | |
|------------------|--------------------------|
| Bob Adrian | <input type="checkbox"/> |
| Edward J. Davies | <input type="checkbox"/> |
| Helen Grady | <input type="checkbox"/> |
| Bullitt Lowry | <input type="checkbox"/> |
| David McComb | <input type="checkbox"/> |
| Jean Stricklen | <input type="checkbox"/> |

Ballots should be returned to;

Dick Rosen, Executive Director, WHA
 History/Politics Dept.
 Drexel University
 Philadelphia, PA 19104

**IN ORDER TO BE COUNTED THE BALLOTS MUST BE RECEIVED BY
 TUESDAY, DECEMBER 10, 1996.**

Bob Adrian has been teaching history at the Loomis Chaffee School, an independent secondary school located in Windsor, CT, since 1975. He received his B.A. in history from Trinity College in 1975 and M.A.L.S. in liberal studies from Wesleyan University in 1983. He holds the John D. Rockefeller III Instructorship in Asian Studies at Loomis Chaffee and is responsible for establishing courses in Asian studies during his tenure. He has traveled on a number of occasions to East Asia, including a summer Fulbright grant to China in 1985. As head of the History and Social Science Department for the last 8 years, he has spearheaded the department's commitment to world history as a required course of study at Loomis Chaffee, has trained new teachers to teach world history, and has encouraged and facilitated the establishment of similar course requirements at other area private schools. Bob is a member of the World History Association and the New England Regional World History Association. He has attended numerous conferences and institutes focusing on the discipline of world history and has recently contributed to a forthcoming edited publication on the teaching of world history. His main interest lies in working with secondary school teachers to create effective teaching units in world history curricula.

Edward Davies is an associate professor of history at the University of Utah where he serves as coordinator of the department's World History Program. In 1988 he participated in successful efforts to introduce a survey in World History since 1500 CE. In 1990 Professor Davies, with assistance from department colleagues, drew up a grant that secured major funding to prepare faculty to teach the introductory course. This course now forms a part of the department's requirements for a major and is one of the distribution courses in the university's Liberal Education program. As an American historian, Professor Davies introduced a course on America in Global Perspective in an attempt to place the American experience in broader context. A university fellowship supported this undertaking by enabling Professor Davies to spend the fall quarter at the University of London and Cambridge University discussing topics in comparative history with faculty in those institutions. Recently, he introduced a Themes in World History course which he team taught in the spring quarter 1996. The university has awarded him a joint appointment as University Professor for 1996-1997. This award will enable him to develop a new course on America and Asia in the last century. He is currently working on a telecourse in world history with

department faculty. In 1990, he participated in a workshop for secondary teachers and spoke on the American experience in comparative perspective. In 1991, he served as coordinator for a summer workshop on world history aimed at high school teachers. He also established ties with the university's global business, the Middle East Center and other agencies which have ongoing interests in global issues. These agencies have provided resources and money to support the department's efforts in building a program in world history. Since 1990, Professor Davies has also served as coordinator of the department's annual world history symposium. This event has enlisted participation from faculty engaged in comparative or global topics from the United States and Asia and has received support from agencies and departments both in the university and outside the institution. He has been a member of several university delegations to universities in East and Southeast Asia designed to establish ties and exchanges with the University of Utah. He is currently a member of the Rocky Mountain World History Association steering committee and is coordinator for the fall 1996 meeting of the association. Last, he is the author of *The Anthracite Aristocracy* and has published articles in the *Journal of Social History*, the *Journal of Urban History*, *Pennsylvania History*, *The Public Historian*, and *Business and Economic History*.

Helen Grady holds an A.B. degree in history from Immaculata College and an M.A. degree in history from Temple University in Philadelphia. She has taught history for over 20 years in public, private, and parochial secondary schools. She has been teaching at Springside School for 13 years. Her courses currently include: advanced U.S. history, AP European history, and advanced and regular sections of world history. She participated in NEH institutes for teachers focusing on topics investigating resources for teaching social history and examining the influence of the Scottish Enlightenment in the establishment of the American Republic. She participated in a Woodrow Wilson seminar on world history in 1991. Subsequent to this seminar, she received grants from the WW foundation to share ideas and materials on world history with other teachers. She just completed a two-year NEH Seminar on preparing teachers to teach world history. She has been a member of the World History Association since 1991, participating in conferences and contributing to the *World History Bulletin*.

Bullitt Lowry is a professor of history at the University of North Texas. He is a specialist in 20th century Europe and has published on World War I, the Paris Peace Conference, French radicalism and French feminism. He is the co-author of a recent (1990) world history textbook and has contributed world history entries to a new AHA bibliography. A founder of the World History Association of Texas, he served as WHAT's first president and has been on the Editorial Board of Teaching History since its inception. In 1980 he was a member of the AHA Committee on the Introductory Course and, more recently, has served on a National Center for History in the Schools committee to revise the World History Standards (1995-1996). He organizes an annual conference on world history at the University of North Texas.

