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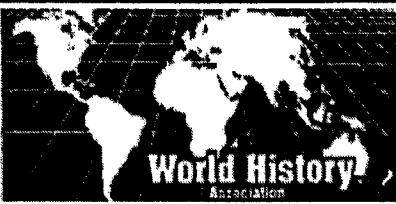
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Ninth Annual World History Association Annual International Conference  
— See Inside Front Cover —



# World History Association Ninth Annual International Conference

June 22-25, 2000 • Northeastern University  
Boston, Massachusetts, USA

## World History as a Research Field

The conference will focus on the development of world history research and its relationship to the conceptualization, methodology and teaching of world history. Panels, presentations, papers, and roundtables are encouraged on questions such as:

- How can a global perspective shape archival research? How is a world history research project different from one formulated in terms of area studies or national history?
- What are current world historical debates and issues?
- How can recent research be made relevant in the classroom, and how can teaching needs help shape research questions?

Presentations of recent research and teaching experience in world history are also encouraged.

**Submission Deadline is February 18, 2000. Early submissions are encouraged.**

Panel and individual proposals should include a 300 word summary of each presentation, and brief (one page) resumes noting the institutional affiliation (if any), degrees and relevant publications of all participants. Panel proposals should also include a 300 word general summary, and ideally consist of three presenters, and one discussant/chair. Make submissions via the web site (see below), e-mail or regular mail to:

WHA 2000 Program Chair, Adam McKeown,  
Department of History, 249 Meserve, Northeastern University  
Boston, MA 02115.  
Tel: (617) 373-7917, Email: amckeown@lynx.neu.edu.

## Teaching Environmental World History

**June 25-26, 2000**

### New Research and Teaching World History

The World History Association will continue its program of annual institutes for high school teachers with a two-day workshop focusing on ways in which an emphasis on conducting and implementing research can enliven the teaching of world history. It will be led by Deborah Johnston and Julie Gauthier, both of Northeastern University and Lexington High School in Massachusetts. College credit will be available. For more information, contact Institute Chair, Deborah Johnston, Department of History, Northeastern University; Tel: (617) 373-4855; Email: djohnst@lynx.neu.edu.

### Fees and Lodging

• Advance registration is \$100 for the conference, \$80 for the teaching institute, or \$160 for both. • Rooms at a conference rate will be available at the nearby Colonade Hotel and Boston Hilton, and inexpensive rooms will be available in the Northeastern University dormitories.

For general questions contact Conference Chair Pat Manning, Department of History, Northeastern University. Tel: (617) 373-4453; Fax: (617) 373-2661 Email: manning@neu.edu. For further information on registration and lodging visit the conference web site below.

# WORLD HISTORY BULLETIN

## Newsletter of the World History Association

### **TO THE WORLD HISTORY ASSOCIATION MEMBERSHIP:**

#### **President's Letter** **Heidi Roupp, President, WHA**

We've come a long, long way since 1982. We've established a professional history association which is not quite like any other. The WHA began by ending a century-long tradition of segregating teachers from professors. Then we established the field. And we've become lifelong colleagues and friends in the process. Once school is out each June, we've made it a habit to meet world history friends at our very own summer camp in nice places like Victoria, Fort Collins, Hawaii, and Philadelphia. Regional affiliates sprouted because world history proved to be such a collaborative adventure. Everyone has needed a little world history help from their friends. While we've taken our subject matter very seriously, the carefully suggested acronyms of our regionals — WHAT, WHO, WHARM, and SEWA — give just a little hint of the fun we're having.

We've almost always been ready to try a new idea, as long as it doesn't cost anything. There's no pay, no travel money, no secretary, no stipends, but just think of the extraordinary amount of exceptional work that gets done. All WHA work is done by volunteers. There's little glory except for the immense satisfaction of serving the profession. During this presidency we have developed a model of decentralized, democratic participation that has served us admirably.

We've doubled the membership.

We've tripled the attendance at our June meeting.

We've increased attendance at regional meetings to over a thousand.

We are sponsoring seven panels at the American Historical Association, and seven at the National Council of Social Studies.

The Executive Council volunteers as the organization's central administration.

We conduct our monthly business via the Internet.

We've established prizes to recognize the work of our colleagues.

We now have ten regional affiliates, plus H-World and a system to establish new regionals.

The *Bulletin* and the *Journal* are booming, editors are developing conference publications from the Fort Collins and Victoria meetings, and we've raised the dues.

In collaboration with the College Board, we are organizing 10 regional institutes focusing on course design and teaching strategies for world history instructors at all levels. The National Endowment for the Humanities has funded our collaborative project with California State University, Long Beach, University of Illinois at Chicago, and Queens College to integrate world history scholarship with social studies methods.

Over the next three years, I will be working with Helen Grady and members of the Education Committee to establish the

teaching division of the WHA.

Thanks for giving me the opportunity to have so much fun. I've felt a little humble that such a remarkable organization, with so many brilliant, creative teaching historians and scholars, would elect a school teacher as president. I've loved every minute of the adventure. But before I rumble off in my granddaddy's 1951 Chevrolet pickup with David and our dog, Duke, I'd like to recognize some very special people outside the WHA who have given me good, practical advice concerning leadership and organizations over the last two years. Thank you, Arganey and Peggy Lucas, Susan Hazard, Tami Stukey, Bernie Glaze, and, most of all, my husband David Roupp. From his perspective, David says he's looking forward to a hot meal and a reasonable phone bill.

Heidi Roupp  
President, WHA

WHA

### **INTERNATIONALIZING UNITED STATES HISTORY**

Over the past year and a half, program chairs Jeanne Heidler, of the U.S. Air Force Academy, and Ed Davies, of the University of Utah, have participated in two panels devoted to globalizing United States history.

The first took place at the 1998 WHA meeting held at Colorado State University in Fort Collins. Jeanne and Ed organized and served as co-chairs of the panel, which drew around 30 participants. The papers addressed various aspects of the United States in a broader context, and the ensuing discussion was a lively one.

In April, at the 1999 meeting of the Organization of American Historians (OAH) in Toronto, Jeanne and Ed served on a panel devoted to the United States and its connections with the larger arena of the globe. Pat Manning, Northeastern University, served as chair and moderator, while Peter Stearns of Carnegie-Mellon University, Ballard Campbell, Northeastern University, and Michael Adas of Rutgers University also delivered papers. The session drew an audience of around 35-40. A spirited discussion developed around issues such as United States Exceptionalism, raised by Jeanne in her paper. From the OAH side, this session grew out of the efforts of Professor Carl Guarneri of St. Mary's College of California, who served on the OAH program committee. At the end of the meeting, Ed had the opportunity to discuss the need for a textbook on the United States in global perspective with professors Guarneri and Campbell. Presses have contacted both about such a project.

A textbook would greatly aid those who wish to pursue the United States in the broader arena, and encourage innovation in many unexpected ways. It is important for the WHA to become involved in such a project, as the first textbook will influence so

much of what occurs in the classroom and shape future texts. We should also discuss the possibility of commissioning members to write a series of bibliographic essays featuring the United States and the world under various themes, such as slavery or democracy. These would assist United States historians by providing a review of the appropriate literature and the ways to incorporate new comparative and integrative approaches to these themes.

We are now beginning to put together grant proposals to secure money for a Web site on Internationalizing United States history. The site would allow faculty to carry on discussions

about issues related to the general topic, to post syllabi and reading lists, to post book reviews of useful monographs, and suggest new ideas for promoting course development. We would also want the site to serve as a place to announce conferences where papers focusing on some aspect of the United States in the global arena would be appropriate and bring together faculty interest in setting up panels for such conferences.

Ed Davies  
University of Utah

WHA

**EIGHTH ANNUAL WORLD HISTORY ASSOCIATION CONFERENCE VICTORIA, B.C. June 24-27, 1999**

**Greg Blue**  
**University of Victoria**

This summer the World History Association convened its eighth annual conference off the west coast of Canada, in Victoria, British Columbia's capital city, located on the southern tip of Vancouver Island. This year's conference, which ran from Thursday, June 24 to Sunday, June 27, was co-sponsored by the WHA and the University of Victoria, and was supported by a generous grant from the Social Sciences and Humanities Research Council of Canada (SSHRC).

The proceedings took place on the University of Victoria main campus, to the north of the city center, and participants had the choice of rooming on campus or finding hotel accommodations in town. Total registration numbered over 260, and more than 120 participants presented their work. Between four and six concurrent panels were held in each of nine sessions held over the two and a half days.

WHA conference regulars and other readers of the *World History Bulletin* will know that this year's conference was devoted to the theme of "Colonialism, its Impact and Legacies," a topic well suited to Victoria's own history as the first British settlement on the west coast of North America. The three keynote speakers chosen to draw attention to major aspects of the overall theme were Thomas Metcalf (University of California, Berkeley), who examined the ways in which the British Raj functioned as a center of empire in the Indian Ocean arena; Margaret Strobel

(University of Illinois, Chicago), who examined the contributions gender history and women's history can make to improving our understanding of how colonial societies worked; and Li Bozhong (Tsing-Hua University, Beijing), who considered the formation of an integrated national market in China from about 1450 to 1800, and the subsequent disruption of that market under the impact of Western colonialism in the 19th century.

In line with their initial grant proposal, the Organizing Committee chaired by Ralph Crozier used SSHRC funds to put together nine invited panels designed to guarantee coverage of a range of key aspects of the history of colonialism. These panels included: "The Early Modern Political Economy," "Land and Colonial Administration," "The Gendered Rhetoric of Empire," "Colonial Science and the Environment," "British Law and Native Land," "Opium, Empire, and the Making of the Modern World," "Museums, Monuments, and World Fairs," and "Colonial and Post-Colonial Architecture."

The response of WHA members and others to the call for papers was enthusiastic. Happily for the organizers, a high proportion of proposals (including nine integrated panel submissions) were closely related to the central conference theme, and before we knew it the final program included 43 panels devoted to a wide array of relevant topics — political, social, cultural, economic, and artistic. Labor history and legal history, gender history and art history, agricultural history and the history of education, the history of science and medicine — something for just about every historiographical taste. Discussions are now underway with academic presses for the publication of selected papers in a thematically coherent volume on colonialism.

In terms of periods, the mix of proposals was such that the great majority of papers presented at the conference focused on the 18th to 20th centuries, while only one panel was devoted to ancient colonialism and several to the early modern era. That chronological slant went together with a geographical emphasis on South and Southeast Asia, northern and sub-Saharan Africa, and the British settler colonies. Latin America was treated rather less than might have been expected, while China and Japan were well integrated into the program due as much to their importance in the structure of early modern trade as to their respective experiences of colonial expansion and imperialism.

In this connection, it should be mentioned that one of the conference's high points was the presentation of the first annual WHA Book Award to Andre Gunder Frank for his pathbreaking work, *ReOrient: Global Economy in the Asian Age*. Another highlight, especially notable for British Commonwealth participants, was the round-table discussion aimed at placing recent treaty negotiations over native land claims in British Columbia into the framework of broader international trends towards affirming aboriginal and minority rights that were denied under the colonial order.

As is usual at WHA conferences, a series of panels — five this year — was devoted to the teaching of world history at the high school, college, and university levels. In addition, the University of Victoria Division of Continuing Education mounted a special summer credit course led by Peter Seixas (UBC) and local teacher Jim Ross, which was geared to helping high school teachers upgrade their capacities for teaching world history. That course began several days before the conference, and included participation in it as well as post-conference follow-up. A ped-

agogically oriented round-table discussion on "Integrating the Americas into World History" was also held on the Thursday afternoon before the conference began.

The Executive Council and members of several other committees likewise held a series of business meetings and brainstorming sessions over the two days before the conference proper to discuss the WHA's future, and a dedicated cohort stayed on for a four-day post-conference workshop devoted to devising new,

improved fund-raising strategies.

Fortunately, not everything was business.... Victoria's British legacy, the artistic and anthropological reputation of the region's native peoples, and Vancouver Island's natural beauty have made the city a popular tourist destination for over a century, and many conference participants continued that tradition by taking opportunities before and after the conference to tour the region and to explore its past by visiting Victoria's

Chinatown, the Butchart Gardens north of the city, the Royal British Columbia Museum, and many of the province's other cultural and historical sites. It is hoped that all who participated in this year's events — particularly the newcomers to the WHA — will have enjoyed the experience enough to have their appetites whetted for next year's get-together in Boston!

**WHA**

## WHA PRESENTS ITS FIRST BOOK AWARD IN VICTORIA

David A. Chappell  
University of Hawai'i

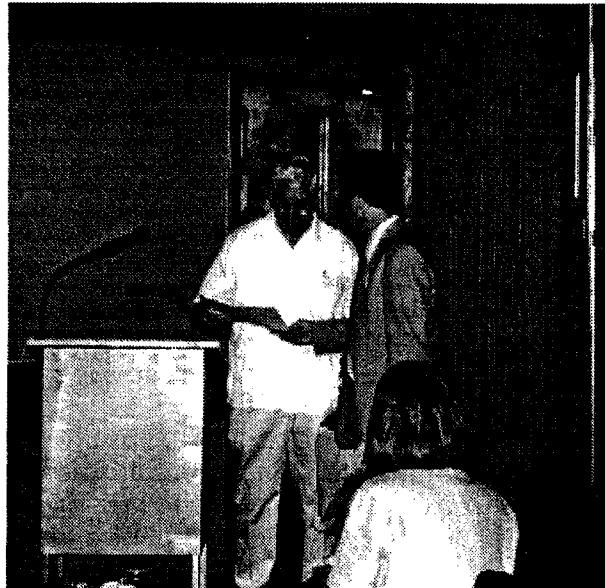
The World History Association held its eighth annual international conference in Victoria, British Columbia, June 24-27, 1999. Thanks to the organizing skills of the conveners, Ralph Croizier and Greg Blue, both of the University of Victoria, more than 250 participants from around the world attended 43 panels. At the Saturday luncheon, the WHA presented its first annual book prize to Andre Gunder Frank, for his *ReOrient: Global Economy in the Asian Age* (UC Press, Berkeley, 1998, available in paperback).

The book review editor of the *Journal of World History* praised the book for its exceptional breadth of vision, courageous analysis, and warning not to let ethnocentrism deter historians from pursuing a global perspective on the past. Gunder Frank's book has been the subject of conference panels and much debate on H-Net and elsewhere, because it relocates Europe to the margins of an early modern world economy centered on China. *Re-Orient* argues that it was the windfall of American silver and

other Atlantic trade profits that enabled European countries to become newly industrializing economies and buy their way into the global market, finally tipping the balance of power toward Western hegemony only in the 19th century — a trend that is now being reversed.

Moreover, the book addresses a range of historiographic debates and would thus be useful as a college teaching device. As Janet Abu-Lughod writes in her review in the *Journal of World History*, "Gunder Frank... is so skilled a debater that he not only makes strong arguments on behalf of his own position but anticipates in advance all possible criticisms, refuting them before his opponents have a chance to open their mouths." After receiving his award certificate and prize money at the luncheon, Gunder Frank presented WHA President Heidi Roupp with a book bag and T-shirt in thanks and appreciation for all her hard work. Announcements of this award were posted on H-Net, in *Perspectives*, on the Amazon and Barnes and Noble Web sites, and in a letter to UC

Berkeley Press, and Gunder Frank received a check for \$250 from donations made by WHA members. His book was a unanimous choice among those who offered nominations.



Andre Gunder Frank receiving  
the 1999WHA Book Award

## WORLD HISTORY BULLETIN

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The *World History Bulletin*, newsletter of the World History Association, is published twice per year: Winter/Spring and Summer/Fall. The *Bulletin* is sent to all members of the World History Association. Dues 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. Book reviews and short articles should be sent for consideration to Charles A. Desnoyers, Editor, *World History Bulletin*, Department of History, LaSalle University, 1900 W. Olney Ave., Philadelphia, PA 19141-1199. Notices, announcements, and members' and affiliates' notes should be directed to Ross S. Doughty, Department of History, Ursinus College, Collegeville, PA 19426. The editorial committee and staff reserve the right to edit all material submitted for publication.

The WHA is now accepting nominations for its next book award, which will be announced at the June 2000 conference in Boston.

Andre Gunder Frank is on the Graduate Faculty of Sociology at the University of Toronto and is Professor Emeritus of Development Economics and Social Sciences at the University of Amsterdam. His publications in 27 languages include 136 editions of 37 books, 158 chapters in 134 edited readers or anthologies, and articles in about 600 issues of periodicals. His books include *Capitalism and Underdevelopment in Latin America* (1967), *World Accumulation 1492-1789* (1978), *Crisis in the World Economy* (1980), *Transforming the Revolution: Social Movements and the World-System* (1990 with S. Amin, G. Arrighi, and I. Wallerstein), *Underdevelopment of Development: An Autobiographical Essay* (1991), *The World System: Five Hundred Years or Five Thousand?* (1993, contributor/editor with B.K. Gills), and *ReOrient: Global Economy in the Asian Age* (University of California Press, April 1998).

## WHA TEACHING PRIZE SEEKS SUBMISSIONS

**PURPOSE:** The World History Association is committed to working across all grade levels to maintain a high level of current world history research in classroom practice.

**THE SOURCES:** Current historical research most frequently found in books and the *Journal of World History* is a significant inspiration for our teaching. The WHA is committed to encouraging teachers at all levels to turn to scholarship for content ideas. Abstracts of *Journal* articles are available at the University of Hawaii Press Web site:

<http://www2.hawaii.edu/uhpress/journals/jwh>

We are seeking lessons either inspired by or directly related to world history scholarship published within the last ten years.

**AWARD:** The winning lesson will be published in the Fall *World History Bulletin*. The designer of the winning lesson will receive a \$50 cash award and recognition at the WHA Annual Meeting in June. Educators may have a letter announcing the award sent to their supervisors and local press.

**DEADLINE:** Send one copy by April 15, 2000 to each of the committee members listed below. Submissions from all grade levels are welcome.

### LESSON FORMAT

**Part One:** 3-6 pages. Feel free to add to the prompt questions below.

**Brief Introduction:**

For whom is the lesson intended?

What is the purpose of the lesson?

How does it fit into your curriculum or larger plan?

What are the lesson's links to current research?

**Procedures for implementation:**

What preparatory work is assigned?

How does the lesson work? (daily procedure, number of sessions, etc.)

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

**Conclusion:**

Reflections on how it went in your class

How might you adapt it to more advanced or lower-level students?

What other possible conceptual links do you see?

**Part Two: Appendices**

1. Appendix of relevant handouts or supporting materials used
2. Annotated list of available resources for students and teachers

Send one copy to each of the following Teaching Award Committee members by April 15:

Maggie Favretti  
Scarsdale High School  
1057 Post Road  
Scarsdale, NY 10583

In addition to panels, the AHA is also open to proposals for "poster session" presentations. Common in the sciences and social sciences, this format allows individual scholars to utilize special media for discussing their work with interested colleagues. The AHA will provide easels; individual presenters are responsible for any other equipment needed for presentations.

If you have an idea for a panel/poster session, and need help identifying additional panelists/presenters on a topic, or copies of the AHA proposal forms and guidelines, please contact:

WHA Committee to Encourage World/Global  
History Presentations at the 2001 AHA  
Alex Zukas, Chair: [azukas@nunic.nu.edu](mailto:azukas@nunic.nu.edu)

Carol Adamson  
Gumshornsgatan 7  
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86 Wendell St., 3  
Cambridge, MA 02138

Tom Martin  
625 Duncan St.  
San Francisco, CA 94131

Carrie Waara  
Castleton State College  
Castleton, VT 05735

#### SELECTION CRITERIA:

##### **Content (100 points)**

The lesson

- demonstrates connection to scholarship and understanding of relevant scholarly issues (20 pts.)
- \*illustrates connections in world history temporally and spatially (i.e., links with other peoples and places, among contemporaries, and across time) (20)
- provides a thorough list of further readings and resources (20)
- demonstrates capable use of social sciences where relevant (geography, economics, political science, anthropology, etc.) (20)
- is global in perspective where possible (10)
- is interdisciplinary where possible (10)

##### **Method (100 points)**

The lesson

- shows creative presentation/investigation of abstract ideas at appropriate levels (20 pts.)
- provides opportunities for students to develop critical and historical thinking skills (20)
- is clear and can be followed by a teacher without similar background on the topic (20)
- is interactive (students are active participants in their learning) (10)
- makes suggestions for multiple levels of students (10)
- makes suggestions for assessment tools and provides appropriate standards (10)
- offers clear, engaging, and available handouts and/or other supporting materials (10)

WHA

#### 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.

#### **WORLD HISTORY PAPER PRIZE**

The World History Association and Phi Alpha Theta Honor Society in History are cosponsoring a student paper prize in world history, with the first awards to be made in the summer/fall of 2000. An award of \$200 will be given for the best undergraduate global history paper composed during the academic year of 1999-2000, and an additional award of \$200 will be given for the best graduate-level world history paper written in that same period.

A world history paper is one that examines any historical issue with global implications. Such studies can include, but are not limited to, papers that consider the exchange and interchange of cultures, papers that compare two or more different civilizations or cultures, or papers that study in a macrohistorical manner a phenomenon that had a global impact.

By way of example, a study of the Silk Road in the time of the Roman and Han empires, a comparative study of Irish immigration in two or more areas of the world, a comparative study of the Ottoman and British empires, and a study of the global impact of the Influenza Pandemic of 1919 are all world history topics.

To qualify for this competition, students must be members of either the WHA or Phi Alpha Theta, and must have composed the paper while enrolled at a fully accredited college or university during 1999-2000.

All submitted papers must be no longer than 25 typewritten (double-spaced) pages of text, exclusive of the title page, endnotes, and bibliography. All pages must be numbered, and all endnotes must conform to standard historical formats. Parenthetical notes are not to be used. The author's identity is to appear nowhere on the paper. A separate, unattached page identifying the author (along with the title of the paper) and providing that person's home address, collegiate affiliation, graduating year, and status (undergraduate or graduate student) and the association (WHA or PAT) to which the person belongs is to accompany each submission packet. Additionally, a letter from a relevant history faculty member (the supervising professor, the chair of the department, or the PAT chapter advisor) must attest to the fact that the paper was composed during the academic year of 1999-2000. Each packet must contain four copies of the paper and must be postmarked no later than 1 July 2000.

Packets should be mailed to: Professor Alfred J. Andrea, Department of History, The University of Vermont, Burlington, VT 05405-0164.

Winning papers are eligible for consideration for publication in the various journals of the World History Association and Phi Alpha Theta, but no promise of publication accompanies any award.

WHA

**WORLD HISTORY ASSOCIATION  
EXECUTIVE COUNCIL MEETING MINUTES  
AMERICAN HISTORICAL ASSOCIATION  
ANNUAL MEETING  
WASHINGTON, D.C., JANUARY 7, 1999**

President Heidi Roupp called the Executive Council meeting to order with Al Andrea, Larry Beaber, Ann Beck, Roger Beck, Jerry Bentley, David Chappell, Ralph Croizier, Marie Donaghay, Ross Dunn, Maggie Favretti, Carter Findley, Andre Gunder Frank, Steve Gosch, Brady Hughes, Sarah Hughes, Maghan Keita, Alan LeBaron, Pat Manning, John Mears, Karl Reddel, and Heidi Roupp in attendance. Heidi thanked the outgoing council members — Jean Heidler, Maghan Keita, and Fred Spier — for serving on the council; and welcomed newly elected members Al Andrea, David Christian, and Lydia Garner.

**Treasurer's Report:** Marie Donaghay reported receipts of \$44,779.03, and expenditures of \$34,439.57 as of December 31, 1998. Half of the \$6,595.27 in receipts for the June 1998 conference belong to the Rocky Mountain WHA Affiliate, which played a major role in the organizing of the conference. \$32,841, or 73% of gross income for the year was derived from dues and journal receipts. *WH Bulletin* ads and sales together with label sales contributed \$1,100 to the total receipts. Publications accounted for \$26,770.20 or 78% of expenditures, which is about average (77%). Conferences cost approximately \$1,840, postage \$1,376, and administrative needs \$1,200. Bank charges were over \$600, partially offset by nearly \$400 of University of Hawaii Press money allocated as their share of the expenses incurred as a result of the need to maintain the Mellon Merchants Account to process credit card receipts. The WHA finished the year \$10,339.46 in the black.

It was recommended that a WHA Finance Committee be formed, composed of the treasurer, the president, the president-elect, and the executive director, to meet outside of the regular semi-annual WHA Executive Council meetings to do long-range financial planning for the organization.

**Executive Director's Report:** Dick Rosen reported that our current membership has risen to 1,384, compared to 1,321 a year ago. Since last year we have added 261 new members; 198 were lost when they did not renew. Our current membership is spread over 48 states (Alaska and Montana missing), and 42 foreign countries. John inquired as to how the various membership categories — overseas, high school vs. college, etc. — are changing over time, and asked if this information could be shared at the next meeting. The *World History Bulletin*, issue XIV, number 2, has been mailed; a new feature is a listing of all the affiliates with complete addresses and reports on their activities.

**President's Report:** President Heidi Roupp reported that we are halfway through the reorganization of the WHA structure; her goal is to have it done with written procedures ready to hand over to Carter Findley when he assumes office in January 2000. Other goals that Heidi has for the remainder of her term are to reorganize WHA finances with an annual budget and better accounting records, rethink the relationship between the WHA national

organization and the affiliates so as to improve communication, standardize and make more accessible the WHA Web site and listserve, and to expand the activities of the WHA teaching group. She noted that the prospects for world history have never been brighter, with a 95 percent increase in the number of world history jobs offered in *AHA Perspectives*, more new college and secondary school textbooks being published every year, and a demand by many states for more and better secondary school and college world history courses.

**World History Bulletin Editorial Board:** Members Charles Desnoyers, Ross Doughty, Christina Michelmore (the new *Bulletin* book review editor), and Dick Rosen reported that the Spring 1999 issue will be "themed" around the work of Philip Curtin. The Fall 1999 issue will be focused on articles coming out of the June 1999 WHA Conference at the University of Victoria, and will also feature the first winning *JWH*-world history teaching lesson, to be announced at the June meeting. In the future, possibly an entire issue will be devoted to "Centered on Teaching" pieces. An Editorial Review Board is being formed to review submissions and make recommendations for acceptance; while all articles will be considered, priority will be given to those centered on pedagogy. The new submission deadlines for the *World History Bulletin* are March 15 and September 1. As time and finances permit, the board plans to upgrade the format of the *Bulletin*, with more attractive graphics and better photographic reproductions, while at the same time seeking to publish articles and reviews of the highest quality. While the number of pages per issue of the *Bulletin* for last year's issue increased, per page costs were kept stable because of an increase in advertising revenue. Heidi met with the *Bulletin*'s staff in September 1998 to review goals and plans for the future.

**Journal of World History:** Jerry Bentley reported that the *JWH* continues to receive large numbers of unsolicited, high quality articles for possible publication. Jerry was pleased to announce that David Chappell, a world history teacher and Pacific Basin specialist at the University of Hawai'i, would be joining the *Journal* staff as its book review editor. David joined the Executive Council for their meeting and said that he looked forward to working on this project and asked for recommendations of people who might be reviewers and for books that might be reviewed in future issues.

**WHA Fund for the Advancement of World History:** Ann and Roger Beck reported that they have opened an account for the WHA Fund for the Advancement of World History, and now will concentrate their efforts on fund-raising. It was suggested that a box be added to the dues form to give members the opportunity to add something for the fund. For the June meeting they hope to have a draft of a brochure ready for the WHA Executive Council to review. Heidi has asked Sarah and Brady Hughes to review the 44 papers that were presented at the June 1998 WHA meeting at CSU to see if they could be edited and published as a book which could then be sold for the benefit of the WHA Fund for the Advancement of World History. Other fundraising ideas will be pursued at the next meeting of the WHA Executive Council in June 1999.

**WHA Affiliates:** Alan LeBaron reported that there are great differences in the size and complexity of organization among the various WHA affiliates. The WHA would like to see the affiliates grow and prosper, and is available to help with writing their constitutions, organizing conferences, etc. The affiliates welcome the opportunity to meet and exchange ideas at the biannual national/international WHA meetings, and are very positive about the recommendation that a regular section devoted to affiliate news be included in the *Bulletin*. Alan will remind them of the deadlines for copy. Heidi Roupp's visits to most of these affiliates have helped a great deal to strengthen the tie between them and the national/international organization. Roger Beck suggested that the WHA think about renaming the affiliates "chapters," which would better describe them and the work they do; this will be discussed at a later meeting.

**World History Article, Book, and Lesson Prizes:** Al Andrea described the link that he has been instrumental in forging between the WHA and the history honor society, Phi Alpha Theta (175 chapters nationwide), and how, in 1999-2000 Phi Alpha Theta will offer cash prizes of \$200 each for the best undergraduate and graduate papers written on world history topics. The winning articles will be submitted to the *JWH* for consideration for possible publication. Maggie Favretti described the work that she is doing through the WHA Teaching Network, where a prize of \$50 will be given at the WHA June 1999 Conference for the best world history lesson that has been developed, using a *JWH* article as a source. Funding will come from a special \$500 fund established by Marilynn Hitchens and Heidi Roupp. All teachers, kindergarten- graduate, are eligible. The award will be given annually at the WHA summer conference, and then the winning lesson will be published in the *Bulletin*. Notices for both of these awards will appear in the *Bulletin*. David Chappell, book review editor for the *JWH*, is working to put in place a mechanism to provide an annual WHA award for the best world history book published each year; more details at the June 1999 meeting.

#### Future Conferences:

**WHA, University of Victoria, British Columbia, June 24-27, 1999.** Ralph Croizier and his colleagues at the University of British Columbia are organizing a full and exciting agenda of panels and presentations around the theme "Colonialism: Its Impact and Legacies." A large turnout is anticipated.

**University of Texas, Austin, Feb. 11-12, 2000.** The theme of this conference is teaching world history and world geography. Phil White of the WHA of Texas is the conference chair. Paper proposals are still being accepted; those interested should contact Phil at:

philwhite@mail.utexas.edu

for more information.

**WHA, Northeastern University, June 22-25, 2000.** The theme for this conference will be "The Research Agenda for World History." The conference will be followed by a teaching workshop focused on integrating new research findings into classroom teaching. The WHA Publicity Committee needs to begin in June of 1999 getting the word out about this conference to possible presenters and attendees.

**International Conference for Historical Sciences, Aug. 2000, Oslo.** Jerry Bentley described the organization of this important conference, which is organized by European scholars and meets every five years. Both Jerry and Carter Findley will be presenting there. The WHA has long cooperated with this group, and shares our mailing list with them for pre-conference mailings.

**Summer 2001.** Three proposals have been received by the WHA Conference Planning Committee to host this meeting and are presently under consideration.

**Seoul National University, Summer 2002.** This conference will be held in conjunction with a meeting of the Korea Historical Society. Ed Davies is heading the committee working with its Korean counterpart to put this meeting together. The WHA will continue to hold its annual January meetings in conjunction with the AHA. Meeting sites for the AHA are as follows: 2000, Chicago; 2001, Boston; 2002, West Coast. A committee is working to see that there are substantial numbers of WHA-sponsored sessions at every AHA national meeting.

#### WHA Executive Council Committees:

Membership — Teaching: Jean Stricklin and Heidi Roupp

Membership — Area studies — American historians: Ed Davies and Jeanne Heidler

Membership — Area studies organizations: Carter Findley

International Membership:

Patricia O'Neill

Fundraising:

Roger and Ann Beck

AHA Panel Proposals/Poster Sessions:

Alex Zukas

NCSS Panel Proposals/Poster Sessions:

Heidi Roupp

Phi Alpha Theta:

Al Andrea

WHA Site Selection:

Harry Wade

Research and Scholarship:

David Christian

Communications and Publicity:

Helen Grady and Al Andrea

Publication of Occasional Papers: Open Committee on Teacher Education:

Simone Arias

Nominations:

Bullitt Lowry

Affiliate Liaison:

Alan LeBaron (2)

Annual Book Prize:

David Chappell

Designing and Implementing World History Programs:

Jim Coolsen and Deb Shackleton

Education Committee:

Helen Grady

Teaching Prize:

Maggie Favretti

Speakers Bureau:

Alan Karras

The next meeting of the WHA Executive Council will be held June 23, 1999, University of Victoria, Victoria, British Columbia, in conjunction with the Eighth International Conference of the World History Association.

Larry Beaber, Secretary

WHA

**WORLD HISTORY  
ASSOCIATION  
EXECUTIVE COUNCIL  
AND WHA AFFILIATES  
JOINT MEETING MINUTES**

**UNIVERSITY OF VICTORIA  
VICTORIA, B.C., CANADA,  
JUNE 23-24, 1999**

President Heidi Roupp called a joint meeting of the Executive Council and the WHA Regional Affiliate Representatives to order with Carol Adamson, Al Andrea, Larry Beaber, Ann Beck, Roger Beck, Jerry Bentley, Greg Blue, David Christian, David Chappell, Ralph Crozier, Fred Czarra, Ed Davies, Marie Donaghay, Carter Findley, Anthony Florek, Dennis Flynn, Gunder Frank, Lydia Garner, Dwight Gibb, Marc Gilbert, Bernie Glaze, Steve Gosch, Helen Grady, David Hendon, John Ianitti, Alan Karras, Carol Keller, Alan LeBaron, Jonathan Lee, Pat Manning, Chris Michelmore, Greg Mellevish, Jack Owens, Annette Palmer, Kevin Reilly, Arnie Schrier, Debbie Shakleton, Jeff Sommers, Bea Spade, Linda Symcox, Jackie Swansinger, Harry Wade, Helen Wheatley, Phil White, Judith Zinsser, and Alex Zukas in attendance.

**President's Report:** President Heidi Roupp reported on what has been accomplished by the WHA during her tenure:

- A new management plan for the WHA is in place that includes a revamping of the financial structure and an increased use of e-mail to keep the WHA Executive Council, which is now spread worldwide, informed; these new electronic connections make it possible to make decisions which cannot wait for the biannual meetings.
- The affiliation of the H-World with the WHA, and the addition of a new affiliate in Australasia.
- The attendance at our annual June conferences has tripled with pre- and post-conference workshops added to the schedule.
- WHA membership has doubled and now stands at approximately 1,600.
- We are now holding international conferences each June and at least ten affiliate conferences every year. Meetings

outside the United States will be scheduled every third year.

- New WHA prizes have been instituted for best new book on a world history topic, and teaching prize for the best lesson based on an article taken from the *Journal of World History*.

• Phi Alpha Theta and the WHA are collaborating, under the direction of liaison Al Andrea, to offer annual prizes for the best undergraduate and graduate papers on world history topics.

• A series of occasional publications has been launched with Brady and Sarah Hughes preparing for publication *World History Teaching for the Twenty-First Century*, selected papers from the 1998 Seventh International Meeting of the WHA at Colorado State University. It is hoped this will be the first of a series of WHA publications that will be made available for purchase through the Web site and at conferences.

• College Board has approved the addition of a new Advanced Placement history offering in world history. A committee composed of college and high school world history teachers, with WHA members well represented, is at work on creating the publications and designing the first examinations.

• The National Endowment for the Humanities has awarded the WHA and the University of Illinois, Chicago, a three-year preservice grant for a summer collaborative between world historians and educational methods professors at Queens College, the University of Illinois, Chicago, and California State University, Long Beach, aimed at improving the preparation of secondary school world history teachers.

**Proposed WHA Constitutional Amendment:** Alan LeBaron and Carter Findley presented the draft of an amendment to the WHA Constitution, which more clearly describes the relationship of the WHA regional affiliates to the national organization. After discussion and several changes, the following amendment was approved for presentation at the WHA General Meeting in Victoria, to then be voted on when the WHA Executive Council meets in January 2000 in Chicago:

"Interested associations may request affiliate status with the WHA in conformity with such bylaws and policies as the

World History Association my establish. Affiliate status becomes effective when approved by a two-thirds vote of the Executive Council. The World History Association assumes no financial responsibility or legal responsibility for the affiliates. Either the World History Association or the affiliate may terminate the affiliation at any time." Carol Adamson made the motion to accept the wording, as revised, and there was unanimous agreement.

**World History Association Goals for 1999-2004:**

- New research and graduate programs in world history
- World history instruction: from scholarship to teaching
- Curriculum development
- Create a WHA gateway and Web site
- More collaborative projects

**World History Assessments:** Fred Czarra, Council of State School Officers, reported on a project his organization is working on to create banks of test questions upon which states may draw as they put together social studies assessments in their particular localities. Larry Beaber, Educational Testing Service, reported on the funding by the College Board of a three-year project to create an advanced placement world history course, teachers' guide, and examination. The first examination will be given in 2002.

**Treasurer's Report:** Marie Donaghay reported that WHA finances are healthy, but somewhat more complicated than in the past. As of June 5, 1999, the WHA had \$15,488 in its accounts. Reported receipts are above average for the first half of the year. On average, the WHA receives 46% of its annual income by June; on this basis, one could estimate gross receipts for 1999 of approximately \$34,000 (this figure does not include conference profits, grant income, or other windfalls). \$14,754 of reported income came from memberships and journal receipts, which was above the average of \$13,466. In the past, memberships and journal receipts have formed 94% of ordinary revenue; that is the case this year as well. The \$21,138 in expenses is misleading, as \$3,298 of that amount was sent to the Rocky Mountain WHA as its share of the

profits from the very successful June 1998 WHA conference at Colorado State University; if that amount is subtracted, ordinary disbursements for 1999 have been \$17,841. \$12,738 of that amount has been spent on publishing costs; \$7,264 for the *Journal of World History*, and \$5,474 for the first issue of this year's *WH Bulletin*. As membership has grown past 1,450 and the *Bulletin* has expanded, so have the costs — it cost approximately \$1,000 more to produce the current issue than last spring's edition. Postage and office expenses have also increased. An annual \$1,000 subsidy is provided by Drexel University for postage, printing, and other office expenses. Total current bank balances, as of June 5, are \$15,488, with deposits and interest of \$16,674 since the beginning of the year.

**WHA Fund for the Advancement of World History:** Ann and Roger Beck reported that the bank account for the fund is open. There was a unanimous vote by the Executive Council to establish the fund. Carter Findley proposed, Marc Gilbert seconded, and the group gave unanimous approval to a proposal to include a check-off for the fund on the WHA renewal form with boxes differentiated for specific purposes. A letter will go out to the WHA Executive Council members later this summer, asking each member to make a contribution to the fund to kick it off before a general appeal letter is sent out to the membership. The fund is to be used to pay for book and article prizes, to help fund speakers, and, as it grows, to provide fellowships for scholars researching and writing on world history topics.

**Longview Foundation Grant:** A \$2,500 grant from the Longview Foundation for the next fiscal year has been earmarked for the publication and distribution of materials for educators working to establish world history programs in their schools and colleges.

**WHA International Membership:** Patricia O'Neill reported it would help her to have feedback as to what kind of results are being achieved regarding her efforts to recruit more international members. Heidi Roupp said she would contact Dick Rosen regarding ways to track this. Patricia

would also like to have the group begin thinking about possible ways to provide cheaper memberships for members from soft currency countries in order to encourage more WHA membership from outside the highly industrialized nations.

**WHA Book Prize Committee:** David Chappell reported that his committee of five has been working via e-mail to iron out details of the awarding of the first WHA book prize to Andre Gunder Frank for *ReOrient: Global Economy in the Asian Age*, published by the University of California Press, Berkeley, 1998. The 1999 award was made at the WHA business meeting luncheon in Victoria. The committee is still working out the details of how the awards will be made in the future.

#### **World History/Phi Alpha Theta Paper Prize:**

In 1999-2000, Phi Alpha Theta will offer cash prizes of \$200 each for the best undergraduate and graduate papers written on world history topics. Advertisements will appear in the *Bulletin*, Phi Alpha Theta publications, and on H-World. Al Andrea, coordinator for the program, will supervise the selection and will arrange to have the first prizes ready to be awarded at the June 2000 meeting of the WHA in Boston. Members of the committee include Al Andrea, University of Vermont; Bullitt Lowry, University of North Texas; Dorothea Martin, Appalachian State College; David McQuillin, Bridgewater State College, Virginia; Pamela McVay, Ursuline College; Kate Pierce, San Diego State University; and Gordon "Jack" Tunstall, Executive Director, Phi Alpha Theta, and associate chair of the committee. Members of the committee will also be contributing to the prize fund.

**World History Bulletin Update:** Chris Michelmore, the new book review editor of the *Bulletin*, requested suggestions and reviewers for textbooks and electronic teaching aids. Members are free to submit their own as well as others' names. Roger Beck suggested that an additional area where we might have reviews done for the *Bulletin* would be a series that teachers find useful in their teaching. Deadlines for *Bulletin* copy are September 1 and March 15.

**WHA Web Site:** The Executive Council

wishes to thank H. Haines Brown for serving as Web master of the original WHA Web site. Because the needs of the organization have changed, the council has agreed to establish a gateway to world history and a new Web site. The new URL is

<http://www.whc.neu.edu/wha/>

#### **Future Conferences:**

**WHA Rocky Mountain Regional Affiliate, Colorado College, Colorado Springs, Sept. 24-25, 1999.** "Rethinking the Teaching of History and Social Studies in Colorado: Forging New Connections between K-12 Teachers and Colleges." Keynote speakers: Bob Bain and Heidi Roupp. For details, contact Mark Johnson:

[msjohnson@coloradocollege.edu](mailto:msjohnson@coloradocollege.edu)

**WHA Mid-Atlantic, SUNY- Fredonia, Oct. 1-2, 1999.** Contact Jackie Swansinger, program chair, for details:

[swansinger@ait.fredonia.edu](mailto:swansinger@ait.fredonia.edu)

**WHA Southeast, Richmond, VA, Oct. 14-17, 1999.** "Revolutions in World History." Meeting will be held at historic Linden Row Inn. Contact program chair Mike Richards, Sweet Briar College:

[richards@sbc.edu](mailto:richards@sbc.edu)

**WHA Ohio, Miami University of Ohio, Oct. 16, 1999.** "World History in Film." Contact Judith Zinsser:

[zinssejp@muohio.edu](mailto:zinssejp@muohio.edu)

or David Fahey:

[faheydm@muohio.edu](mailto:faheydm@muohio.edu)

**WHA Texas, Univ. of North Texas, Denton, Oct. 1999.** "Teaching Biography in History." Contact Bullitt Lowry:

[blowry@unt.edu](mailto:blowry@unt.edu)

**NCSS, Orlando, Florida, Nov. 19-21, 1999.** A WHA-sponsored workshop, "May the Gods Keep You Well: Popular Religion in Ancient Mesopotamia," and six WHA-sponsored sessions: 1) "Fairfax County, Virginia's New Two-Year High School World History and Geography Program Based on State and National Standards"; 2) "Colonial America and the Wider World 1550-1800"; 3) "CNN's Millennium, a Multimedia Event Brings

1000 Years of History to Life"; 4) "The New AP World History"; 5) "Teaching About India in World History"; 6) "Easing World History's Unique Demands on Student Thinking."

**University of Texas, Austin, Feb. 11-12, 2000.** The theme of the conference is teaching world history and world geography. Crosby, Curtin, and McNeill will be honored. For more information regarding possible presentations, contact Phil White:

[philwhite@mail.utexas.edu](mailto:philwhite@mail.utexas.edu)

or see the Web site:

[http://www.dla.utexas.edu/  
world2000/](http://www.dla.utexas.edu/world2000/)

for more information.

**California State Council of Social Studies, March 3-5, 2000.** Regional WHA members will participate. Contact David Smith for additional details:

[drsmith2@csupomona.edu](mailto:drsmith2@csupomona.edu)

**WHA, Northeastern University, June 22-25, 2000.** The theme for this conference will be "World History as a Research Field." The conference will be followed by a teaching workshop focused on integrating new research findings into classroom teaching. See the Web site:

[www.neu.edu/wha2000](http://www.neu.edu/wha2000)

**International Conference for Historical Sciences, Aug. 6-13, 2000, Oslo.** Jerry Bentley and Carter Findley will be presenting at this conference. Carol Adamson will be helping to organize a WHA European affiliate at this meeting. Fifteen people have responded to Carol's first mailing and will be attending the organizational meeting in Oslo. Contact Carol for details:

[c.adamson@intsch.se](mailto:c.adamson@intsch.se)

**University of Utah, June 2001.** Ed Davies

[\(edavies@aol.com](mailto:(edavies@aol.com)

and Anand Yang

[\(anand.yang@m.cc.utah.edu\)](mailto:(anand.yang@m.cc.utah.edu)

will be organizing this meeting. Details of the conference and deadlines for proposals will be announced at the January 2000 meeting of the AHA/WHA Executive Council.

**Seoul National University, Summer 2002.** This conference will be held in conjunction with a meeting of the Korea Historical Society. Dennis Flynn and Judith Zinsser will travel to Korea this fall and will meet with the Korean group to finalize plans for this meeting.