David McComb has been a history teacher at Colorado State University since 1969 and has written eight books. In 1988 he began teaching Themes in World History, and has since taught courses in 20th-century world and world history survey. He taught on the Semester at Sea program in 1982 and 1985, and was chair of the Rocky Mountain Regional World History Association from 1988 to 1991. He has edited *World History: Annual Editions* four times, and in summer 1995 worked as a content consultant for standards. "The World History Association," he says, "needs a hard-working council in order to continue and expand information about world history for the growing number of new teachers in the schools and colleges."

Jean Stricklen received her degree from London University and came to the United States as a Woodrow Wilson Teaching Fellow, holding positions at Oxford College of Emory University and Agnes Scott College. She received a Masters Degree in United States History from Georgia State University and since then has taught part-time at colleges in the Atlanta area and full-time at both public and private high schools. For the last 12 years, Jean Stricklen has taught World History and A. P. U. S History at The Walker School in Marietta, Georgia, where she is department chair. She has been active in the Georgia Association of Historians where she has served on the executive committee and made several presentations at the annual meeting. Recently, she chaired a session on the National Standards In History. In 1994, she served on the Nominating Committee of the World History Association. She is currently working with other members of her department to improve the Upper School's World History Curriculum.

CALL FOR SYLLABI FOR THE FOURTH EDITION OF THE *WORLD HISTORY* COLLECTION

Markus Wiener Publishing is preparing the fourth edition of *World History*, a collection of both undergraduate and graduate course outlines, which will be published in 1997. *World History* is designed to promote innovations in world history teaching by facilitating exchanges among those actually engaged in courses in the field. It is also intended to serve as a source book and guide for those preparing new courses in world history or teaching courses with a comparative and global dimension for the first time.

The editorial board is associated with the Department of History at Rutgers University, and includes Michael Adas, Steven Adams, Patrick McDevitt, Kevin Reilly and Mario San Martin. We are presently gathering syllabi, including updated versions of those included in the first three editions. We are particularly interested in adding syllabi on areas or themes that were not included in the early editions of *World History*. If you have taught courses in world or comparative history in the last two years and are interested in having the syllabi for these courses considered for publication in *World History*, please send them, preferably either by e-mail or on 3 x 5 floppy disk, to the editorial board. If you opt to send a disk, please label it with the program you have used (IBM compatible programs are strongly preferred).

The editorial board will decide which syllabi to include in the fourth edition of *World History*, but all of the syllabi will be kept in a collection that will be accessible to teachers and graduate students via e-mail. Each contributor to the fourth edition will receive a free copy of the volume. In compliance with U.S. law, a written transfer of copyright from the author to the publisher is required for the syllabi that are chosen for publication. Such a transfer enables the publisher to provide the widest possible dissemination of the volume and defend against copyright infringement. Please include a signed and dated statement of transfer of publication rights with the syllabi you submit. This statement is an absolute prerequisite for inclusion in the collection.

Please send submissions to:

The Editorial Board, c/o Professor Michael Adas
World History
Department of History
P.O. Box 5059
Rutgers University
New Brunswick, NJ 08903-5059

World History Bulletin
Department of History and Politics
College of Arts and Sciences
Drexel University
Philadelphia, PA 19104

Nonprofit
Organization
U.S. Postage
Paid
Permit No. 144
Philadelphia, PA

WHA # 36 EXP.12/97
JERRY H. BENTLEY
DEPT OF HISTORY
UNIVERSITY OF HAWAII
HONOLULU HI 96822

TIME VALUE

Third Class Mail
Address Correction Requested

Think Globally



Join the WHA

The *World History Bulletin* is sent only to members of the World History Association. Yearly dues (January through December): \$25.00 (for students, unemployed, disabled, and retired: \$15.00).

Name _____

Mailing Address _____

Affiliation, if any

I have enclosed \$ _____ for the dues of the World History Association

Mail to: Dick Rosen
Executive Director
History/Politics Department
Drexel University
Philadelphia, PA 19104

e-mail: rosenrl@dunx1.ocs.drexel.edu

CHARGE MY VISA MASTERCARD

CARD # _____

SIGNATURE _____ EXP. DATE _____

WHA Notes: Important Membership Information from the Executive Director

WHA dues are payable on a calendar year basis. During each year, members will receive two issues of the *Journal* and three issues of the *Bulletin*. Many members have had questions regarding the timing of dues notices. Notices for 1997 dues will be mailed in October, 1996, and January, 1997. If your address has changed, please send notification to Dick Rosen, Executive Director, World History Association, at the address shown above. Your cooperation will save the WHA time and money.

The *Bulletin* will appear in February, June, and November. Vol. XII, No. 1 and No. 2 have been distributed. Please note the label which is affixed to the *Bulletin*. It contains both your membership number and the expiration date of your membership. If you find this information in error, please notify the Executive Director immediately.