The WHA will continue to hold its annual January meetings in conjunction with the AHA. Meeting sites for the AHA are as follows: 2000, Chicago; 2001, Boston; and 2002, West Coast. A committee headed by Alex Zukas ([azukas@nunic.nu.edu](mailto:azukas@nunic.nu.edu)) is working to see that there are substantial numbers of WHA-sponsored sessions at every AHA national meeting. Contact Alex for more information.

#### **WHA Executive Council Committees:**

##### **Management**

Committee on Committees: Steve Gosch, chair; Carl Jackson and Stephen Engelhart  
Finance Committee: Marie Donaghay, Dick Rosen, Carter Findley, Heidi Roupp, and Judith Zinsser

Fundraising: Ann and Roger Beck, co-chairs

Publicity: Al Andrea, chair; Neil W. Hogan

Nominations: Bullitt Lowry, chair; John Mears, Tara Sethia, Joan Arno, Kevin Reilly, and Greg Blue

Regional Committees: Alan LeBaron and Lydia Garner, co-chairs; Austin A. Hanatou and Bennett D. Hill

Membership, General: Jeanne Stricklen and Heidi Roupp, co-chairs

Membership, International: Patricia O'Neill and Carol Adamson, co-chairs; Mihai Manea

Site Selection: Harry Wade, chair; Annette Palmer, Steve Gosch, and Sandy de Grijis

#### **Committees to Fulfill Our Goals**

Planning: Executive Council, Advisory Board, Affiliates

##### **Scholarship:**

Book Prize: David Chappell, chair; Cathy Darrup, Hal Friedman, Arturo Giraldez, Christina Michelmore, and Edward R. Slack, Jr.

Listserve Forums: Internationalizing U.S. History: Davies and Heidler, co-chairs; Hal Friedman, W.D. Raat, Daniel Lewis, Renate Wheelock, and Tim Jones  
Scholarship and Graduate Student Issues:

David Christian, chair; Sam Gellens, Arturo Giraldez, and Paul Adams

Teaching: Teaching Network: Grady and Roupp, co-chairs; Mel Maskin, Michael Weber, Lori Gates, Thomas Davis, David Harbison, and Jonathan Lee

Pre-Service Teacher Preparation: Arias, chair; Antonio Cantu

National History Day: Needs a chair

World History Teaching Prize: Maggie Favretti, chair

Speakers Bureau: Alan Karras, chair; Jonathan C. Coopersmith

Designing and Implementing World History Programs: Coolsen and Shakleton, co-chairs; William A. Paquette, Robert Marks, Peter Gran, and Michelle Forman

#### **Dissemination**

Technology: Pat Manning, chair; Carol A. Keller and John I. Brooks

##### **Liaisons:**

OAH: Heidler and Davies, co-chairs

Berkshire Conference: Judith Zinsser, chair

International Baccalaureate: Needs a chair

Phi Alpha Theta: Al Andrea, chair

AHA Programs: Alex Zukas, chair; Larry Beaber, Eric Strahorn

Advanced Placement: Larry Beaber, chair

NCSS Programs: Heidi Roupp, chair

The next meeting of the WHA Executive Council will be held in January 2000, when it meets in Chicago in conjunction with the AHA annual meeting.

Larry Beaber, Secretary

June 26, 1999

**W H A**

## NEWS FROM AFFILIATES

### Committee to Establish a European WHA Affiliate

#### Completed to Date

Thomas Evensen at the University of Oslo has received a description of the WHA and has placed us on the conference program for Oslo 2000.

All European members on the WHA address list have been sent a letter announcing the organization of an affiliate at Oslo 2000. The letter also solicited interest and help.

Fred Spier and Mihai Manea have already expressed interest and willingness to help.

#### Short-term Goals

Gather e-mail addresses of interested historians who answer my letter, as well as others.

Make a draft of a constitution for the affiliate and circulate it prior to the Oslo meeting.

Try to engage the interest of history teachers at the national level as well as through the IBO and the ECIS.

Find someone to chair the organizational meeting at Oslo, and engage people to form a provisional steering committee prior to the meeting.

#### Long-term Goal

A vital WHA European Affiliate!

#### Contact:

**CAROL ADAMSON**

Gumshornsgatan 7

S-114 60 Stockholm

Tel: +46 8 662 45 80

E-mail:

carol.adamson@mbox318.swipnet.se

**Conference World 2000**

**February 11-12, 2000**

**Hyatt Regency, Town Lake**

**Austin, Texas**

The co-chairs, World History Association of Texas (WHAT) members, and many other committee members from various professional organizations, school systems, and universities are working very hard with the generous assistance of the office of the Dean of Liberal Arts at UT, Austin, to prepare for Conference World 2000, which will take place on Friday and

Saturday, February 11-12, 2000, at the Hyatt Regency on Town Lake in Austin.

Conference World 2000, an innovative integration of the disciplines of world history, world geography, and pedagogy, will offer help to those who face the daunting challenge of teaching survey courses covering all of world history or world geography, whether at the high school, community college, four-year college, or university level. The conference will offer advice from specialists on what to emphasize about particular regions or thematic topics. In separate instructional strategy sessions, master teachers will offer specific suggestions on how to implement the ideas set forth by the specialists in the classroom.

Who is sponsoring this? Both the World History Association and the National Council for Geographic Education are sponsors. So are seven Texas universities: Baylor, Saint Edward's, Southern Methodist, Southwestern, Southwest Texas, the University of Texas at Austin, and the University of Texas at San Antonio. Five regional studies centers at UT-Austin (African, Asian, Latin American, Middle Eastern, and Russian) are participating. The Educational Testing Service of Princeton, New Jersey, will conduct one session on the new Advanced Placement test in world history and two on the prospective Advanced Placement test in human geography. The College of Education at UT-Austin will provide hands-on experience in using computers in teaching world history, although this opportunity will be limited to the first 80 registrants who pay the extra fee of \$10.

Will the participating specialists include scholars of distinction? Three participants have held the presidency of the American Historical Association, the highest distinction accorded to any American historian. They are William H. McNeill, Joseph C. Miller, and Eric Foner. A fourth, William Roger Louis of UT-Austin, is one of two nominees for that distinction in the year 2001. Among other scholars of distinction who will take part are geographer Harm de Blys, Herman Viola of the Smithsonian, historian/geographer Alfred W. Crosby, and sociologist Immanuel Wallerstein. The Saturday night banquet will honor McNeill, Curtin, and Crosby as "Giants" of world history. All three will respond to evaluations of their careers by, respectively, Im-

manuel Wallerstein, Patrick Manning, and Jerry Bentley.

For more information see the World 2000 Web site:  
<http://www.dla.utexas.edu/world2000/> Or contact Phil White, phone: 512-475-7202; e-mail:

w2000@uts.cc.utexas.edu

### WHAT Elects New Officers

The terms of the previous officers of the World History Association of Texas (WHAT) expired this year, and a new administration was elected at the spring meeting. The meeting, with the theme of "Frontiers in World History," was organized by Jonathan Lee and held at San Antonio College, San Antonio.

Anthony Florek, St. Edward's, Austin, was elected president. Richard Milk, Texas Lutheran University, Sequin, was elected vice president, and Jonathan Lee, San Antonio College, was elected secretary/treasurer. David Hendon of Baylor, presiding president, proposed the addition of two new officers, a liaison for junior colleges and one for high schools. Carol Keller of Austin and Linda Black of Dallas accepted these positions, respectively.

### Mid-Atlantic

#### World History Association

#### Fourth Annual Conference

**October 1-2, 1999**

**SUNY, Fredonia**

The Mid-Atlantic World History Association (MAWHA) held its fourth annual conference on October 1-2, 1999, at the State University of New York, Fredonia. In scenic Western New York State, Fredonia is located on Lake Erie, some 30 miles south of Buffalo. The conference was titled "Some New Directions in World History Research and Teaching: Challenges and Prospects." On Friday, October 1, sessions included papers on comparative history in the post-Cold War era, neocolonialism, disease, and American foreign policy. Our schedule allowed for a tour of nearby Woodbury Winery, and wine tasting before dinner at the White Inn in Fredonia. Sarah Hughes, Shippensburg University, Pennsylvania, delivered the keynote address on gender issues in world history.

Saturday, October 2, featured sessions on the growth of world history stan-

## FRAGMENTATION AND COHERENCE IN THE TEACHING OF WORLD HISTORY

Robert Strayer  
State University of New York, Brockport

Perhaps the central obstacle to the effective teaching of world history is that of fragmentation. How many of our students experience a course in world history as bits and pieces: a week on India, followed by one on Africa, and on and on? While regional inclusiveness is certain admirable, we obviously want more than a patchwork course incorporating a little of everything. At one level, the issue is no different from that in conceiving any other course: it is the problem of selectivity and coherence. What should be included and how do the pieces fit together? But many aspects of the world history enterprise substantially magnify the problem.

One, of course, lies in the sheer novelty of world history as a teaching field at both the secondary and university levels. Thus we lack clear criteria for inclusion, consensus on periodization, a commonly accepted body of theory, a master-narrative to guide the uninitiated, and even a definition of the field itself. And until very recently no one was actually trained in world history. Those who bravely undertook the task picked it up by trial and error. The explosion of specialized research, which has provided the raw material for a genuine world history, has also made the task of mastering and integrating that material, even for the purposes of undergraduate teaching, formidable in the extreme. To teach world history is to be forever insecure, for we tread on the thin ice of generalist knowledge, aware that we are subject to specialist critique with virtually every utterance. And so we turn, sensibly, to team teaching to acquire the specialized knowledge which we lack individually. But institutional pressures all too often mean that Professor X gives his/her four lectures on Latin America, Africa, or whatever and then disappears. What is gained in expertise may be lost in coherence.

And beyond these obstacles lie intellectual trends within the historical profession itself that may also tend toward fragmentation. One is the prominence of "nation" and "civilization" as units of analysis, too often presented as self-contained, if not sealed, entities. Another is the richly merited critique of Eurocentrism which has largely driven the world history project. That critique has had the effect of undermining a wholly inadequate understanding of world history as the rise and global influence of the West but without replacing it with any new organizing principle. The emergence of African, Islamic, South Asian, and Chinese history as distinct fields of inquiry, fully equivalent to that of Europe, has meant, in Steven Feierman's evocative phrases, the "dissolution of world history" and the "end of universal narratives."<sup>1</sup> World system theory has been an attempt to reconstruct a global story-line, but at least in Wallerstein's version, it has been limited to the post-1500 period and has been criticized for Eurocentric bias itself. And the post-modernist distrust of any master narratives or large scale formulations at all sometimes seems to challenge the very validity of the world history enterprise.

So we are up against a considerable array of fragmenting tendencies in our attempts to formulate a pedagogically coherent world history. Here are six principles that may assist us in confronting this formidable task. They represent no grand synthesis or even a suggested syllabus, but rather more modest mechanisms of integration and coherence appropriate to the construction of a

world history course for undergraduates.

**Cutting:** Sometimes one has the impression that world history must make up for the multiple cultural deficiencies of our students and that it must highlight the "contributions" of everyone. No doubt there is an element of "cultural therapy" in a good world history course, but if we are to avoid fragmentation and superficiality, we must be rigorously selective in terms of the themes, cases, regions, and time periods which we address. This is very difficult, for there is much of great importance, and we often define success in terms of coverage. But beyond some uncertain point, the virtue of inclusion becomes the vice of incoherence. "Less is more" was never a more relevant aphorism. There is simply no alternative to making difficult choices if we are to move toward a teachable and coherent world history.

**Cases:** Especially at the introductory level, world history cannot really be a survey course, except at the very broadest levels of generality. It is perhaps better defined as a sampling course. This means selecting themes of world historical significance and illustrating them with particular cases. If we can genuinely assimilate a "themes and cases" approach, rather than feeling the need to plow through the monster textbooks that dominate the field, then we shall be half-way home to constructing a manageably coherent world history course. We can use a textbook, selectively, to develop major themes and cases without allowing it to impose a structure on the course as a whole.<sup>2</sup>

**Connections:** Perhaps the dominant theme of world history involves the multiple connections, encounters, and interactions among human societies over time. It is not so much the separate stories of particular nations, regions, or civilizations, even if these are globally inclusive, but the intersections between and among them. This recognition has serious implications for the pedagogy of world history. It may shape, for example, the units of analysis which we employ. We can choose to organize our courses, not in terms of separate civilizations, nations, or regions, but in terms of various units of interaction: the Indian Ocean world, the Islamic world, the Atlantic world (after 1500), the "world system" or Afro-Eurasian intercommunicating zone, inner and outer Eurasia, trade diasporas, and trans-regional empires. In embedding such units of analysis in the organization of our courses, we convey a central thrust of world history.

We can likewise structure the chronological breakdown of our courses around the ups and downs of trans-regional connections. William McNeill's "closure of the ecumene" represents an early example of such a periodization and more recently Jerry Bentley has suggested a chronology for world history keyed to fluctuating patterns of Afro-Eurasian integration.<sup>3</sup>

And finally, we might also structure our courses in terms of processes of connection: migration or diasporas of various kinds (African, Chinese, European); conversion and spread of missionary religions (Buddhism, Christianity, Islam); the development of trans-regional empires and trading pattern; cross-cultural encounters and perceptions; the spread of disease, plants, and animals over long distances. All of this may mean focusing on a different cast of characters: nomads, explorers, travelers, missionaries, migrants — those who cross boundaries rather than those who stay at home.<sup>4</sup>

**Comparisons:** Here is another pervasive theme of world history and an effective antidote to fragmentation, even in the absence of direct connection. It is also a very useful device for incorporating the American experience into a world history framework. How many American students would be surprised to learn that the slave trade was not directed primarily toward North America, that a sharply defined black-white system is not the norm in racially mixed societies, or that the American Revolution may not belong in the same category as the French, Russian, and Chinese revolutions? What insights about the industrial revolution may be derived from comparing it with the earlier agricultural revolution? And what happens to the concept of "modernization" when we compare Europe's modern transformation with very different patterns of modernity in Asia, Africa, and elsewhere? The possibilities for comparison are endless. We can build a comparative dimension into virtually every lecture, tutorial, essay, and examination.

But comparison represents not only a pedagogical strategy for overcoming fragmentation but also one of the most important higher-level intellectual skills which we seek to inculcate. World history can become the prime location within the history curriculum for teaching this essential skill, which has of course an applicability far beyond historical analysis. But we will have to teach it — not just model it. We must show our students how to define a problem and select relevant cases for comparison; how to choose appropriate elements/ categories for comparison; how to collect information on each case; and how to decide between a case by case or point by point comparison.

**Contextualization:** I have heard and certainly delivered world history lectures that were essentially condensed versions of what I might do in a more limited course. The South Asianist comes to world history and gives a short course on Indian history. A Europeanist bravely attempts to sum up the French Revolution in a single lecture. We can hardly imagine leaving out the Reformation or the Nazis, but how do we teach them in a world history course differently from how we might in a German or European history course?

A coherent world history course will require us to reconfigure or contextualize material for the specific and unique purposes of that experience. The condensation of

succinct summary of material prepared for other courses is rarely adequate or appropriate for the needs of world history.

Precisely how we do so depends of course on our purposes and the structure of our course. Comparison is often an effective vehicle for this contextualization. In dealing with the Reformation, for example, we might compare it to other movements of religious protest or reform within other traditions such as Sufism and Zen. Impact is another principle of contextualization. The Revolution of 1789 was certainly a central feature of French and European history, but in a world history course the resonance of French revolutionary ideas of liberalism and nationalism on a global scale may be the more point to make. Haiti, Bolivar, and the Decembrists may be more important than Waterloo, Robespierre, and the Directory.

Juxtaposition is yet a further principle for contextualization and is especially useful in dealing with one of the major conundrums in teaching modern world history: how to avoid Eurocentrism while acknowledging the centrality of the West in recent centuries; how to de-center Europe without denying its historic role. We can relativize Europe's voyages of discovery by juxtaposing them to Polynesian, Indian Ocean, and Ming dynasty maritime enterprises. We can set early west European empire building in a different context by juxtaposing it to Ottoman, Mughal, Russian, and Chinese empire building at roughly the same period. Recognizing a variety of centers of expansion in early modern times changes the questions we ask and challenges the absolute uniqueness of Europe. And we might juxtapose the industrial revolution with other cases of major economic change such as those in Song China or Tokugawa Japan.

**Consultation:** George Bernard Shaw remarked that the only problem with socialism was the need for many meetings. One might say much the same about world history. Given the enormity of the subject, we will need to talk to one another. World history thus challenges the individualism of the profession and highlights the collaborative nature of our enterprise. Ideally the plan of virtually every lecture, tutorial, and examination should have the benefit of some consultation with others, formal or informal — to say nothing of the course as a whole. And especially so if the course is team-taught; lecturers should be asked to relate their specialized knowledge to the

unique purposes of world history and of course to other lectures as well.

Clearly this raises all kinds of problems: practical problems of time allocation; professional problems of incentives and rewards for retraining in world history; personal problems of relationships among the teaching staff; and perhaps even problems of principle involving the appropriate degree of professional autonomy. But until we have a generation of trained world historians, we have little alternative to extensive consultation if we are to address the issue of fragmentation. Fortunately, that kind of interaction with colleagues is often among the most rewarding aspects of teaching world history.

Teaching world history confronts us with a profound dilemma: It is in many ways an impossible task; and yet the condition of our world and the needs of our students impart to that task an urgency and a necessity that many instructors experience as a mission. That dilemma is mitigated by the sheer excitement and consuming intellectual interest of participating in a major new venture within the historical profession. For we have the great privilege of helping to construct a history appropriate to the one world, and the densely connected world, in which we and our students will make our lives in the new century now dawning upon us.

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# APPLYING THE HISTORY OF TECHNOLOGY TO WORLD HISTORY\*

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As a new parent, I can testify to the truth of the adage, "if you have a hammer, then everything is a nail." So, too, for a historian of technology, human history is defined by technology. Or so I hope to convince you.

My intention here is threefold: First, to emphasize that no history can be fully comprehensive unless it includes technology as a major factor in human activity. Second, to show how the rise of the West is linked to its growing development, application, and diffusion of technologies. Third, to demonstrate how we can use technology to explore different societies and contacts between them. Since my teaching and research are after 1500 B.C.E., my focus is on this "modern" period.

Let me start by semi-defining technology. In a sense, defining technology is, to use the classic example, like defining pornography — difficult to describe, but you know it when you see it. Among people who define themselves as historians of technology, a working definition would include not only material artifacts, like tools and satellites, but concepts like organization and systematic research. That is, technology is a broadly based concept that goes far beyond the physical.

I should mention that the field of people calling themselves historians of technology is less than four decades old, dating from the formation of the Society for the History of Technology (SHOT) in 1959.<sup>1</sup> The majority of their research in English has been on the United States and the United Kingdom in the last two centuries. Many, if not most, of the comparative studies have been of other European countries.<sup>2</sup> This has contributed to a Eurocentric bias, of which I shall speak more about later.

I cannot overemphasize that technology does not equal Western technology, but Western technology has increasingly dominated the world stage since 1800.<sup>3</sup> As historians of technology delve into other areas of the world, our knowledge of their technological histories has grown — but still lags. Much more remains to be done.<sup>4</sup>

Let me offer five rules of thumb (a craftsman's approach) for approaching the history of technology.<sup>5</sup> Perhaps the most important is that you cannot understand a technology without understanding its context.<sup>6</sup> Contrarily, you cannot fully understand a society without understanding its technology. No history is fully comprehensive unless it includes technology as a major factor in human activity.

One version of this approach is to use anthropology, autobiographies, biographies, and social history of cultures, histories which often capture daily life in all its aspects. Technology often is hidden in these narratives, but, with careful probing, can be extracted. Fiction also offers an insight into a society's use and perspectives of technologies.

Another approach is to explore the material life of a culture. Perhaps the best example of this is a society's capacity to obtain food. How was it raised, caught, or otherwise acquired?

What were the technological limits of farming or hunting? Who did the work? How frequent was failure? How was a surplus handled?<sup>7</sup>

Second, standards keep rising as technology enables more. Whether it is the definition of poverty or what is appropriate to serve guests, the productive powers of technology and concomitant societal pressures ensure that the norm moves up.<sup>8</sup>

Third, quantity is a factor as important of quality. The first computers were accessible to only a small number of clients — those able to invest the resources. While important, the impact of the computer was limited. As computers dropped in price and diffused further, their influence increased tremendously.<sup>9</sup> One contemporary technological challenge is ensuring worldwide access to the Internet, an issue of immense political and economic importance.<sup>10</sup>

Fourth, technologies diffuse unevenly. Whether by geography, industry, or class, a technology's diffusion will be shaped by many factors, especially cost and the supporting infrastructure. Urban areas, with their high density of potential customers, are often the spawning ground for new technologies, such as telephony or electric lighting. Decades passed before such technologies diffused to less affluent consumers and rural areas. Often, overcoming the small economic incentive for this diffusion demanded political action and inducements. In contrast, kerosene lighting and heating spread fairly quickly worldwide in large part because the supporting infrastructure and supply lines were so minimal and inexpensive.

Fifth, technology is not neutral. Technologies are designed and shaped by people. Patrons, managers, workers, engineers, designers, workers and users all have different goals and perspectives. As important, technical decisions made today may lock future generations into certain paths. Excellent examples are the siting of roads or the size of a canal.<sup>11</sup>

## TECHNOLOGY AND THE RISE OF THE WEST

The last half-millennium has seen a quickening of technological invention, development, diffusion, and adaptation. One goal of the historian is to place major technological developments in perspective. For this period, such major themes include a gradual but increasing technology gap between the West and the rest of the world, the development and geographic diffusion of the industrial revolutions, use of technologies by Western countries to impose imperial domination over other societies, the institutionalization of research and development, and the deliberate efforts of countries to industrialize and modernize.

*The Big Questions are: What changed? Why did some societies (and subsections of those societies) benefit more than others?*

No understanding of this period is possible without understanding not only these technological changes but also how they benefited some societies far more than others. The Big Questions are: What changed? Why did some societies (and subsections of

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those societies) benefit more than others?

An ever-present danger of history is succumbing to Whiggism and ending up with inevitability of today's world. For the post-1500 era, one version of Whiggism is Eurocentrism. One reason Eurocentrism tends to dominate history of technology is that the last few centuries of major technological advances by the West have, as Michael Adas so well documented, increasingly been identified as reasons for Western political, economic, and military superiority.<sup>12</sup>

Some scholars have advanced wide-ranging — and technology-based — explanations for the rise of the West. The challenge is to explain what differed after 1500 compared with before then. The best of these studies place the evolution and revolution of technology in context with evolutions and revolutions in commerce, science, agriculture, religion, and thought.<sup>13</sup> The connection between Christianity and technology — what is the appropriate relation of people with Nature and the appropriate conduct of people with each other — is particularly intriguing, but needs a comparative perspective with other religions.<sup>14</sup>

The major technological shifts which have truly changed the world are the industrial revolutions of the last two-and-a-half centuries. For nearly two centuries, growing parts of the world have been shifting from an economics of scarcity to an economics of abundance. For many people, the basic questions are not those of survival, but of choices about consumption. This vast explosion of material wealth is due to the industrial revolutions.

The first industrial revolution began approximately 1760 in Britain and spread to the Continent and the United States.<sup>15</sup> Its four distinguishing characteristics are:

- greatly expanded exploitation of natural resources, such as coal and cotton
- greatly expanded use of inanimate energy sources, primarily hydropower and steam
- development of increasingly sophisticated machines that put the skills in the machine and not the person
- implementation of new forms of work organization, including the division of labor and the factory.

Cotton textiles were the first product to be industrialized. Why textiles? Clothing is a universal product, so demand existed — or could be easily creat-

ed. Why imported cotton and not domestic wool? After all, England had a well-developed wool textile industry. But wool production had a well-developed industrial organization whereas the weaker cotton industry enabled more experimentation with the organization of work, an organization that reduced the autonomy and skills of workers. Furthermore, cotton yarn was tougher than wool yarn, a very important consideration for the first generations of machines, which tended to be rather abrupt and rough in their motions. Mechanization of wool production lagged by a good half-century.

A key to understanding the first industrial revolution is that the first generations of factory-manufactured textiles were of a lower quality than handcrafted goods — but they were also lower priced. Profits came from increasing the volume of clothing sold, which meant the creation of a larger market.

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*The goods produced by a factory were worthless unless they could be transported to markets and sold.*

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Here, the connection with the growth of capitalism becomes clearer, as markets evolved from local to regional to national and international. The goods produced by a factory were worthless unless they could be transported to markets and sold.

Equally important, especially for the millions of slaves and indentured laborers, was the vastly increased demand for raw materials to feed the modern factory and worker. The plantations of the world, whether growing cotton, sugar, rubber, or other resources, would not have existed if their products had not been wanted.<sup>16</sup>

Consequently, the history of technology is closely connected with the risk of market economics and business history. Businesses often serve as the conduits through which technologies diffuse and are applied, but, equally important, technologies demand changes in the form and function of business. For example, the railroad, with its insatiable appetite for capital and demand for greatly increased control of widespread operations, was a catalyst for the modern business enterprise.<sup>17</sup>

Business and economics played a major role in the history of technology, but so did governments. The state played five major roles in technological development:

buyer, promoter, operator, regulator, and standard setter. The state's role is particularly prominent in latecomers, who used the state to try to catch up, especially in providing the educated cadres needed for a country to industrialize.

Great Britain, despite its government's efforts, could not maintain its monopoly on industrialization. The process of technology transfer and industrialization on the Continent and in the United States followed but lagged by decades. Of particular interest has been German industrialization, partly because of its success (defined in terms of becoming a competitor to Britain) and partly because of its close relation with nation-building.<sup>18</sup>

The second, science-based industrial revolution of electro-technology and chemistry, originating in the 1850s, was more widespread, involving Germany (née the German states), France, the United States, and Britain. The rates of development and diffusion were quicker than the first industrial revolution, although the prerequisites to compete were higher. These included educated workers and managers, financial institutions, modern business structures, and adequate markets.

The industrial revolutions have continued (a good question for students is to define how many industrial revolutions there are), as has the gap between the industrialized and industrializing (or modernized and modernizing).<sup>19</sup> Why was it so hard for late modernizers to catch up? Most of the countries that started behind have remained behind. One of the reasons is that even as a country digests imported technology, the originating country is often improving that equipment or creating new generations of technology. Nor is the process of technology transfer, adaptation, and diffusion a simple one.<sup>20</sup>

One reason for the gap is the uneven terms on which many societies first encountered Western technology. Daniel Headrick has pioneered research into the actual mechanics of 19th-20th century Western imperialism. While military superiority is an obvious reason, he also convincingly shows the importance of superior Western organization, administration, communications and transportation networks, medicine and sanitation, and production. Indeed, while the repeating rifle might be the most visible sign of Western domination, "invisible" technologies like administrative networks linked

by worldwide telegraph systems, were equally if not more important.<sup>21</sup>

### **The Major Exception is Japan.**

The major exception is Japan. Indeed, the modernization and industrialization of Japan is one of the Big Questions: How has Japan “succeeded” in modernizing such that it is both technologically equivalent to Western countries and remains quintessentially Japanese? Appropriately, there is much literature on the subject, though one should also add that the fear in the 1970s-1980s of Japan becoming the global economic power provided the impetus for funding much of this research (in the same way that my education was partly financed due to fears of Soviet technological superiority).<sup>22</sup>

The reasons for the Japanese ability to modernize after over 200 years of self-imposed seclusion are numerous. Among the most important factors were the widespread literacy and growing market orientation of the Tokugawa period, the government’s insistence to maintain its political and economic independence, a willingness to learn from abroad, and a lack of natural resources.

Let me give an example. Both Brazilian and Japanese industrialists in the late 19th-early 20th centuries imported manufacturing equipment from Platt Brothers of England, yet the development of the textile industries in the two countries diverged radically. In Brazil, manufacturers, protected by high tariffs, happily divided their internal market and took their profits. In Japan, hamstrung by limited domestic natural resources and fearing foreign domination, the goal from the beginning was to compete internationally.

### **COUNTRY COMPARISONS**

Looking at the evolution of a technology in different societies is a very stimulating way to explore the history of technology. By seeing what is similar and what differs, we can better understand the technology itself, important shaping factors, and the societies in which it functions. We can better see the emergence of national styles and local variations.

My own contribution to this international approach is a history of Russian electrification from 1880-1926. By looking at Russia, I was able to deepen our understanding about why electrification

proceeded along the paths it did in more advanced Western countries.<sup>23</sup>

Of particular importance in Russia was the military role in the early stages of new technologies. The military is often the only customer, private or state, willing and able to invest in expensive, untested technologies. Military technology deserves mention both for its role in pushing/shaping the development and diffusion of specific lines of technological evolution and in its contribution to reshaping the military balance of power.<sup>24</sup> One of the most appreciated areas of Western exports has been weapons technology, whether muskets or missiles. But, as the 19th-century Chinese and Japanese armies demonstrated, the actual technology does not succeed unless the importing agency also adapts its organization, strategy, and tactics to the new technology.<sup>25</sup> The same is true for non-military technologies, but rarely is the point so graphically demonstrated. The armies and navies of France, Germany, Britain, and the United States all promoted the development of electric lighting, but only the Russian military played a very important role in introducing the new technology: Two-thirds of *all* light bulbs in Russia in 1880 were either on naval ships or in military installations. The far greater significance of the same military role was a striking demonstration of the weak Russian civilian economy which lacked both the resources and the market to exploit electric lighting.

Other causes for the slower diffusion of electrification in Russia were the more ponderous bureaucracies (operating on the premise that “anything not permitted is prohibited”) and a weak financial market. The former meant a slow permit process while the latter both necessitated dependence on foreign investment and slowed diffusion because the needed funding did not exist. One result of their early development was the formation by European and American firms of packages combining technology, financing, training, and managerial expertise for potential clients. Belgian firms even transformed their worldwide domination of horse-drawn tram systems into a similar domination of electrical trams. This packaging greatly reduced the demands on cities, which usually lacked the technical expertise to operate a utility, albeit at the cost of slowing the development of a domestic electrical manufacturing industry. The multinational electro-technical companies gained a com-

petitive advantage by larger sales, an advantage which has remained to this day.

One consequence has been the evolution of technology transfer from selling obsolete factories abroad to the provision of modern facilities capable of producing the latest products. A sign of the wiser importation of technology transfer today is the demand for technology transfer and offset arrangements, especially in contracts involving expensive technologies like passenger jets.

After World War I, electrical engineers and politicians proposed plans for the wide-scale electrification and industrialization of regions. Among them were the electrification of the German Ruhr, “Superpower” for the American Northeast and “Giantpower” for Pennsylvania, and similar plans for Ireland and Great Britain. Yet it was only in the Soviet Union that the GOELRO plan became state policy in 1920, when Lenin proclaimed, “Communism is Soviet power plus the electrification of the entire country.”

Why? Only in the Soviet Union had the destruction and chaos of the war, revolutions, and civil war destroyed the existing political and economic order. Only there was the new leadership desperate enough to try to rebuild a shattered society on a new technological basis. But the Soviet Union maintained its old bureaucratic structure and grafted on a socialist transplant.

### **History is full of paths not taken.**

History is full of paths not taken, and the history of technology is particularly so. Soviet electrification is no exception. The GOELRO path of regional power stations was consciously similar to proposals in the West — indeed, the Western-trained Russian electrical engineers proudly cited European and American authorities as legitimization of Soviet plans. Yet other electrical engineers proposed alternative paths — widespread small-scale electrification of villages and towns using local fuels or building up utilities in towns and cities other than Moscow and Leningrad. The question ultimately came down to the allocation of resources. The radicals lost — a centralized state decided against decentralizing electrical power.

Another example is the airplane, a wonderful demonstration of technological differentiation and diffusion. Historians have benefited from attention to its development both in Western countries and

from recent histories about its importance in Thailand and Egypt.<sup>26</sup> Different countries, depending on their geopolitical and economic perspectives, promoted different lines of technological development. The military significance of aviation cannot be doubted. More importantly, the growth of passenger and cargo flights has reshaped the world, tying economies closer together and making tourism one of the leading industries.

But, like the railroad and the satellite, aviation had an important symbolic role. In most societies, the arrival of the airplane created excitement. In Britain, it generated fear, for no longer was the country safely isolated from continental affairs. Governments also thought they needed national flagships, proving the primacy of politics over economics.

## CONCLUSION

I have covered a lot of ground. Let me conclude by quoting one of the founding fathers — they were all male — of the history of technology, Mel Kranzberg: "All history is relevant, but the history of technology is most relevant."<sup>27</sup> I hope I have convinced you of this.

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25. Noel Perrin, *Giving Up the Gun. Japan's Reversion to the Sword, 1543-1879* (Boston: David R. Godine Publisher, 1979); David B. Ralston, *Importing the European Army. The Introduction of European Military Techniques and Institutions into the Extra-European World, 1600-1914* (Chicago: University of Chicago Press, 1990).

26. David Edgerton, *England and the Aeroplane: An Essay on a Militant and Technological Nation* (London: MacMillan, 1992); Alfred Gollin, *Impact of Air Power on the British People and Their Government, 1909-14* (Stanford: Stanford University Press, 1989); Lon O. Nordeen, *Phoenix over the Nile: A History of Egyptian Air Power, 1932-1994* (Washington, D.C.: Smithsonian Institution Press, 1996); Robert Wohl, *A Passion for Wings: Aviation and the Western Imagination, 1908-1918* (New Haven: Yale University Press, 1994); Edward M. Young, *Aerial Nationalism: A History of Aviation in Thailand* (Washington, D.C.: Smithsonian Institution Press, 1995).

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**WHA**

## COLLEGE BOARD WILL INTRODUCE NEW COURSE IN AP WORLD HISTORY IN 2001-2002

Pictured above right are members of the newly formed AP World History Development Committee at their first meeting this past March 1999 at ETS in Princeton. First row, left to right: William Everett, St. Ann's School, Brooklyn; Linda Black, Cypress Falls HS, Houston, TX; Peggy McKee, Castilleja School, Palo Alto, CA; and Judith Tucker, Georgetown University, Washington, D.C. Back row, left to right: Larry Beaber, ETS History Assessment Specialist; Arnand Yang, University of Utah; Despina Danos, ETS History Assessment Specialist Peter Stearns, Carnegie Mellon University, Pittsburgh, PA, chair; Diego Gonzalez Grande, Benjamin Franklin HS, New Orleans, LA; Pat Manning, Northeastern University, Boston, MA; Wade Curry, AP Program Director; and Kathy Lynch, ETS, AP Program Administrator. Most of these individuals



Advanced Placement World History Committee — March, 1999

are WHA members. Since this photo was taken, the committee has met for an intensive weekend in July and will meet again in October. A draft outline of the contents of the new course and the examination format can be viewed on the Web:

<http://www.collegeboard.org/ap/worldhistory/> The final AP World History Course Description and the AP World History Teacher's Guide will be available for distribution in the fall of 2000. An intensive 8-day "train the trainers" workshop July 14-21, 2000 at Northeastern, to prepare teachers to offer the new course has been funded by the College Board. Funding is being sought for similar workshops that will be

offered in other parts of the country. Currently, nearly 175,000 students take the AP US history examination, and 55,000 take the European history examination. It is anticipated that within two years at least 30,000 students will be enrolled in the new AP world history course. WHA college members are being contacted to write multiple-choice questions and to administer 45-minute pilot tests as part of their regular world history survey courses.

Presentations on the new course are being planned for the NCSS meeting in November, the University of Texas-sponsored World History/Geography meeting in February 2000, and the WHA Boston conference in June of 2000.

**WHA**

## ENKIDU'S LAMENT: SECOND THOUGHTS ABOUT ANCIENT CITIES

**David A. Chappell  
University of Hawai'i**

"Let you be stripped of your purple dyes, for I too once in the wilderness  
with my wife had all the treasure I wished."

— Enkidu, *Epic of Gilgamesh*<sup>1</sup>

The standard world history course defines early "civilization" as urban and literate, a complex society whose elite specialists rely on a food surplus produced by irrigated river valley agriculture. The city is the path, ultimately, to modernity, reputedly a universal process of progressive change leading, in linear fashion, from the neolithic revolution to post-industrialist present.<sup>2</sup> City-centered, sedentary populations were larger and denser than their more migratory counterparts,<sup>3</sup> and they produced more archaeological artifacts and written texts, so it is not surprising that their voices and self-image are disproportionately louder in history. For example, Zoroaster's *Gathas*, composed in eastern Persia in perhaps the sixth century B.C., warn against the threat to his elite oasis milieu posed by evil nomads, presumably Indo-European Scythians,<sup>4</sup> and China divided the "barbarians" beyond its borders into the partially Sinicized and the more animal-like.<sup>5</sup> Yet just as concerns have been raised in recent decades about protecting our environment

from the pressures of rising populations that bring polluting over-development, so there are second thoughts about cities in ancient records. "Migratory" voices survive sometimes as counter-discourses in written texts that seem to hold collective memories from an earlier, orally transmitted nomadic tradition.

It is often assumed in urban, industrial societies that past humans "evolved" in occupational stages: from foraging (hunting and gathering, fishing), through shifting cultivation (swidden, or slash and burn farming), and animal husbandry (leading to nomadic pastoralism) to "hydraulic"<sup>6</sup> agriculture. As shifting cultivators moved gradually out onto flood plains, a managerial elite harnessed rivers for irrigation, collected taxes in kind, built temples and palaces, stimulated craft production, and traded long-distance for whatever was not available locally.<sup>7</sup> This unidirectional tendency toward resource-maximization has been explained in various ways, from the big-bang-like Parable of the Tribes<sup>8</sup> — in which inter-group equilibrium ends when one group seeks greater power and wealth, thus causing a chain reaction of imitative self-defense — to the displacement of entropy outward from urban consumption centers that needed ever larger infusions of food, people to replace deaths from epidemics, raw materials such as stone, timber, and minerals for metal tools and weapons, and exotic luxury goods that confirmed elite status.<sup>9</sup> We might call this the "hooked" scenario of progress: regardless of possible negative consequences, people have steadily gravitated toward the material attractions of settled, city life — and some would add, toward patriarchy — ever since the invention of the plow.<sup>10</sup>

Yet the persistence of less sedentary lifestyles right up to the present in various margins of the contemporary world system suggests that human social progress may not necessarily be so linear. Shifting cultivators, nomadic pastoralists, and even fishers and foragers have indeed retreated in the face of pressure from expanding sedentary resource-maximizers,<sup>11</sup> or "come in" as the above narrative would suggest. But significant numbers of such societies have held out, in ever-remoter areas around the world, even if the latest prediction is that the remaining hunters and gatherers will likely disappear within a generation, "seduced by the attractions of civilization, settled down under pressure

from bureaucrats or missionaries, or succumbed to germs."<sup>12</sup> In fact, such groups have been idealized at times by anthropologists (in the 1960s), environmentalists and indigenous peoples' movements, as being closer to and more respectful of nature and also more peaceful, egalitarian, and free of the drudgery of sedentary work requirements.<sup>13</sup> The mythic imagery of certain Native American groups depicts the "First People" as spiritual beings, who could shape-shift into any animal or other natural form, until the appearance of dependent humans caused their outer physical appearance to become more fixed.<sup>14</sup> This scenario transforms human "progress" into a retrogression toward more *limited* potential. It suggests a time when human beings were not in awe of themselves and had to find ways to cohabit with other, seemingly more powerful forces in the ecosystem. In the South Pacific, Rata had to appease the forest spirits before he could build a voyaging canoe that would enable him to rescue his parents from a giant seabird.<sup>15</sup>

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*In fact, conventional definitions of "civilization" may deserve reconsideration.*

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In fact, conventional definitions of "civilization" may deserve reconsideration. Its Latin root word, *civis*, refers to government and citizenship, not cities, per se. Tunisian Muslim historian Ibn Khaldun once called civilization human cooperation and "group feeding." He did see a natural progression from nomad to urbanite, both having gone beyond people in "the first natural state" who "do not congregate," but he also said that both bedouin pastoralists and city dwellers who lived behind walls were civilized.<sup>16</sup> The former provided the demographic reservoir for city populations and lived in symbiosis with towns, while the latter tended to pursue luxuries until greed caused the "soft" ruling dynasty to collapse and be replaced by another, more dynamic solidarity. His basic theory<sup>17</sup> was a Muslim version of the Chinese dynastic cycle, but what Ibn Khaldun acknowledged was that nomads were civilized, and they even took pride in their moral superiority over corrupted urban centers. He was writing in the 14th century A.D., but even in the early 20th century, freedom-loving Iraqi tribesmen expressed contempt for the city: "it is only in times past that it kept us in awe." One shaikh called towns-

people "riff-raff"<sup>18</sup> and that anti-urban attitude is not a recent one in Mesopotamia.

If we scroll time backwards about 5,000 years, to the Sumerian *Epic of Gilgamesh*, which was an oral text before it was written down, we find an urban self-critique interwoven into the tale of an arrogant hero, King Gilgamesh of Uruk. Archaeological evidence suggests that Uruk, one of a dozen Sumerian cities in the Tigris and Euphrates flood plain, was linked by trade to outer areas such as upriver, northern highlands, where it established garrisoned entrepôts to acquire minerals, cedar, and slaves from shifting cultivators, and by more direct colonization to southwestern Iran, where it established farming settlements.<sup>19</sup> Semitic pastoralists did migrate into the Sumerian cities in stages, first exchanging products, then working as laborers and soldiers and eventually replacing the urban elites, but this shifting population often retained "an anti-urban counterculture."<sup>20</sup> In the epic poem, King Gilgamesh is so unjust that the gods create Enkidu, a powerful "savage" who lives among animals and frees them from hunters' traps. From that "first natural state" Enkidu next graduates to live among shepherds (pastoralist stage), thanks to a frustrated trapper's use of a city temple "harlot," one of Ishtar's love priestesses. She tames Enkidu with "the woman's art," body oils, fine clothing (urban craft), wine and bread (from cultivated crops: farming stage), and promises of sweet-scented, easy living. After turning against his former animal companions, Enkidu goes to Uruk and battles Gilgamesh, but loses, only to become the king's loyal comrade (metaphorically, Ibn Khaldun's assimilation/symbiosis). After lecturing King Gilgamesh, through a dream interpretation, about ruling more justly, Enkidu feels "oppressed by idleness." Gilgamesh, the ruling "shepherd" of his people, also expresses dismay over urban life: "Here in the city man dies oppressed at heart...I have looked over the wall and I see the bodies floating on the river, and that will be my lot also." So they embark on far-flung adventures, such as the acquisition of cedar from beyond the river plain (Lebanon?).<sup>21</sup>

Later, after offending Ishtar, Enkidu dies of sickness (an especially urban blight<sup>22</sup>), but first he curses the trapper and the "harlot" (see opening quotation) for enticing him into the city. Heartbroken, Gilgamesh "wandered over the wilder-

ness as a hunter... wearing the skins of beasts,"<sup>23</sup> looking for immortality but failing. In this text from one of the earliest urban centers, such surprisingly negative references to city life are striking, as is the positive, purifying image of a "regression" to migratory living embodied in Enkidu's dying lament and Gilgamesh's temporary conversion to hunting in the wilderness. There is a sense in the narrative of something lost: a proud freedom and hardy self-sufficiency that urban lifestyles lacked. As Ibn Khaldun wrote, "greater fortitude is found among the savage Arab Bedouin than among people who are subject to laws."<sup>24</sup> In ancient Greece, young men called *peripolos* (travelers) went through a rite of passage by spending time as warrior-hunters or soldiers in remote border posts, to test their mettle against the wilderness before taking up more citified duties.<sup>25</sup> Even in the fable of Romulus and Remus, a she-wolf suckled them before shepherds raised them and helped them to found Rome — after the twins tired of hunting in the woods.<sup>26</sup> This is perhaps nostalgia on the part of urban societies for a quasi-mythic golden age, a telling sentiment in itself but somewhat short of the outright rejection of materialistic city life that those Iraqi Bedouins would continue to express.

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***Other "nomad" voices can also be found in ancient texts, as echoes from an ethically formative pastoralist era....***

Other "nomad" voices can also be found in ancient texts, as echoes from an ethically formative pastoralist era about which puritanical prophets had periodically to remind people. Two examples are the Hebrews and the Indo-Aryans, whose scriptures often praise "migratory" virtues. In Genesis 4, the story of Cain and Abel hints at such an attitude, since the two sons of Adam and Eve became a farmer and shepherd, respectively.<sup>27</sup> When they made offerings to God, the firstborn lamb from Abel was more pleasing than the first fruit from Cain's harvest, thus causing the jealousy that impelled Cain to kill his brother — symbiosis obviously did not always work, as repeated conflicts between pastoralists and sedentary peoples throughout history attest! God then cursed Cain, depriving him of the ability to till the soil in the future, and made him a wanderer. Later Abraham

was ordered by God to leave Ur, a Mesopotamian city famous for its ziggurat (Babel?), and migrated to Canaan, a term which refers not only to Phoenicia/Palestine but, in Hebrew, to "merchants."<sup>28</sup> Canaan was already cursed by God, who would destroy the infamous cities of Sodom and Gomorrah. Moreover, this destructive vengeance toward urban Canaan revived when the Hebrews came out of slavery in Egypt, driving out or killing the Canaanites and burning their cities on God's orders.<sup>29</sup> Joshua's trumpet brought down the famous walls of Jericho, which archaeologists regard as one of the first cities in human history.<sup>30</sup>

Baal, or the Golden Calf, was a deity worshipped in Canaanite cities, and hence a recurring enemy. When the Hebrews developed their own urban elites, their puritanical prophets attacked creeping Canaanite influence in the ruling circles, which included abuses of power by new royal dynasties. Solomon was a business partner with Hiram of Tyre, a Phoenician who helped to build the Temple in Jerusalem, and after Solomon's death Ahab married the Phoenician princess Jezebel and worshipped Baal. Elijah, "the worst troublemaker in Israel," who had taken refuge in the wilderness, challenged the priests of Baal to his famous bull-burning competition,<sup>31</sup> and later prophets, such as Isaiah, reviled the corruption of the urban Hebrews, comparing them to the former inhabitants of Sodom and Gomorrah and warning them to purify themselves, or else God would enable foreign powers (like Assyria and Babylon) to destroy their cities and enslave their inhabitants — perhaps an after-the-fact projection backward by compilers of the Torah during the historical Babylonian captivity? While such passages in the Bible are not necessarily anti-urban per se, they do suggest a notion of moral impurity arising from urban life, perhaps revealing an ancestral nomadic pride that stretched back to Abel's reputedly superior offering to God.

For migratory peoples to have a voice in ancient history, they needed either to infiltrate urban written records, as in the Gilgamesh epic, or to become literate and urban themselves, like the Hebrews, who could produce their own retroactive version of events while retaining a heritage of pastoral puritanism. The latter ethic also seems to color the *Vedas* composed by the Indo-Aryan migrants into the Indus

and Ganges valleys during the second millennium B.C. Interpreting the mythic imagery in the *Vedas* literally can be controversial, as with any sacred literature,<sup>32</sup> but half of the 1,000 hymns are devoted to Indra, the *soma*-drinking god of storm, or Agni, the god of fire. Many speak of smashing the cities of the Dasas, dark-skinned inhabitants whom some historians associate with the pre-Aryan Dravidian peoples who created the Indus Valley civilization.<sup>33</sup> This invasion and warfare scenario of the decline of towns like Mohenjo-Daro and Harappa has been undermined by recent archaeological evidence,<sup>34</sup> but the language of rural-urban antagonism in the *Vedas* is strikingly reminiscent of Hebrew critiques of city life. Images include not only fame- and loot-seeking, chariot-driving, cattle-herding raiders destroying fortified settlements, burning fields, and breaking open irrigation dams, but also the purported moral inferiority of the Dasas. The latter supposedly deserved death and enslavement for refusing to pay food tribute, for hoarding their wealth, and for bringing "no sacrifice, inhuman, godless, infidel."<sup>35</sup> For the Indo-Aryans, "riteless"<sup>36</sup> apparently translated into rightless, since the term Dasa came to mean "slave."<sup>37</sup>

The later *Ramayana* epic seems to portray the aboriginal inhabitants of the Ganges Valley as demonic (but occasionally capable of spiritual purification), and the hero Rama has to leave his city realm to fulfill his destiny as the avatar of Vishnu, the preserver of order against chaos.<sup>38</sup> Is it only a coincidence that Siddhartha Gautama, the historical Buddha, would leave his palace life to practice asceticism in the wilderness and achieve enlightenment while meditating under a tree?<sup>39</sup> Or that the Hindu *Upanishads*, the teachings of forest hermits, preach relentlessly against all materialistic distractions from discovering an inner spiritual truth: the immanent oneness of all existence? The Chandogya Upanishad says, "The lotus of the heart, where Brahman [the world soul] exists in all his glory — that, and not the body, is the true city of Brahman."<sup>40</sup> In East Asia, Zen Buddhism and Daoism reiterate such transcendental admonitions against earthly desires. When Bodhidharma brought Zen from India to China, he dismissed the Emperor's vain bragging about building monasteries, saying, "The only true work of merit is Wisdom, pure, perfect and



## SOME USEFUL PRIMARY TEXTS FOR TEACHING ABOUT ASIA IN THE CONTEXT OF THE 20TH CENTURY WORLD

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### Introduction:

At Gettysburg College we have devised a way of teaching world history to first- and second-year students that allows us to teach from our strengths and to focus our courses on a manageable period of time. Rather than teaching a huge semester- or year-long survey that covers the world from the beginning of time to the present, we have developed a series of courses that cover one or two centuries and that touch on at least three continents. Each of these courses has a thematic focus that is developed by the instructor. As part of this series I have been teaching a course on the history of the 20th century world that focuses on the theme of empire and nation or imperialism and nationalism. It begins in the late 19th century and ends in the late 20th century and is currently divided into the following five segments: late-19th century imperialism: theory and practice; empire and the world

wars; decolonization; the Cold War as imperialism; and late-20th century imperialisms.

Because I believe that it is exceptionally important to encounter the world, especially in the context of discussions of empire and imperialism, through the eyes of a variety of actors from around the world, I assign a lot of primary texts. Below is a list of novels, memoirs, and oral histories that deal with Asia and which I have used for this course. Not all of them fit into the theme that I have described above. I have arranged them in accordance with topics or themes with which they deal.

### Imperialism:

Charles Allen. *Plain Tales from the Raj*.

In the early 1970s the BBC put together an extensive oral history of British rule in India by interviewing 70 or 80 British who had lived in British India. This book is based on these interviews. It is divided into a large number of chapters on varied topics pertaining to Anglo-Indian society, government, military, and culture. As an oral history, it is based largely on memory and much of it is rather anecdotal and rather romanticized. Nonetheless, if one takes these "flaws" into account, it makes for interesting and valuable reading. I do not recommend using the entire book, as it can be repetitive, but a few chapters make a wonderful reading for a course segment on imperialism. I have used chapters of this book in conjunction with Scott Cook's *Colonial Encounters in the Age of High Imperialism*, Chinua Achebe's *Things Fall Apart*, and the film *Mister Johnson* for the course segment on late 19th century imperialism.

Zareer Masani. *Indian Tales of the Raj*.

This book is part of the same series as *Plain Tales from the Raj*, described above, but it is based on interviews of Indians who lived and worked with the British under British rule. The author interviewed more than 50 former civil servants, army officers, politicians, businessmen, and professionals. As an oral history, however, it may be flawed in the same way as *Plain Tales from the Raj*. It offers a fascinating contrast to Allen's book, and it would make good sense to assign chapters from the two books side by side.

### Cultural Encounters:

Eiichi Kiyooka, trans. *The Autobiography of Yukichi Fukuzawa*.

Fukuzawa lived in Japan from 1835-1901 and was an avid student of the West even before Perry's arrival and the "opening" of Japan. This book recounts the spread of Western knowledge in Japan during the latter half of the 19th century. It also has a number of chapters on Fukuzawa's travels in the West and his observations on what he finds there. Sections of the autobiography would fit very nicely into a course with a theme that centered on cultural encounters.

### International Communist Movement:

André Malraux. *Man's Fate*.

Malraux's 1930s novel is based on his own experiences in Shanghai in the spring of 1927. It examines the activities of a group of international and Chinese left-wing revolutionaries. In

addition to offering a wonderful portrait of leftists in Shanghai, it can also tie into a discussion of the Comintern and/or international communism. The potential problem with using it in a world history class is that the reader should really have a good sense of the larger Chinese political context in order to fully grasp the content. I have used it in a course segment on international communism and the role of the Comintern in spreading revolution.

## World War II:

**Eric Lomax. *The Railway Man*.**

This book is a memoir of a British prisoner of war who was captured by the Japanese in Malaysia during World War II, and imprisoned in both Singapore and Thailand. Lomax recounts the horrors of his POW experience, including fairly detailed descriptions of torture, illness, and starvation. He writes a fair amount about his captors as he attempts to grapple with the question of why they dealt with him as they did. The memoir would work well in a course segment on World War II. It provides some insight into British and Japanese attitudes about empire in the World War II era.

**Shohei Ooka. *Taken Captive*.**

Also a World War II POW memoir, this book was written by a Japanese soldier and novelist. It offers a very detailed and introspective examination of the life of a Japanese POW in the Philippines, beginning with the period right before his capture. He is highly critical of the Japanese military, and writes quite favorably of his American captors. The two drawbacks of using it as a course book are that it is currently available only in hardback and that the author is perhaps excessively engaged in an analysis of his own mental state throughout the period in question. The latter makes it a fascinating memoir, but it is sometimes a bit dense for the average undergraduate. I have assigned it in conjunction with *The Railway Man* to provide contrast. An alternative to assigning the entire book would be to assign a portion, such as the first chapter, which deals with the question of surrender versus suicide, a critical question for a Japanese soldier during World War II.

## Decolonization:

**Khuswant Singh. *Train to Pakistan*.**

This novel is written by a journalist, and offers a fairly true portrait of events in a town on the India-Pakistan border in the months immediately following partition. It can be read as a critique of the Indian government for its failure to stop the Hindu-Moslem-Sikh violence that accompanies partition. I found that it worked very well in combination with the film *Gandhi*.

**Truong Nhu Tang. *A Viet Cong Memoir*.**

This memoir begins in the final years of French rule in Vietnam and traces Vietnam's extended "decolonization" process. As the title indicates, the author becomes a member of the Viet Cong, but in fact he could be better described as a liberal humanist than a communist. I have used this memoir for

course segments on decolonization and the Cold War. It fits well into both subjects, and can, in fact, be used as a bridge between them. It can also yield great in-class discussions.

**Jane Kramer. *Unsettling Europe*.**

Only one chapter of this four-chapter journalistic book deals with Asians, and it describes the lives of a family of Ugandan Asians who have migrated from Uganda to Great Britain following Idi Amin's expulsion of Asians from Uganda in the early 1970s. It is a fascinating story, however, of cultural encounter between the colonial power and its former subjects, this time in Great Britain rather than in one of its colonies. This story of post-colonial encounter raises questions that are important to any discussion of the impact of decolonization on the former colonial powers.

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## BRINGING THE MIDDLE EAST INTO A HIGH SCHOOL WORLD HISTORY COURSE —THE QUICK AND DIRTY VERSION—

**Kate Lang**  
University of Wisconsin-Eau Claire

I remember reading a short article in the *World History Bulletin* a few years ago that did a brilliant job of placing Islamic history in the context of world history. I realized immediately that this brief summary would change the way teachers who had been educated in the tradition of Western civilization understood the Islamic world. I knew this knowledge would be indispensable if they wanted to begin to conceptualize history from a truly global perspective, and I lamented the fact that Islamic historians so rarely write for general audiences. Maybe more of us should teach world history. My own nemesis as I continue to develop my world history courses has been pre-modern Chinese history. I remember vividly how impenetrable the foreign concepts and names seemed when I started teaching the course, and how I felt that I needed to get the basics under my belt before I could even think about the relationships between China and the Islamic world or Europe. In those early years, I was thrilled when a Chinese historian helped me make those connections from the Chinese perspective in simple terms that I could read quickly and transfer into the classroom with ease. I was even more thankful if someone handed me a primary source for China and assured me it had worked in class.

I was thinking about this last June when I was preparing for a summer course designed to help K-12 teachers integrate the Middle East into their world history classes. I had timelines designed to help them view world history from Islamic and Western perspectives. For example, even though we all learned in Western civ. that the Muslim loss at the battle of Tours in 732 was a major turning point, Muslims appear to have considered it less significant. I also had my maps ready. I like to show non-specialists how big the Islamic world has been throughout its history. During the Middle Ages Islamic civilization stretched from North Africa to the borders of China and into Northern India. I had a lengthy scholarly bibliography along with a list of the standard surveys. Among the surveys I

included: Ira Lapidus' comprehensive work *A History of Islamic Societies* (Cambridge, 1988), Albert Hourani's elegantly written *A History of the Arab Peoples* (New York: Warner Books, 1992), M.G.S. Hodgson's intellectually challenging *The Venture of Islam* (Chicago, 1974), and John Esposito's concise introductory work *Islam the Straight Path* (Oxford, 1988). As required textbooks I had ordered Hourani's survey, Leila Ahmed's *Women and Gender in Islam* (Yale, 1992) and Charles Smith's *Palestine and the Arab-Israeli Conflict* (New York: St. Martin's, 1996). If I knew nothing about Middle Eastern history and had to teach it, these were the first three books I would want to read. I also had some of the frighteningly expensive videos that I've collected over the years, and two of the newest high school world history textbooks that come with supplementary video and CD-ROM packages. I was prepared!

I knew from experience, though, that if I wanted to assign a unit plan on the Middle East as a class project I would have to give the teachers more than my own overview of Middle Eastern history, standard surveys from which they could gain background information and prepare lectures, the titles of high school textbooks their districts couldn't afford, a lengthy bibliography, and encouragement to visit our library. I would have to show them materials they could take into the classroom and hand to students.

My plan was to make available to them the *Arab World Studies Notebook* edited by Audrey Shabbas and published by AWAIR [Arab World and Islamic Resources] in Berkeley, California, and the Middle East Policy Council in Washington, D.C. This is an amazing resource divided by subject area and country that includes sample lesson plans, exercises, and bibliographies of materials that are easily accessible to K-12 teachers. (Some of the materials listed, as well as the *Notebook*, are available directly from AWAIR at 1400 Shattuck Ave., Suite 7-53, Berkeley, CA 94709; phone/fax: 510-704-0517; e-mail: [awair@igc.apc.org](mailto:awair@igc.apc.org)). The only drawback I saw to my plan was that the *Notebook* would lead the teachers in my class to focus on the Arab Middle East exclusively in their lessons. In the end, I decided that since most of them had no previous knowledge of the region this would be a fine place to start. I didn't panic until I realized that the 1998 edition of the *Arab World Studies Notebook* wouldn't reach me in time and that I couldn't lay my hands on a copy of the previous edition in Eau Claire, Wisconsin. This was one day before my class was scheduled to begin.

I rummaged around in my office for materials that had inspired my interest in the Middle East when I was a college freshman but that might also work at more elementary levels, as well as other suitable materials that had been published since. Much to my surprise, a couple of the books that had so captured my imagination in 1980 were still in print. I began to put together a list. I recommended Elizabeth Fernea's *Guests of the Sheikh* (Doubleday, 1965), an ethnography that describes life in an Iraqi village in the late 1950s in a very readable style that high school students find engaging. Fernea has since written several other works. I added *A Street in Marrakech* (Waveland Press, 1988) and excerpts from *In Search of Islamic Feminism* (Doubleday, 1998), which I thought might work well in high school classrooms, too. The challenge in using *Guests of the*

*Sheikh* is getting the students to place it in historical context. Life in Iraq has changed considerably since Fernea did her fieldwork. Fortunately, in one chapter of *In Search of Islamic Feminism* she describes her recent return to the same village. Students who read both can see continuities and changes through Fernea's own eyes. I included Margot Badran and Miriam Cooke's *Opening the Gates* (Indiana, 1990) and Elizabeth Fernea and Basima Bezirgan's *Middle Eastern Muslim Women Speak* (Texas, 1977), because both contain translated excerpts of writings in various genres by Muslim women along with brief biographical sketches. (Badran and Cooke present 19th and 20th century writings, whereas Fernea and Bezirgan present writings from the pre-Islamic period through the 20th century.) I had taken some of these excerpts into middle and high school classrooms myself when I'd made presentations for Women's History Month, so I knew they were effective. In addition, I recommended a collection of Arabic short stories translated by Denys Johnson-Davis, *Arabic Short Stories* (University of California, 1994), and made a note to myself to remind teachers that some Arabic short stories are very short so it is easy to read and discuss them during a single class period.

Next, I grabbed a stack of books of readings for college world history classes to carry to the room where I would be teaching. All of them had excerpts from the Qur'an, and some of them had excerpts from Muslim authors that would be accessible to high school students, as well. I knew teachers who had used pieces from the 14th-century North African traveler Ibn Battuta at the high school level. Most of the books of readings had discussion questions following the excerpts to guide students as they read, and biographical sketches of the authors to help students place those excerpts in context. So, I figured it would be easy for the high school teachers to make use of these in lesson plans. Since many would spend a very short time on the Middle East, they might only have time to use one excerpt. The Qur'an would be a logical place to start. I also grabbed my Penguin Qur'an. The translation is accurate and less poetic than some.

On my lunch hour I drove to the local book and music store and searched through the world music CDs. I picked up folk music of Afghanistan, Iraqi poetry set to music, songs from Ottoman harems, contemporary Lebanese songs, classical Persian music, and Ottoman military marches. Many of the inserts that came with these CDs were extremely informative and some even provided English translations for some of the lyrics. My favorites turned out to be *Memories of Herat*, co-produced by the World Music Institute in New York and Music of the World in Chapel Hill, North Carolina, and *Classical Music of Iran*, produced by Smithsonian Folkways.

Finally, I turned to the World Wide Web. The U.S. Department of Education funds several Middle East Studies Centers at American universities that maintain Web sites. One of the primary missions of these centers is education outreach, so high school teachers can find them quite useful. Some centers even sell materials adapted for high school students. I scribbled down the URLs for centers at the University of Texas (<http://menic.utexas.edu/mes.html>) and the University of Arizona (<http://www.arizona.edu/~cmesua/>). The Texas site includes some teaching modules and both provide links to other sites

including other Middle East centers that are valuable for both teachers and students interested in the region. I added the URL for the center at the University of Durham in the U.K. (<http://www.dur.ac.uk/~dme0www/>) because it has links to some of my favorite international sites that the others don't have. Then, I made a note to remind teachers that it makes more sense to send high school students through a site, like one of these, that can act as a gatekeeper, rather than to let them loose on the Web where American stereotypes of people from the Middle East can be reinforced.

The next day, I started class. It was far from perfect, but the teachers had enough materials to get them started, and by the third day the Middle East was seeming less foreign. By that time, many felt comfortable setting off on their own for the library.

## ENCYCLOPEDIAS OF WOMEN'S WORLD HISTORY

Judith P. Zinsser  
Miami University

Do you remember how impossible it seemed to teach world history? You had pages and pages of bibliography about every major culture in every era. You had no idea where to begin and no time to read so much for a 45-minute class with the tenth graders, all of whom had already failed the map test on "Cities in Asia." Or, maybe you had the introductory HST 298 "World History Since 1500," and everyone advised you that in addition to the "brilliant" lecture you hadn't written yet, there ought to be slides and overheads and video clips to keep the rows and rows of baseball caps from dozing off.

But, then, once upon a time, you found Langer's *Encyclopedia of World History*. Not that it had all the answers, not that it offered a teachable framework. Still, in this one book, on those thin, onion skin pages "all the facts and nothing but the facts" had been printed, arranged in neat chronological, regional, and national compartments that could be raided for that tenth grade class, or for the lecture you had to give on the causes and effects of every war you could ever think of. Problems solved, at least for tomorrow.

Well, I would like to suggest that many of us are having a bad case of the *déjà vu*[s]. All those old feelings are coming back when we try to teach women's world history. It's doubly frustrating because we know we do a good job with the men. [Men's] world history textbooks have proliferated. Publishers often have three or four that they market simultaneously with many different classrooms in mind from high school to university, for courses that last one semester or two. Men and women authors have created many analytical approaches, made decisions about periodization, formulated theories of causation that stretch over the millennia, or vary from culture to culture and century to century.

But if you want to include women in the story, it's as if you had to begin all over again. Not that these textbooks and their accompanying source books don't include women. They do. There are pictures of women, sidebars about women, special features outside the main text about women, and what we might

categorize as "social history" paragraphs about women. These the indexer neatly identified under the category "Women" (with a capital "W"). Overall, however, the hundreds of pages of narrative remain the story of men's lives even if the various protagonists are not identified as such. In fact, textbook explanations and descriptions subsume women's experiences as if they did not differ from men's except those few ways listed in the index; for example, "women's lives under Islam," "population growth" (as if women accomplished this alone), and "feminism." The problem I have with this practice is that it distorts the way in which history happened, even world history. For example, every world history text has to talk about "peasants," "farmers," and agriculture. The terms evoke images but they are images of men toiling in the fields throughout the world, rather than the more accurate ones of women and men. Most importantly, this combination of separation and distortion makes women's history a subsidiary set of facts, not an integrated half of the human record.

In that once upon a time when we discovered Langer's *Encyclopedia* no one, not even Langer, had thought to include women's experiences and contributions.<sup>1</sup> A few queens, empresses, and writers might appear, but no other females. Occasionally, we mentioned what men thought of women like misogyny — or gave to them, like the vote. But the circumstances have changed. We now understand how flawed that narrative was. We once could claim a lack of research on women, but now information is everywhere. Work on women's lives in every part of the world has been completed. The simplest computer catalogue search generates reams (literally) of bibliography. But like men's history, all those years ago, the syntheses have not been done. A women's world history narrative would have to be pieced together from regional, national, and thematic histories.<sup>2</sup> So, we find ourselves surrounded by books again, trying to balance this with that, fill in those facts and names there, find new slides, adapt our overheads, all to formulate and present a women's *and* men's history of, say, West African kingdoms from 1500-1800 in time for that HST 298 lecture, or that tenth grade class, at 9:10 tomorrow morning.

No one has written the women's history equivalent to Langer's *Encyclopedia of [Men's] World History*. But in the meantime two books that will help us wait on your library's reference shelves. Look for *The Timetables of Women's History: A Chronology of the Most Important People and Events in Women's History* by Karen Greenspan (New York: Simon & Schuster, 1994) and Jennifer S. Uglow's *Continuum Dictionary of Women's Biography* (New York: Continuum, 1989 ed.).<sup>3</sup>

Greenspan's *Timetables* fills in a Simon and Schuster series that includes other histories similarly arranged, for example, "Technology" and "American History" meant to highlight men's lives. The format arranges the facts chronologically in columns of topical categories beginning in 4000 B.C.E. Note that more than half of the entries come after 1800 C.E. As with all such compilations, entries for Europe and the United States appear in many columns under a wide variety of the categories (including: Humanities and Fine Arts, Occupations, Performing Arts and Entertainment, Sports, Science and Technology/Development). In contrast, women from Africa, Asia, and Latin America cluster

in two: Religion/Philosophy and Statecraft/Military. Education and Reform, two categories added for the years after 1500 C.E. provide examples from all cultures.

In her *Timetables* Greenspan offers, in addition to the brief, descriptive category entries, longer "boxed essays," mini-surveys on significant topics and individuals. Here she gives two or three paragraphs on, for example: "Women in Ancient Tibet," "Ancient Women Warriors," the "Italian Women's Movement," "Contemporary Third World Leaders." All the information is indexed by subject and by the names of women mentioned specifically.

The *Dictionary of Women's Biography* by Uglow complements the chronological record of Greenspan's *Timetables* with more detailed information about a wide variety of women who have received "public recognition." This recognition, as Uglow explains in her very thoughtful foreword, of necessity became the principal measure of their "success" and, thus, the reason for their inclusion. Uglow realizes that this criterion skews her selection. It means that she has then been "compiling a book of deviants," 1,750 "independent, odd, often different women who had defied the expectations of their society as to what a woman's role should be."<sup>4</sup> She acknowledges that the dictionary is unrepresentative in another way: it privileges women in some parts of the world over others, specifically, those who gained prominence in Europe, the United States and the former British Commonwealth.

Still, this means plenty of examples for my classes. The dictionary entries give me information on women I know by name. In addition, two indexes give me other ways to access women who could be examples for my lectures. One lists the women (with their birth and death dates) according to the country/countries with which they are associated. The other organizes the women selected under four broad subject categories. Each of these is then divided into subheadings that make sense to me. For example **Public Life**, includes "Politics" and under that, "rulers," "the politics of influence," and "elected politicians." "Religion," "Social Reform," and "Women's Rights," among the other sub-headings of **Public Life**, are similarly broken down. The three other subject categories, **Cultural Life**, **Physical Achievements** (including Sports Figures and Explorers), and my personal favorite, **Colourful Characters**, complete this indexing.

The main biographical entries themselves are clear, succinct, to the point. Uglow gives us dates, places, activities, writings, all the basic information. Sources, like autobiographies and full-length studies of the woman's life, are cited when they exist. For those interested in more information, Uglow also has compiled a comprehensive guide to additional reference works including encyclopedias and every other kind of biographical dictionary.<sup>5</sup>

I appreciate that all of this may still seem like an insuperable task. You want to "include" women, but, I understand, it can't be an everyday project. You just want one lecture, or material for one discussion about the world's women, not masses of information that has to be squeezed into every class outline. Each women's historian has a favorite topic, that one set of events that cannot be omitted. But that's a subject for another article. Here, I would like to conclude by offering a simple, easy way to create that one class you want. And it comes from such a

dynamite source that you'll find that with this one lecture or discussion you have raised many of the significant gendered themes and issues that recur in every century and every culture.

The United Nations, in connection with the Beijing Women's Conference in 1995, issued a magnificent compilation and analysis entitled *The World's Women 1995: Trends and Statistics*.<sup>6</sup> This is contemporary world history at its best: all of the statistical information now available, neatly synthesized into explanatory text and easy to follow charts and graphs. (Yes, there are charts and graphs that will look great as overheads.) Six main chapters categorize women's experiences and activities: within households and families, where and how they live, their health, women's access to education and training, how and where they work, their direct and indirect power and influence. Together, the different kinds of material document the changes and continuities in women's lives from 1970 (when statistics about women first began to be collected worldwide) until 1995.

This UN publication not only gives facts about women's lives, it is also the most thoughtful kind of "gendered history." Why? Because most of the information suggests or makes explicit comparisons with men's lives; for example, women's disadvantaged experience in the workforce, their relative participation in decision-making or representation in parliamentary governments, use of time in a typical week, the numbers of single parent families, and much more.

So, let's hope that I've convinced you that the integration of women's experiences into your world history lectures and discussions can be done. Next summer you can work with those monographs, biographies, and memoirs. In the meantime, there's that tenth grade class tomorrow, the vision of those duck-billed baseball visors, but now you have something to say about the whole of world history in a particular time and place. Just browse through Greenspan's *Timetables*, Uglow's *Dictionary*, or the UN's *Trends and Statistics*. I guarantee that you'll find information you want to use, and you'll wonder as I did how we could have left women out for all those years.

## ENDNOTES

1. A new edition of Langer is being prepared under the editorship of Peter N. Stearns, forthcoming from Houghton Mifflin in 1999.
2. Resources for women's and gender history from a global perspective do exist and more will be out before the end of 1999. The pamphlets, *Industrialization and Gender Inequality* by Louise Tilly, *Women and Islam* by Judith Tucker, and *Gender, Sex, and Empire* by Margaret Strobel are available from the AHA, part of its series on Global and Comparative History. Sarah and Brady Hughes have already compiled a two-volume collection of primary sources, and their *Women in Ancient Civilizations* will soon be available in this AHA series. The excellent OAH *Restoring Women to History* has been updated and will be reissued as a miniseries by Indiana University press. There will be four volumes, each written by a regional specialist, each about 170-200 pages in length. Look here for the most

each about 170-200 pages in length. Look here for the most up-to-date information and bibliography on: Women in Asia, in Africa, in the Middle East, in Latin America, and in the Caribbean. The AHA has ambitious plans for a new pamphlet series specifically devoted to women's history and women's studies topics, *Women in a Global Perspective*. Published both in pamphlet form (50-75 pages) and in two bound volumes, the individual teaching guides take either a thematic or a regional perspective. Projected titles include, in addition to histories of women according to standard chronological and regional designations, the following kinds of topical studies done comparatively: Family, Work, Feminism, Sexuality, Race, and Ethnicity. The projected date of publication is also 1999.

3. There are two other "Chronologies." I found the *Chronology of Women's History*, ed. Kirstin Olsen (Westport, CT: Greenwood, 1994) very hard to use. All of the information is organized first by category and then within chronological blocks. The categories don't fit the way I think and so made it difficult for me to find information. In the other, *The Women's Chronology: A Year-By-Year Record, from Prehistory to the Present* (New York: Henry Holt and Co., 1994), more than half of the events listed are described without any mention of women, or without any explanation of their significance to women's as well as to men's lives.

4. Jennifer S. Uglow, *Continuum Dictionary of Women's Biography* (New York: Continuum, 1989), Foreword, 1st and 2nd editions, viii.

5. *Notable Women in World History: A Guide to Recommended Biographies and Autobiographies*, ed. Lynda G. Adamson (Westport, CT: Greenwood, 1998) offers fewer entries, but indicates excellent primary and secondary resources for syllabi and more in-depth studies of specific women.

6. Published in New York, 1995, and available from the United Nations, UN Sales No. E.95.XVII.2.

submitted a full curriculum unit in world history. These units are currently being edited for lending through the World History Resource Center. The Institute is supported by the Massachusetts Department of Education.

#### World History at Dorchester High

Professional Development in world history for teachers at Dorchester High in Boston, 1998-1999. This was supported by a grant from the Boston Annenberg Challenge. A world history teacher-scholar was in residence at the high school for much of the year providing teachers with curriculum and material support.

#### Workshop for Grade 9

A five-day workshop sponsored by Mass DOE, for 20 teachers in the Northeast Alliance of High School Teachers, in Dec. 1998 and Jan. 1999. Teaching units were the end result.

#### World History for Grade 9

Eleven afternoon workshops at Northeastern University for teachers in the Boston public schools during the 1998-1999 school year, supported by the Center for Leadership Development.

#### School Visits

Numerous on-site visits by the Resource Center Director to suburban and urban schools to meet with departments and introduce teachers to the materials available at the Center.

#### Getting Beyond Europe in Teaching World History

NERC (Northeast Regional Social Studies Conference) pre-conference clinic in Boston, March 2, 1999. Over 125 participants took part in a full-day session which included: an opening address by Jean Johnson; six breakout workshops for grades 4-8, 9, and 10; a panel discussion; and an assessment discussion.

#### Exchange and Conflict: Implementing the Massachusetts Social Science Frameworks

A world history symposium combining the efforts of 17 outreach organizations, at Northeastern University, May 7-8. Over 22 sessions were offered addressing the needs of world history teachers, grades 4-12. Over 120 participants attended.

#### Future Plans

- Summer Institute for Grade 10: Summer 1999 for 30 teachers funded by the Mass. DOE
- Professional development workshops: Plans already in motion for Lexington High School, Sutton High School, the Boston public school system, and the Northeast Alliance
- Newsletter for the Outreach Center
- Continued school visitations and Resource Center access for teachers
- World History for Grade 10 workshop series for Boston teachers (video option)
- 2nd Annual World History Symposium: Spring 2000
- AP World History Institute Summer 2000. Funded by the College Board

WHA

## NORTHEASTERN WORLD HISTORY CENTER OUTREACH

**Northeastern World History Center News**

The past year has been a full one for the World History Center's Outreach Center. Following is a brief description of the major activities in which the Center is engaged, as well as a partial listing of what is planned for the next year.

#### Resource Center

In its first complete year as an active lending library, the Center has been the site for scores of teachers to visit, borrow materials, and receive teaching advice.

#### Summer Content Institute July 1998

Participants received six days of intense content lectures, model lessons, and discussions, in addition to ample texts and printed materials. By the end of the follow-up sessions, participants

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WHA

## RESEARCH, PUBLICATIONS, AND JOB PLACEMENT AT THE WORLD HISTORY CENTER

### Northeastern World History

#### Center News

Jeff Sommers\*

As a consequence of our many conversations regarding the importance of finding graduate student funding to undertake world history research projects, our energetic and spirited WHA president, Heidi Roupp, has asked me to submit a report on my recent award of a USIA Fulbright for a year's research abroad. I am pleased to oblige and am taking the opportunity to promote the successes of our graduate program in world history generally. While all of our graduate students have made significant progress this past year, in the interests of brevity I will only highlight a select list of those achievements in the areas of research, publications, and job placement.

Another exciting year has passed at the World History Center. The 1998-99 academic year began with a World History Seminar presentation by Russian scholar and democratic left activist Boris Kagarlitsky, right on the heels of Russia's economic crisis. This was followed by the Andre Gunder Frank debate with David Landes. This in turn prompted us to sponsor the Asia in the World Economy series of presentations. Notables in the field such as Ken Pomeranz, R. Bin Wong, Peter Purdue, Prassanan Parthasarthy, and Sanjay Subrahmanyam illuminated us all with their presentations on the interactions of East and South Asia in the world economy. Patrick Manning will introduce a select number of articles based on those presentations in the *American Historical Review*. At the same time, our graduate students have had successes in research, publishing, and getting professorships.

After organizing our World History Seminar series as coordinator of the World History Center, I went on to secure a USIA Fulbright for a year's research in Riga, Latvia. I will be looking at the role of economic development in generating consent for Soviet rule in Soviet Latvia, and also how the construction of Latvia as a showcase model of development was used globally by the USSR in its struggle to win over the decolonizing world for its model of economic development. I will then compare how the U.S. worked to do the same in Puerto Rico, thus presenting a Baltic to Caribbean comparative look at how these two border regions of the superpowers were used in similar ways by their respective big neighbors. Northeastern University history professor Jeffery Burds, a former Fulbright recipient himself, was instrumental in assisting me to secure this fellowship. Professor Burds has an impressive record of securing grants and will be intensively mentoring our students in securing external funding. This is our first breakthrough in getting our graduate students significant funding, and we look forward to our graduates securing more in order to undertake their world history research. Before departing for Riga, I will spend the fall in

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Miami, where I will attend a graduate seminar taught by Andre Gunder Frank at the University of Miami and Florida International University. Andre Gunder Frank serves as a senior research associate of the World History Center. I am taking the opportunity of studying with Gunder to intensively investigate another interest of mine: global political economy. Finishing my study with Gunder in December, I will depart for Riga.

Graduate student Yinghong Cheng continues to publish regularly. While still in the PRC, Yinghong Cheng learned of Patrick Manning's interest in launching a world history graduate program in Boston. One of our first graduate students, Yinghong has pioneered world history research while with us. Yinghong is looking at the role of revolutionary ideology in the USSR, China, and Cuba. Adding to Yinghong's already extensive set of publications is his new book just published this spring, *Fidel Castro: The Last Revolutionary of the 20th Century*.

This past spring we also celebrated the graduation of our first student, Sarah Swedberg. Sarah was one of the first students to enter Northeastern University's world history graduate program. Sarah had the good fortune of being selected for several interviews for tenure track positions. She selected the position at Mesa State College in Colorado, where she begins her duties this fall.

In sum, our experiment in world history training has met with success. We have begun to attract external fellowship funding for research. Moreover, our students are beginning to publish, and our first Ph.D. has secured a tenure track professorship. In order to see continued growth we will have to pursue additional funding sources for research. The lack of funding sources for world history research may force us to act entrepreneurially and encourage our center, along with perhaps the WHA, to create our own nonprofit educational foundations to fund world history research. Moreover, research and publishing at the World History Center will no doubt increase if our program overcomes the structural limitation placed upon it by our university's quarter system. Running research seminars across two quarters, as many institutions on the quarter system have done, will surely facilitate increased research and publishing through providing the time required to research publishable projects.

W H A

## TEACHING A GLOBAL PERSPECTIVE

Just at the time when schools are preparing to hire two million new teachers who will be responsible for educating the next generation of American citizens, the National Endowment for the Humanities has provided the WHA and three universities with an unusual opportunity to develop new programs for pre-service teachers. The purpose of "Teaching a Global Perspective" is to improve the preparation of future world history teachers. We are fortunate to have California State University at Long Beach, the University of Illinois at Chicago, and Queens College of New York participating in this three-year collaborative project with the WHA. We will develop and disseminate program models combining a global

conceptualization with new world history scholarship and social studies teaching methods.

Each university site consists of a team of teachers and professors of education and history. Kenneth R. Curtis, Wendy Hayes Ebright, Tim Keim, and Linda Mehlbrech will develop the program at California State University, Long Beach; Gerald Danzer, Paul Buelow, and Susan R. Binkis will work together at the University of Illinois at Chicago; and Queens College will be represented by Jack Zevin, David Gerwin, Ellen A. Sherman, Martin L. Pine, Morris Rossabi, and Douglas A. Dixon. The financial administration of the grant will be through the University of Illinois at Chicago with Gerald Danzer serving as the principal investigator. The general administration of the grant will be the responsibility of Heidi Roupp of the WHA as project director, and John Voll of Georgetown University will be the outside evaluator. Judy Jeffrey Howard is the NEH program officer.

This idea would not have become a funded project without the early reviews by Jerry Bentley and Don Johnson and later reviews and editing by Marianna McJimsey, William McNeill, and Tami Stukey. Simone Arias shaped the early ideas of the proposal and contributed to its development within the context of methods classes. Just looking over the names of the many individuals involved in this project illustrates how collaborative world history projects tend to be. As we begin the fall term, we are looking forward to developing the pre-service programs at each university site. Next year the emphasis will shift to field experiences and student teaching, and the following year we will be disseminating the results.

The first six months of the program have yielded results that we can use in our classes. The first meeting of members of the project was in Victoria. The presentations at this meeting have been revised as articles that are being reproduced in a spiral notebook entitled "A Jump Start Manual for World History Teachers," and will be available at cost in November. The manual gets its name from Loyd Swenson's original bibliography for beginning world history teachers. Duplication of these handbooks is made possible with a grant from the Longview Foundation. The handbook contains articles by:

- Bob Bain, "Where are the Kids?: Students Pre-Instructional Thinking in and about History" and "Embracing the Paradox: Research and Instructional Design in History"
- Marilyn Jo Hitchens, "Developing a Global Conceptual Base for Secondary World History"
- David R. Smith, "Teaching the 'Doing History' Method in the World History Survey"
- Bernadette Glaze, "The Role of Expressive Writing in

#### Teaching and Learning World History"

• Jerry Bentley, "A Basic, Briefly Annotated Bibliography for Teachers of World History" To order a copy, please check out the WHA Web site: [www.thewha.org](http://www.thewha.org) or e-mail Heidi: roupp@csn.net in November.

Gerald Danziger and Paul Buelow of the University of Illinois at Chicago will present a session sponsored by the

NEH and the WHA at the AHA meeting in Chicago entitled, "The Geographic Context for Teaching World History." (Please check the WHA listings for the correct time and place.) Many of us are familiar with Gerald Danziger's work. He will be presenting various mental maps of the earth strongly conditioned by culture, a collection of maps fashioned by various civilizations and different times in human experience, as well as reference maps and outline maps. Paul Buelow of the University of Illinois at Chicago will discuss "Using Maps in Social Studies Pre-Service Methods Classes." Dennis

Reinhartz, University of Texas at Arlington; Ronald Edgerton, University of Northern Colorado; and Catherine Ann Weatherbee, pre-service teacher, University of Northern Colorado will comment. Alan LeBaron of Kennesaw State University will chair the session.

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WHA

#### *Centered on Teaching*



*The World History Association*

mysterious, which is not to be won through material acts.<sup>41</sup> The respected hermit Hsu Yu lived in harmony with the Way of Nature, so when the Emperor asked him to come to his court and even replace him on the throne, the ascetic chased away the messenger. He then washed his ears out, over and over again, to cleanse them of such a tainted invitation.<sup>42</sup> But of course, hermits, by definition, "do not congregate."

***Central Asian nomadic conquerors are notorious in biased, urban accounts for the destruction they caused to sedentary civilizations.***

Central Asian nomadic conquerors are notorious in biased, urban accounts for the destruction they caused to sedentary civilizations. Yet their supposed "barbarian" ignorance may be more indicative of cultural pride. This possibility is perhaps best exemplified by Jenghiz Khan's initial impulse to exterminate the northern Chinese and reduce all their lands to pasture for his herds — until a captured advisor tempted him into allowing agriculture to revive in order to collect taxes from the peasant producers, city-style.<sup>43</sup> Nomads frequently wanted what settled peoples made, through trade, or, if necessary, raiding. That is why northern China often played vassal to nomad invaders,<sup>44</sup> and many central and eastern Europeans have Asiatic nomads in their genealogies.<sup>45</sup> Yet sedentary populations did not always assimilate nomads, as the expulsion of the Mongols from China in 1368 demonstrated. In eastern Africa, the tall, cattle-herding Tutsi of Rwanda ruled the shorter Hutu shifting farmers and the even smaller Twa forest foragers in a lasting, ideologically supported hierarchy. The outer frontier of Rwanda's pastoralist-centered realm was regarded as the border between order and savagery — proving once again that nomads can produce "winner's history," this time through oral traditions recorded in modern times by anthropologists.<sup>46</sup> In central and western Africa, there are many oral traditions of expanding farming peoples relying on aboriginal hunters as guides into new lands, and even of hunter-kings with mystical powers,<sup>47</sup> most notably Sundiata, the founder of the Mali empire. In fact, Djeli Mamadou Kouyaté, the Malinke *griot* (oral historian) who recited the Sundiata epic to D.T. Niane, expressed a philosophy of history that may

further help to explain the favoritism given to written accounts in our data: the story of the past was not for everyone to hear; as if it were public information, but only for those deserving of the honor, i.e., initiates into the society's cultural heritage.<sup>48</sup>

Returning to Native America, the urban civilizations of Mexico, like those of Mesopotamia, had trade links to distant peripheries, such as the Anasazi far to the north.<sup>49</sup> Urban Mesoamerican ideologists regarded the world beyond their temples and power centers as the domain of nomadic "Chichimecs" (sons of dogs), who were probably hunters and gatherers or shifting cultivators, in contrast to the highly productive, irrigated *chinampa* system that fed the impressive cities of the Mexico Valley. Two episodes show this tense relationship between nomads and city-dwellers in Mesoamerica. First, around A.D. 900, the Toltec chief Mixcoatl arrived in front of the remnants of Teotihuacan with a Chichimec tribe armed with bows. Out came a naked woman, Chimalman, who caught or deflected all his arrows, so he married her, symbolically assimilating to urban ways — a tale remarkably similar to Enkidu's seduction. Then, three centuries later, another band of Chichimecs, the Aztecs, arrived in front of the now-civilized Toltecs and asked for their king's virgin daughter. No doubt recalling his own ancestor's assimilation, King Achitometl agreed to the proposal, only to be shocked at a feast afterwards by the sight of an Aztec priest dancing in his daughter's skin! From the Toltec perspective, the Aztecs had obviously failed the Enkidu test. They were driven off, only to return and conquer — and burn most of the defeated Toltecs, just as the Spanish conquistadores would, in turn, do to them. From the Aztec perspective, however, they were just obeying orders from their god, who had promised them a new realm to rule in his name, and their homeland of Aztlan (near the Anasazi?) became legend.<sup>50</sup>

***This essay is not intended as an anti-urban tract, but rather as a challenge to the notion that only city peoples can be considered civilized.***

This essay is not intended as an anti-urban tract, but rather as a challenge to the notion that only city peoples can be considered civilized. History is usually written by the winners of power struggles,

hence the privileging of urban versions of civilization in the records that come down to us today. But the survival of various "archaic" groups on the fringes of the modern world system is quite compelling testimony to the less than universal appeal of city life. Moreover, subversive counter-discourses of "nomadic" resistance also survive in historical texts, as this brief, suggestive excursion has attempted to demonstrate. The work of modern anthropologists and spokespeople for marginalized societies is making available more and more oral traditions that revere what were once considered obsolete "stages" of human existence. That is why I devote a unit at the start of my world civilizations course to what I call migratory societies, to show that even nomads had cultures worth understanding, partly because they helped to inspire several world religions that arose in deserts or under trees. In fact, migratory peoples often had a sense of territory within which they circulated, e.g., pastoralist transhumance or itineraries of sacred sites. Joseph Banks' claim to the English Parliament that Australia was wide open for settlement because Aborigines simply wandered around was a conscious lie, because Aborigines had shaken their spears at James Cook's exploring vessel when it first arrived off their coast.<sup>51</sup> Some history textbooks pay due attention to the pastoralists in history, as empire-builders and caravan personnel, but the foragers and shifting cultivators remain relatively "silenced," because written history is still produced primarily by people in urban centers.

Our definition of civilization should perhaps be revised to show more recognition of enduring alternative forms of "group feeding," as Ibn Khaldun put it. Otherwise, non-urban societies wind up, at least implicitly, in the very demeaning and outdated categories of "barbarians" or "savages," classifications that make little sense in today's increasingly mobile, multicultural world. If one seeks social "complexity," one can find it on the volcanic island of Yap, in Micronesia, where a small population collected tribute from a dozen atolls yet was divided into rival political alliances; age and gender groups; patrilineages and matrilineages; two castes; and seven social classes.<sup>52</sup> It is therefore not really adequate to seek out monument-builders and writing-producers in every region of the planet to include in our survey courses.

Eric Wolf's "peoples without history"<sup>53</sup> also deserve mention, at least thematically with perhaps selected case studies. Such a revisionist approach is not simply a projection into the past of current concerns over environmentalism and indigenous rights, but instead gives greater voice to the ancient and long-standing critiques of urban power-maximizing elites — first expressed 5,000 years ago, in Enkidu's lament.

## ENDNOTES

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# BOOK REVIEWS



**World History.** By William J. Duiker and Jackson J. Spielvogel. 2nd ed. 2 volumes. Belmont, CA: West/Wadsworth, 1998. Pp. xxxv + 1,220, index. Study Guide, Study Tips, Map Exercise Workbook, Document Exercise Workbook, and Instructor's Manual and Test Bank.

Duiker and Spielvogel's *World History* attempts "to adopt a global approach to world history while at the same time attempting to do justice to the distinctive character and development of individual civilizations and regions of the world" (I, xxvi). They have succeeded in producing a chronologically ordered text which presents a well-written survey of world history that is global in scope, yet provides depth in its coverage of specific world regions and their development. The written text is enriched by maps, chronologies, illustrations, and documents to assist in accomplishing this. In addition, a variety of ancillaries are available to accompany the second edition.

A somewhat Western-oriented chronological framework divides the text into five parts: "First Civilizations" (to ca. 500 C.E.), "New Patterns of Civilization" (ca. 400-1500 C.E.), "New World Patterns" (ca. 1500-1800 C.E.), "Modern Patterns" (ca. 1800-1945 C.E.), and "The World Since 1945." Volume I (to 1800) and Volume II (since 1500) both include

Part III. The subject matter likewise is weighted toward European content. Although Part I includes a chapter each on Western Asia, China, and India, the Greeks and Romans are each accorded their own chapter. In Part III, non-Western civilizations (including the Americas) are surveyed in six chapters while two chapters are devoted to medieval Europe. European coverage is even more pronounced in the remaining chapters: nine of the nineteen chapters focus exclusively or primarily on Western developments. Next to Europe, subject material is strongest for Asia (especially China) and weakest for the Americas (one chapter on pre-Columbian developments, then inclusion from the perspective of European impact on the continents).

The Eurocentric balance is mitigated, however, by the authors' inclusion of more diverse and integrated global material within later chapters and by the reality of increased involvement of Western states around the globe in the modern period. Prefaces to each part, chapter introductions, and "Reflections" sections place developments of specific civilizations and regions within global frameworks. In addition, a progressively more synthetic inter-regional approach is adopted in the last two parts. The cumulative effect is a world text that manages to provide a global perspective without sacrificing depth on major world civilizations and regional developments.

As a complete survey of world civilizations, from the beginning of historic societies to the late 20th century, the text provides a coherent account. *World History* establishes the separate and distinctive characteristics of major world regions in the pre-modern era before proceeding to examine the increasing global interaction of cultures and states in the modern era. The authors provide sufficient material for students to perceive distinct political, economic, social, and cultural characteristics of major world civilizations and their representatives, particularly in the period after 1500.

*World History* is most likely to suit the instructor who prefers a text that provides students with a firm basis of factual knowledge on which to build connections and interpretations in class. The text would not be satisfactory to the instructor seeking a fully global or thematic approach to world history in a text. The depth of coverage of

independent developments in various world regions is designed for those who believe students must achieve familiarity with the distinguishing characteristics of indigenous regions before approaching global issues in order to avoid the situation where students are exposed to the "big picture" but fail to appreciate or value differences between regions and their cultural practices.

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***In the Balance: Themes in World History.*** By Candice L. Goucher, Charles A. Le Guin, and Linda A. Walton. New York: McGraw-Hill, 1998. Pp. xxxii + 986. ISBN 0-07-024179-1, v. 1: 0-07-021480-5, v. 2: 0-07-024181-3.

One of the fundamental and major problems of the teaching of world history traditionally has been how to facilitate the global past for students to appreciate as an equalized, unified, and integrated whole. This difficulty springs from various sources, among them instructor grounding, student experiences, inadequate support resources, and inferior textbooks. Gradually, however, serious efforts are being made to address all of these inadequacies and more, especially textbooks.

One of the newest and most exciting texts to appear in this regard is *In the Balance*, by Candice L. Goucher, Charles A. Le Guin, and Linda A. Walton. All three authors are from Portland State University in Oregon, and they have brought to bear their diverse fields of expertise and backgrounds with a shared understanding of the teaching of world history to produce a truly excellent and unique teaching-learning tool for university, community college, and perhaps very accelerated high school courses. Goucher is Professor of Black Studies and International Studies, Coordinator of African Studies, and Chair of the Black Studies Department; Le Guin is Professor of History Emeritus; and Walton is Professor of History and International Studies and Director of Asian Studies. The conception of this work grew out of a team-taught course at Portland State and the failure by the three participating instructors to find a suitable book to help motivate students.

The book is comprised of 20 chapters in 4 parts: "Emergence" (1-3), "Order" (4-10), "Transformation" (11-15), and "Balance" (16-20). The two-volume presentation breaks between parts two and three, roughly at 1500. It is well illustrated with hundreds of black-and-white pictures and two-tone maps and two full-color photo essays on "The Deadly Arts: Expressions of Death in the World Arts before 1500" and "Cultural Creativity and Borrowed Art." And the usual and some new teaching supplements study guide, instructor's manual, paper or computerized test bank, overhead map transparencies, CD-ROM presentation manager for instructors, and world history Web page are available from the publisher.

Yet the strength of this text lies neither in its organization nor in its accoutrements, but in its content and delivery. The outcome is untraditional, even potentially controversial, and quite engaging. It is globally inclusive and essentially non-linear, narrative, and chronological. It is not a history of Western civilization that has been "globalized" by the addition of some non-Western chapters, nor is it a world history that almost deterministically points to the rise of the West. No one part of the earth is favored over others, and "civilizations" are not even the basic units of this history. For example, the opening chapter, "World History and Human Origins," among other aspects treats major creation myths from around the world fairly and equally. As the subtitle indicates, the method of presentation is through broad integrated historical themes like technology, systems of belief, cultural memory systems, ecology, and globalization, among others. A comparative approach reigns and invites students to make their own contrasts. Different and current approaches like cultural, environmental, and gender history are skillfully utilized toward the creation of a more organic human whole.

Helpful timelines precede each of the four parts. Appropriate excerpts from primary sources open each chapter. Descriptive "Daily Lives" boxes such as "Visions and Voices: Hildegard of Bingen," "The Travels of Ibn Battuta," and "Daily Records of the Holocaust" are in every chapter. And following succinct chapter summaries, "Engaging the Past" paragraphs address relevant historical controversies like "Evolution and Creationism," "Marx

and Materialism," and "Morality and War," concluding each chapter. Obviously, this text also lends itself well to supplemental paperback readings.

*In the Balance* is both a joy and a challenge. It is a true world history and finally does what many of us have been asking for in a textbook. But it thereby also encourages those of us who use it, instructor and student alike, to change our ways. It takes an extra effort, but for me it has been worth it!

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***The Making of the Modern World: Connected Histories, Divergent Paths 1500 to the Present.*** By Robert Strayer, et al. Second Edition. New York: St. Martin's Press. Pp. xxii-515. Illustrations and maps. \$34.

World history has grown by leaps and bounds over the past decade since the first edition of *The Making of the Modern World* appeared in 1989. This textbook remains conceptually the same, which is not necessarily a bad thing in this reviewer's estimation. Amplification rather than alteration characterizes the new edition. The number of contributing authors has expanded from five to seven, as has the amount of text given the book's larger format. Two guiding principles inform this book's approach. First, any global history should be viewed in terms of encounters, intersections, and connections and, secondly, that world history is by its very nature comparative history. While the text certainly elaborates on these themes, its organizational schema based on distinct geographic regions Europe and its "extensions," the Middle East, South Asia, etc. set inherent limits as regards fruitful comparisons over and above what's offered in the book's comparative essays. Instructors will have to make an effort to draw these out for their students.

Among the features that, thankfully, remain the same are the "Invitations to Misunderstanding," which never fail to generate animated discussions in my classes. While chapter headings remain intact, most have been expanded to provide the students a more in-depth treatment of the subject matter. Although more maps and tables elucidate the narrative, there still is no handy listing to which students and in-

structors can refer. The editors have made a concerted effort both to update and to expand the bibliographies found at the end of each chapter. This feature will prove invaluable to instructors who assign research papers to their students. The same cannot be said about the index, however. Absent are such major topics as communism to complement the entry for capitalism, and technology to complement the entry for science.

Each of the book's seven parts begins with a revised one-page summary of the various problems and themes that will be explored in that part's chapters. A small inset map of the world readily identifies those regions that will be discussed. Unlike most other world history textbooks, *The Making of the Modern World* still dedicates most page space in its expanded format to words rather than images. As in the first edition, the text tends to privilege economic concerns over others — a consequence of the decision to use Wallerstein's world systems approach. Instructors will probably want to let their students know that there are other worthy approaches to the study of world history beside the neo-Marxist one proffered here. More chapters now have both the "Voices" feature, which brings in primary sources, and comparative essays on selected topics that conclude most chapters. These comparative essays on paths to the modern world now are organized under five headings: confronting the European challenge; revolutions from below and above; anti-colonial movements; the challenge of development; and culture and community. This expanded, more conceptually developed feature gives the textbook a much tighter analytical framework. As such, these headings should help both instructors and students make sense of the complex repercussions that occurred around the world as a result of the rise of the West.

Some chapters have completely new endings, as one would expect given the rapid pace of change around the world since 1989. Chapter five on 20th century Europe, for example, now ends with a brief section on Eastern Europe under Soviet hegemony and in the post-Cold War. The shift in Part II to non-Western parts of the world now sets out the world system between 1200-1500, drawing on the celebrated book by Janet L. Abu-Lughod. Part III on Europe's extensions sensibly switched the order of the chapters on Rus-

sia and Latin America so that the latter now follows the chapter devoted to the United States. Instructors will now be better able to compare the various experiences and impacts of Europeans in the Americas. The chapter on the United States now concludes with an expanded look at the U.S. experience both at home and abroad during the Cold War, while the chapter on Russia ends with a brief look at the so-called "Second Russian Revolution" and ensuing collapse of the Soviet Union.

A major difference in the second edition is the laudable decision to separate the material on Islam and India into two stand-alone parts. The first edition had mingled these histories perhaps too much, no doubt fostering some measure of potential confusion among students. These two major world cultures now receive much more solid, nuanced treatment that should greatly enhance students' understanding of the historical complexities at work in these areas of the world. Part IV now highlights the Islamic response to the challenge of the West, offering three chapters in lieu of the excessively compressed one found in the first edition. Chapter ten is entirely new and provides students an all-important overview of the rise and expansion of Islam from the 7th through the 16th centuries. This background is crucial for explaining, as the next two chapters respectively do, the eventual reversal of roles between the Middle East and West after 1500 and the ensuing development of Arab and Turkish nationalism as well as the Islamic resurgence in the late 20th century. I applaud, in particular, the editors' decision to drop the demeaning term "fundamentalism" in favor of "revival" when characterizing the important role now played by Islam in these parts of the world. This more enriched and expanded format proves equally beneficial when extended to South Asia. Most enlightening is the comparison drawn between the Hindi tradition of ritual kingship that developed in southern India and the bureaucratic model that evolved in the north with the Mughals. Having made the case to think in terms of several different Indias then greatly deepens the discussion in the following chapters on India under the Raj and since independence. Both of these chapters have been improved by revamping the thematic rubrics that underscore the perennial tension in modern In-

dia between identity politics and economic development.

Part VI on East Asia, though now expanded to include a very fine chapter on Japan, remains essentially unchanged in the four chapters devoted to China. The editors should give some thought to reducing the material on China to, say, three chapters, in order to carve out space for a chapter on the history of Indonesia, the world's largest Muslim country and fourth most populous nation which, regrettably, figures so little in most world history textbooks. Such a chapter would furnish a very nice contrast of a very ethnically diverse Asian society (other than just India) with the much more mono-cultural societies of China and Japan. The final part is made up, much as in the first edition, of four chapters on the development of Africa in the modern world. Beyond amplifying the existing thematic approaches, which in my opinion worked quite well in the first edition, this material remains basically the same. I do believe, however, that the editors missed some opportunities of connecting recent developments in the 1990s. The most glaring, in my opinion, concerns the genocide in Rwanda (which is represented simply by a photo of Rwandan refugees). It exemplifies many of the problems particularly, in this case, the colonial legacy of predatory tribalism that has plagued Africa since independence.

If the editors contemplate a third edition, they should make more of an effort to synthesize trends and developments shaping the post-Cold War world. The impending financial integration of most Common Market countries as well as Japan's now near decade-long recession as well as rising ethnic conflicts and political disintegration in Eastern Europe, Russia, and Africa indicate fundamental new patterns and alignments at work in a "post-modern" world. Apart from this and other minor points of criticism, the expanded coverage in this edition has very much strengthened a textbook that is probably the best one available for instructors who embrace a world systems approach when teaching a one-semester world history course from 1500 to the present.

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**Discovering the Global Past, A Look at the Evidence.** By Merry E. Wiesner, et al., eds. Vol. II: Since 1500 (Boston: Houghton Mifflin, 1997).

Faced with an abundance of anthologies for world history courses, instructors can evaluate the choices with regard to geographic and topical variety, accessibility to students, and compatibility with one's syllabus and course organization. Many editors have moved beyond the focus on written primary documents and routinely include a blend of primary, secondary, and visual sources. Wiesner, et al. have taken a somewhat different approach and produced a reader noteworthy for its attempt to introduce students to historical *method* as well as primary sources. They accomplish this not through the inclusion of passages from secondary sources, but rather by inviting the student to approach the topics as historians do. The result is a valuable resource for classroom use, both for discussion and written assignments; something more than a reader but less than a textbook. I have used Volume II, which covers the period since 1500, in a world history course required of all students on my campus, with good results.

The first chapter, "Conceptualizing the Modern World," examines maps both as tools for navigation and as cultural representations. The 14 chapters that follow emphasize mostly social and cultural history topics. Occasionally, a chapter may seem idiosyncratic to an individual instructor, but most complement main themes addressed in a modern world history course — the Confucian family, the Atlantic slave trade, industrialization, World War I, etc. The editors employ cross-cultural comparisons wherever possible, and in general quite successfully. The chapter on "Gender Differences in Peasant Households in Southeast Asia and Central Europe, 1500-1850," for example, affords interesting opportunities for comparison. Its documents include excerpts on marriage law from Vietnamese, Javanese, and Austrian law codes, snippets of wills and regulations governing workers' wages in Central Europe, and observations on gender relations by Europeans traveling in both Central Europe and Southeast Asia. A chapter comparing the process of industrialization in Germany and Japan is effective because of the variety of sources used: photographs, woodblock prints, ex-

cerpts from speeches, and political cartoons present a rich sampling of politicians' rhetoric and industrialization's effects on real people.

The strength of this volume lies in the editors' commitment to teaching students what history is and how historians work. Each chapter begins with a brief statement of "The Problem" to be discussed. The background to "The Confucian Family," for example, discusses the nature of the Confucian ideal, its importance as a model for social relations, and some of the criticisms and defenses of these principles in modern China. A section on "Background" follows, where the editors provide basic information necessary for understanding the sources. In "The Method," the editors suggest ways for students to glean information from sources, alert them to pitfalls in the analysis of all kinds of sources, and raise questions for them to consider as they read. Primary and visual sources follow, generally with a wide range of views represented and with selections lengthy enough to give students a sense of the "flavor" of the time and place under discussion. More questions follow the presentation of the evidence, and an epilogue concludes each chapter.

The sources themselves are, for the most part, readable and accessible to students, interesting, and illustrative of the chapter's focus. A few of the visual sources, especially in the first chapter on maps, are difficult to reproduce well, and thus their value is somewhat limited. The longer written passages and subsequent visual images, however, are particularly useful for they promote a higher level of "immersion" in the cultures and eras under discussion. The editors strive for global balance, and while they do not entirely succeed — Latin America, for example, is underrepresented in the sources — they do transcend Eurocentrism. A chapter on "The Liberator-Hero and Western Revolutions," for example, groups George Washington, Jean-Paul Marat, and Toussaint Louverture together for a study of revolutionary leaders. The chapter on World War I includes letters and reminiscences by European, Indian, American, and African soldiers as well as British, African-American, and Nigerian non-combatants. The editors also strive for gender balance: while only one chapter

focuses exclusively on women — "Feminism and the Peace Movement (1910-1990)" — several of the remaining chapters explore gender dimensions of topics such as "The Confucian Family," "Industrializing the Nation: Germany and Japan," and "The Democratization of Desire: Department Stores, Advertising, and the New Consumerism (1920s)."

Unlike some other readers, *Discovering the Global Past* does not contain excerpts from secondary sources. While this means that students are not introduced to the variety of historians' views, it does allow them to craft their own interpretations and conclusions and compare them with their peers' ideas. This can be very effective in engaging students' attention, and produces much the same result as reading secondary sources: students are forced to recognize that individuals can reach different conclusions after examining the same evidence. At the college level, at least, students should begin to learn that history is constructed and contested; *Discovering the Global Past* helps in that task.

This book has great merit, but one issue for an instructor to consider is its length. At 460 pages, it is a bit long for a supplementary text. Yet its chapters, while very useful on the topics they cover, are not comprehensive enough to replace a textbook (and the editors explicitly state in the preface that they did not intend for it to do so). I found that students responded well, however, to the greater depth that the chapters offered for a more nuanced understanding of fewer topics. Selecting an anthology is always difficult, but *Discovering the Global Past* has much to recommend it.

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## WORLD HISTORY SYLLABUS

### High School Level

#### Forging a World History Course at Phillips Academy, Andover

**Chris Shaw**

We heard the whisper better than the wail. For years, students had complained in their course evaluations about the monotony and lack of focus of our ninth grade social science course (who listens to kids?). Our colleagues in other departments had joined the chorus (what do they know?). It was not until we heard our most talented and motivated history kids thoughtfully and consistently echoing these concerns that we began truly to question ourselves.

How could a course so carefully wrought by so many colleagues in the department be wrong-headed? How could we question one leg of a three-legged ninth-grade core curriculum (the others placed firmly in English and the arts) that had strong appeal to parents? Worst of all, how could a course that the teachers themselves liked so much, for good reasons, be so disliked by our students?

#### Phase I: Deciding to change

When I arrived at Andover three years ago as a full-time teacher, I was drafted to teach one of 14 sections of Social Science 10 (total course enrollment is about 200). Our own colleagues had designed the course as an introduction to the broader history and social science curriculum, through a heavy emphasis on skills development (reading, note-taking, and writing) and the examination of a series of cultural case studies chosen to respond to the essential question, "What is human about human beings?" "The Human Experience" emerged as a year-long investigation of human cultural evolution from pre-history to the 20th century. We sought to ask and answer a similar set of questions in each unit focusing on the relationship of environment (née geography) to culture, beginning with *Australopithecus afarensis* (is foraging "culture") and continuing through five additional units, including in various years the first imperial period in China, 20th century Inuit, the ancient kingdom of Mali, British

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industrialization, classical Greece, the Russian Revolution, and the nuclear age, concluding with a major group research project in the spring devoted to contemporary environmental problems. Initially, chronology was less important as an organizing principle than key themes and concepts. Using geography as a point of departure, we investigated the political, economic, and religious foundations of particular societies. We placed great emphasis on the use of evidence, including non-written sources (not only maps and videos but hands-on materials) to ensure that we paid homage to both history and social science. Each unit worked well enough on its own, replete with hands-on exercises in our archaeology museum, videos, note-taking worksheets, real artifacts, atlases, and lots of pithy essay questions. It was the overall coherence of the course that was lacking.

As clueless as I, my ninth graders (by definition new to the school) dived in with energy and dedication. My first year, the whining did not begin in earnest until the middle of winter term, when I asked them to address the third set of identical questions on location, place, and relationships. Despite the bells and whistles (and they were good whistles), the kids became frustrated over the lack of connections as we moved from unit to unit, the relative lack of identifiable content, and what they perceived to be time-consuming busywork in the taking of notes and the drafting of papers. What did Han China have to do with Mali 1,000 years later, anyway?

Despite continual tinkering, by the spring of 1997 we began to speak candidly of major change, and of what to keep and what to discard from Social Science 10. We were convinced that a thematic approach was best for 14-year-olds. We remained committed to the development of skills in writing, thinking, and studying. We knew that ninth graders learned well from hands-on activities; we wanted to devise even more of these. We liked the variety of source materials. However, the course lacked chronology sufficient to build a clear narrative. It lacked human drama. Few interesting personalities emerged from the units. The skills aspect of the course had proven to

be more successful than the "channel surfing" aspect, which had served neither students nor teachers well. Of critical importance at this stage was a visit by Columbia University Professor Carol Gluck, who spoke with us about the teaching of world history, the use of themes, chronology, and opportunities for combining both as we made the agonizing choices of what pieces of the story to include and exclude.

### **Phase 2: Why world history?**

Early on, we referred to the new course as the "world history" revamp, without most of us having a true sense of what that meant. We returned in the fall of 1997 to a review of the writings of some well-known historians on this topic (we owe particular homage to Ross Dunn, Martha Nussbaum, Daniel Boorstin, and William McNeill), but also came up to speed on national standards and on the curricula of other high schools, both public and private (focusing on Massachusetts since up to a third of our ninth graders come to us from public middle schools in the Commonwealth). We were impressed not only with the state of the art of world history nationally, but also by the thoughtful design of particular courses of study, especially those of Concord Academy (MA), Horace Mann School (NY), and Lexington High School (MA). Since we were all teaching full loads at the same time as undertaking this exercise, the group divided up tasks and reported back regularly. This proved to be a useful tool insofar as we soon found ourselves in one camp or another, compelled to persuade others of the merits of a point of view.

Perhaps most important and helpful was a two-day session with Heidi Roupp, well-known to the *Bulletin* readership, who arrived on campus in February 1998 with war stories from her own high school classroom, a sympathetic ear, and countless overheads describing various solutions to the dilemmas of periodization and a unifying concept.

After admittedly far too little research, we set about the task of agreeing on our goals and a course outline. Most interesting, and most loaded, were the discussions department-wide about how this course would and should introduce the rest of the four-year history and social science curric-

ulum. Most of our kids would skip history in the tenth grade (something we are trying to remedy now), go on to the required U.S. history in the eleventh grade, and complete the sequence with a rich menu of senior electives ranging from economics and international relations to area studies courses (Middle East, Africa, Latin America, Asia) to courses on the U.S. Constitution, urban studies, and the nuclear age.

Among the most useful and rewarding ongoing conversations among the ninth grade teachers has concerned what history is, why we teach it, and what we hope students will gain from engaging in its study. Despite broad disagreement on the specific answers we each provided to these questions, we arrived at a surprisingly comfortable place together in terms of the underlying purpose of the course. (It is worth underscoring here that the satisfaction we have derived from this exercise both professionally and personally is a direct result of a strong emphasis on process, discussion, and collaboration, as well as a deep respect and admiration among colleagues for one another. We are fortunate in that, and lucky as well to have the leadership and institutional structure to permit a high degree of autonomy.)

Ultimately, we agreed that the goals of a new ninth grade course should be twofold. In terms of content, it should introduce students to the birth of a global network, thus beginning with the hemispheric interactions of the years following 1000 C.E., and continuing with several story lines up to about 1550 C.E. Second, in terms of skills, it should teach students how historians and social scientists go about their business (e.g., how to read and assess various kinds of evidence; how to present an argument, written or oral, about what is true; and how to use a narrative to understand history and the interactions of people). We also agreed that the course needed lots of story, good solid engaging historical narrative with real people and real places so that we could resist the overemphasis of our current course on the abstraction of a systems approach.

In the spring we reviewed several versions of a course outline. "When Strangers Meet" grabbed several of us as a potential title, given the goals of the

course (and the newness of our students to each other and the school). We also agreed that the themes of the course should touch on social/ cultural interaction, economics, and politics, and that each unit might well deal with the exchange of goods, ideas, technology, and/or germs. Six of us spent time that summer on honing the course outline, arguing out the final story choices, agreeing on the language to describe the course, and searching for materials appropriate for ninth graders. The following course outline emerged. We have agreed that it will continue to evolve as students respond to it, and as we test the efficacy of the course's content and structure with respect to the rest of the history and social science curriculum. We welcome advice and suggestions.

**When Strangers Meet:  
1000 C.E.-1550 C.E.**

**Social Science 10  
Phillips Academy, Andover**

Proposed course syllabus

*Organizing concept: The birth of a global network.*

*Themes:*  
Social/cultural-  
Politics  
Economics

*Exchange of:*  
Goods  
Ideas/Technology  
Germs

**Introduction: 1/2 week**

Compare and contrast Y2K with Y1K through a comparison of maps then and now. Who knows whom? Who is trading with whom?

**Unit 1: The Rise and Reach of Islam.  
Max. 6-7 weeks**

*Essential question: Why and how did Islam become the first global civilization?*  
A. Mohammed, the man and the prophet  
B. The nature of Islam and early expansion 600-900

- C. The culture of Islam: architecture, the arts, and Sufism
- D. The reach of Islam: Crusades and expansion to Asia and Africa
- E. The kingdom of Mali
- F. When is a Muslim not a Muslim? Ibn Battuta visits Mali
- G. Strangers meet in Cairo as Mamluk Sultan al-Malik an-Nisian receives Mansa Musa on his *hajira* to Mecca in 1324

*Visual symbols:*  
mosque/dhow/camel

*Themes:*  
Social/cultural: arts/architecture/theology  
Economics: rules of trade  
Politics: Moslem tolerance +  
Malian duality

*Exchange:* Ideas/technology

**Unit 2: East Meets West: Mongols on the Move**

*Essential Question: How and why did the Mongols create and rule the world's most extensive land empire?*

- A. Strangers Meet: Marco Polo and Kubilai Khan
- B. Chinggis Khan: Khan of all Khans
- C. Chinggis on the Move
- D. Watch out, Europe! Watch out, Muslims!
- E. Kubilai Khan: a sedentary Mongol
- F. Fleas on the Move: The perils of exchange

*Visual symbols:* Catapult/horse

*Themes:*  
Politics: forming empire from conquest  
Economics: trade of goods and germs  
Social/cultural: a society of many cultures; effects of the shift from a nomadic to a sedentary society

*Exchange:* Goods (Marco Polo), Technology, Ideas (religious contact and tolerance), Germs (Black Death)

**Unit 3: From Periphery to Power: Europe Encompasses the Globe**

*Essential Question: How and why did European countries begin to emerge as competitive forces around the globe by 1600?*  
A. Feudalism: agriculture, the Church,

- and the lords
- B. The Black Death: causes and consequences
- C. Change in Europe: renaissance and reformation
- D. European exploration and contact in the Americas
- E. When Strangers Meet: Pecos Pueblo, the Spanish and archaeology

*Visual symbols:* Cathedral, compass, cannon, caravel, rat

*Themes:* (All of them!) Political, economic, social/cultural

*Exchange:* Germs, goods, technology, ideas

**Conclusion: Looking West to the "New World" to 1550**

Go no farther than Peru/Mexico/(i.e., *not* Pecos Pueblo, Jamestown) Projects?

- Comparisons of encounters
- Discoveries?
- Any encounter in 1000-1550?
- Need to set up tenth grade

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# WORLD HISTORY SYLLABUS

## College Level

### Cross-Cultural Encounters, 1500-1850

**Markus P. M. Vink**  
SUNY Fredonia

This upper-division course deals with the topic of cross-cultural contacts, or encounters between representatives of different cultures from the early part of the 16th to the mid-19th century. This formative period of global interaction was initiated by the European voyages of discovery and exploration and ended in the wake of the second industrial revolution, the emergence of the nation-state, and the scramble for colonial possessions by Western powers. The resulting change in the balance of power between Europe and the United States and the majority of the non-Western world would profoundly increase the intensity and structurally change the nature of cross-cultural contacts.<sup>1</sup>

Since the closing of the human community or ecumene circa 1500, the regions of the world have come into permanent and sustained contact with each other. Cross-cultural interactions have profoundly influenced the experiences of all peoples on earth. Legions of scholars have examined the effects of cross-cultural interactions in modern times while exploring themes such as long-distance trade; exchanges of plants, animals, and diseases; transfers of technology; imperial and colonial ventures; missionary campaigns; the transatlantic slave trade; and the development of global capitalism.<sup>2</sup>

#### Course Content and Objectives

This course consists of two parts. Part one of the course provides the general historical and theoretical background, presenting the student with a sweeping overview of the various periods in cross-cultural interaction, along with familiarizing her/him with the basic terminology and processes involved in cross-cultural encounters. While the course as a whole is focused on non-Western societies, the introductory portion of the course also discusses European overseas expansion as it resulted in the maritime integration of the world. Finally, this section furnishes the student with the methodology and essential tools to deal with problems of subjec-

tivity and bias connected with the analysis and interpretation of historical documents or primary sources.

Part two of the course covers, in a chronological order, six case studies of cross-cultural interaction from Africa, the Americas, and Asia. These “cases” include the violent conquest of the Aztec empire in Mexico by the Spanish conquistadores (1519-21); the largely peaceful exchange between the Mughals and Dutch in India during the reign of Emperor Jahangir (1605-27); the religious- intellectual contacts between the Qing (Manchu) and French Jesuits in China during the reign of the Kangxi emperor (1661-1722); the volatile relations between the Javanese and British in Indonesia during the British inter-regnum (1811-16); the first contacts between the Zulus and private British individuals in Southern Africa during the reigns of Shaka and Dingane kaSenzangakone (1816-40); and the politico-commercial exchange between Chippewas (Ojibways) and Americans in the United States from the conclusion of the War of 1812 to the Treaty of La Pointe (1815-54).

Because of the length of the period and the complexity of the topic the approach is thematic and comparative. The case studies are studied on the basis of complementary sets of primary documents representing both sides of the encounter. These primary sources consist of short documents and larger excerpts from eyewitness accounts. Locating and assessing these materials proved to be the most arduous and time-consuming part in preparing the course.

For each of the six “cases,” the course reader provides students with the necessary historical framework, discussing successively the political, socioeconomic, and religious structures of the indigenous societies prior to European contact and the history of the contacts themselves. Students are to research the background of the author(s) of the primary documents and present their findings in class in the form of a biography and character sketch. An alternative oral presentation, which I have considered implementing, could be in the form of a book review. Simulation or role playing, which I have considered implementing, when properly guided, provides an important avenue to make students realize the complexities of cross-cultural interaction. Far from being encounters between two value monoliths,

each side was often internally divided along political, religious, ethnic, and/or other fault lines.

Cross-cultural interaction could assume a variety of forms. The exchange could be political, commercial, religious, and/or intellectual. Contacts could range from violent conquest to peaceful diplomatic relations, forced exchange in the form of tribute to trade “on sufferance” in areas governed by powerful indigenous polities, propagation “by the sword” to voluntary conversion, and narrow-minded ethnocentrism to open intellectual exchange in a truly cosmopolitan atmosphere. None of these forms of contact was mutually exclusive as one specific encounter could consist of various simultaneous exchanges by multiple groups and individuals on both sides of the encounter.

Readings, discussions, writing assignments, and oral presentations provide students with an opportunity to explore the themes of the course, compare and contrast the case studies, and develop a deeper understanding of how people experienced and were affected by cross-cultural encounters in the pre-modern era. Students familiarize themselves with some of the main contours of the human experience, including a basic knowledge of geography (through a series of map assignments), a broad sense of chronology of the period, and essential historical events in selected parts of the world.

This course has two other dimensions as well. One is the introduction to historical study, including the analysis of documents along with the discussion and argument about historical perspectives and historical questions. The other is an introduction to comparative history — the exercise of generalizing about historical events through contrast and comparison.

#### Course Materials and Resources: Part I

Unfortunately, no comprehensive text-/sourcebook on cross-cultural encounters has been published so far.<sup>3</sup> It is the intention of the author to fill this vacuum in the near future based on the reader and collection of documents developed for this course. Until then, there are important printed resources available which have provided the backbone for each of the two parts of the course and which may prove to be instrumental for other instructors interested in developing their own curricula. As mentioned, part one of the course pro-

chronicles produced in the court circles of Yogyakarta. The first chronicle is the *Babad Bedhah ing Ngayogyakarta* ("Chronicle of the fall of Yogyakarta") written by Pangiran Arya Panular (c. 1771-1826), brother-in-law of the Yogyakarta crown prince, the future Hamengkubuwana III. The second chronicle is the *Babad Batawi* ("Chronicle of Batavia"), most likely the work of Pakualam I (r. 1812-1829), the ambitious younger brother of the Yogyakarta sultan Hamengkubuwana II who, with British support, became an independent prince in 1812 in recompense for his service in the storming of the Yogyakarta palace.<sup>21</sup>

The fifth "case" deals with the first contacts between Zulus and private British individuals in Southern Africa during the reigns of Shaka kaSenzangakone (1816-1828) and his half-brother Dingane kaSenzangakone (1828-1840). Excellent general studies of the history of Southern Africa are provided by Leonard Thompson (1995) and J.D. Omer-Cooper (1994). More specific works on Zulu-British relations in the 19th century are the classic study by Donald Morris (1998) and Thompson's contribution to the *Oxford History of South Africa* (1969).<sup>22</sup> Supplementary audiovisual material is available in the rather biased television series *Shaka Zulu* (Vidmark Entertainment, 1994), produced during the Apartheid era.

Short documents include various texts from the James Stuart Archives, containing transcriptions of interviews with Zulu speakers in Natal in the late 19th to early 20th century on the reigns of Shaka and Dingane, the correspondence between Dingane and Piet Retief (1780-1838), one of the Boer leaders of the Great Trek, and the diary of Reverend Francis Owen (1802-1854), resident at the Zulu capital and witness to the Boer massacre by the Zulus in 1838.<sup>23</sup>

Longer excerpts from eyewitness accounts include two imperialist, paternalist accounts: the diary of Henry Francis Flynn (1803- 1861), leader of an 1824 expedition of the Farewell Trading Company to open up the eastern coast, and the *Travels and Adventures* (1836) by his young associate, Nathaniel Isaacs (1808-1872). In addition, we have the papers of the "white Zulu" and libertarian Charles Rawden Maclean, alias "John Ross" (1815- 1880) and the statements made by Zulu chief Cetshwayo kaMpande (c. 1826-1884) on

the history and customs of his people following his capture during the Zulu War of 1879.<sup>24</sup>

The sixth "case" deals with the politico-commercial encounter between the Chippewa Indians and the Americans in the United States from the conclusion of the War of 1812 to the Treaty of La Pointe (1815-1854). A succinct and insightful overview of "traditional" Chippewa culture and relations with their white American neighbors can be found in Edmund Jefferson Danzinger, Jr. (1990). A classic study on Algonquian- European relations in the Great Lakes is Richard White (1991). Other relevant information can be found in the recent works by Theresa Schenck (1997) and Walker Wyman (1993).<sup>25</sup> Supplementary audiovisual materials are available in the dated, but still valuable, *The Ojibway Series* (Minnesota Historical Society, 1973), and the more recent *Woodlands: The Story of the Mille Lacs Ojibwe* (The Mille Lacs Band of Ojibwe, 1994).

Short documents include excerpts from 19th-century oral Chippewa accounts retold by Ignatia Broker (1919-1987) and Maude Kegg (b. 1905) based on the stories of their respective grandmothers. Other short texts include the Indian Removal Act of 1830, the notion of Manifest Destiny as expressed by the prominent Democratic editor John L. O'Sullivan in a 1839 article, and the Treaty of La Pointe of 1854, which effectively marked the end of "traditional" Chippewa life.<sup>26</sup>

Longer excerpts from eyewitness accounts include the *Narrative of an Expedition to Lake Itasca* (1834) by the explorer, Indian agent, and ethnologist Henry Rowe Schoolcraft (1793-1864) and the *History of the Ojibway Nation* (1855) by William Whipple Warren (1825-1854), son of a chief factor of the American Fur Company and a half-blood Chippewa mother. Chippewa accounts include *Life, Letters and Speeches* (1847) by the Methodist convert from Rice Lake, Kahgegagahbowh ("Standing Firm") a.k.a. George Copway (1818-1869), and various defiant speeches made by Aish Kibug Ekozh or "Flat Mouth" (c. 1774-1859), chief of the Leech Lake Pillagers Band.<sup>27</sup>

### Epilogue

During the second half of the 19th century, as the powerful land-based empires of

Eurasia weakened, the global balance of power shifted unmistakably in favor of a handful of Western states. Strong nationalist sentiments enabled them to mobilize their populations for overseas expansion and imperialist adventures in the "scramble" for colonial possessions. Industrialization equipped them with the most effective "tools of empire" and the most lethal weapons available anywhere in the world. Three centuries of experience with maritime trade in Asia, Africa, and the Americas provided them with unparalleled knowledge of the world and its peoples. With these advantages Western European peoples defeated foreign armies, overpowered local rulers, and imposed their hegemony across the globe. A new era of cross-cultural encounters had begun.

### ENDNOTES

1. Though by 1800 Europeans already occupied or controlled 35 percent of the land surface of the world, by 1878 this figure had risen to 67 percent, and by 1914, at the height of the "New Imperialism", over 84 percent of the world's land area was European-dominated. See: D.K. Fieldhouse, *Economics and Empire, 1830-1914*. Ithaca, NY, 1973, p. 3.

2. For a convenient and lucid historiographical introduction: Jerry H. Bentley, *Shapes of World History in Twentieth-Century Scholarship*. Washington: American Historical Association 1996.

3. For a recent textbook with a systematic focus on interactions between peoples of different societies: Jerry H. Bentley and Herbert F. Ziegler, *Traditions and Encounters. A Global Perspective on the Past*. Boston 2000.

4. William Green, "Periodization in European and World History," *Journal of World History* 3 (1992), pp. 13-53; idem. "Periodizing World History," *History and Theory* 34:2 (1995), pp. 99-111; Jerry H. Bentley, "Cross-Cultural Interaction and Periodization in World History," *American Historical Review* 101:3 (June 1996), pp. 749-70; Patrick Manning, "The Problem of Interaction and Periodization in World History," *American Historical Review* 101:3 (June 1996), pp. 771-782.

5. Like many world history textbooks, McNeill's periodization is "Eurasian-centered" or Afrasian "/"AfroEurasian- centered" at best. See: William H. McNeill, *A World History*. 4th ed. New York/Oxford 1999. For a similar periodization scheme as Bentley: Peter N. Stearns and Stuart B. Schwartz, *World Civilizations. The Global Experience*. 2nd ed. New York 1996.

6. Bentley and Ziegler, *Traditions and Encounters*, pp. xxvii-xxix.

7. Jerry Bentley, *Old World Encounters*.

- Cross-Cultural Contacts and Exchanges in Pre-Modern Times.* New York: Oxford 1993, ch. 1; Philip D. Curtin, *Cross-Cultural Trade in World History.* New York 1984, ch. 1.
8. Mark A. Kishlansky ed., *Sources of World History. Readings for World Civilization.* 2nd ed. Belmont, CA, 1999. 2 vols.
  9. Christopher Dawson, *Mission to Asia.* Toronto 1998; Paul Kahn, *The Secret History of the Mongols. The Origins of Chingis Khan.* Boston 1998.
  10. Michael C. Meyer, William L. Sherman, and Susan M. Deeds, *The Course of Mexican History.* 6th ed. New York: Oxford 1999, chs. 4, 5, 6, and 7. Later chapters can be used to look at the political, socioeconomic, and cultural consequences of conquest and the imposition of colonial rule.
  11. The case of Martín Ocelotl is discussed in: J. Jorge Klor de Alva, "Martin Ocelotl: Clandestine Cult Leader," in: Sweet, David, and Nach, eds., *Struggle and Survival in Colonial America.* Berkeley 1981, pp. 128-135. The other documents can be found in numerous source books.
  12. Hugh Thomas ed., *The Discovery and Conquest of Mexico, 1517-1521,* by Bernal Díaz del Castillo. New York 1996; Anthony Pagden ed., *Hernan Cortes. Letters from Mexico.* 2nd ed. New Haven/London 1986; Miguel Leon-Portilla ed., *The Broken Spears. The Aztec Account of the Conquest of Mexico.* 2nd ed. Boston 1992; James Lockhart ed., *We People Here: Nahuatl Accounts of the Conquest of Mexico.* Berkeley 1993.
  13. John F. Richards, *The Mughal Empire.* The New Cambridge History of India I.5. New York 1993; Ann Bos Radwan, *The Dutch in Western India, 1601-1632.* Calcutta 1978; Om Prakash, *European Commercial Enterprise in Pre-Colonial India.* The New Cambridge History of India II.5. New York 1998.
  14. Henry Beveridge, trans., *The Akbar Nama of Abu-l-Fazl.* 3 vols. New Delhi 1902-1939, I, pp. 37, 207, 322-323, 368-370, and 410-411. For Dutch demands and subsequent farman see: Radwan, *The Dutch in Western India,* pp. 30-32 and 150. Van den Broecke's account is published in: Om Prakash, *The Dutch Factories in India, 1617-1623. A Collection of Dutch East India Documents Pertaining to India.* New Delhi, 1984, pp. 132-140. The letter of Sir Thomas Roe can be found in: William Foster ed., *The English Factories in India, 1618-1621.* Oxford 1906, pp. 13-18. For the 1616 and 1617 communications of Jahangir to James I: George Birdwood and William Foster eds., *The First Letter Book of the East India Company, 1600-1619.* London 1893, pp. 478-479; and: James Harvey Robinson ed., *Readings in European History.* 2 vols. Boston 1904-1906, II, pp. 333-335.
  15. W.W. Moreland and P. Geyl eds., *Jahangir's India. The Remonstrantie of Francisco Pelsaert.* Cambridge, Engl., 1925; J.S. Hoyland and S.N. Banerjee eds., *The Empire of the Great Mogul: A Translation of De Laet's "Description of India and Fragment of Indian History."* Bombay 1928; David Price ed., *Memoirs of the Emperor Jahangueir Written by Himself.* New Delhi 1970. More reliable, though less accessible, translations are: Henry Beveridge ed., *The Tuzuk-I-Jahangiri or Memoirs of Jahangir.* 2 vols., London 1909-1914; Wheeler M. Thackston ed., *The Jahangirnama. Memoirs of Jahangir, Emperor of India.* New York 1999.
  16. Jonathan D. Spence, *The Search for Modern China.* 2nd ed. New York/London 1999, chs. 2-6; Charles E. Ronan and Bonnie B.C. Oh eds., *East Meets West. The Jesuits in China, 1582-1773.* Chicago 1988; Pamela Kyle Crossley, *The Manchus.* Cambridge 1997; Richard J. Smith, *China's Cultural Heritage. The Qing Dynasty, 1644-1912.* 2nd ed. Boulder, CO, 1994.
  17. Xu Guangqi's memorial can be found in: *Chinese Repository* 9 (March 1850), pp. 118-126. For accusations against Xu Guangqi and the Jesuits: Lo-Shu Fu, *A Documentary Chronicle of Sino-Western Relations (1644-1912).* 2 vols. Tucson 1966, I, pp. 35-36. This work also contains the various pronouncements by Kangxi regarding the position of the Jesuits and Christianity in the Qing Empire. For abridged versions of Western documents related to the Rites Controversy: George Minamiki, *The Chinese Rites Controversy: From its Beginning to Modern Times.* Chicago 1985, pp. 25-76.
  18. J. Bouvet, *The History of Cang-Hy, the Present Emperour of China Presented to the Most Christian King.* London 1699; and: J.-B. du Halde, *The General History of China.* 4 vols. London 1736; Jonathan Spence, *Emperor of China. Self-portrait of K'ang-hsi.* New York 1988; Fu, *A Documentary Chronicle of Sino-Western Relations.* The works of both Bouvet and Du Halde, though dated, are easily available on microfilm.
  19. M.C. Ricklefs, *A History of Modern Indonesia Since c. 1300.* 2nd ed. Stanford, CA, 1993; Nicholas Tarling ed., *The Cambridge History of Southeast Asia.* 2 vols. Cambridge, UK/New York 1992; David Joel Steinberg ed., *In Search of Southeast Asia. A Modern History.* Honolulu 1987, ch. 18; P. Carey ed., *The British in Java, 1811-1816. A Javanese Account.* New York 1992, introduction; John Bastin, *The Native Policies of Sir Stamford Raffles in Java and Sumatra.* Oxford 1957.
  20. For papers produced by the Raffles administration and Yogyakarta court (both in English): M.L. van Deventer, *Het Nederlandsch gezag over Java en onderhoorigheden sedert 1811. Eerste deel: 1811-1820.* The Hague 1891; P.B.R. Carey ed., *The Archive of Yogyakarta. Vol. I: Documents Relating to Politics and Internal Court Affairs.* Oxford 1980.
  21. Thomas Stamford Raffles, *The History of Java.* 2 vols. London 1830; John Crawfurd, *History of the Indian Archipelago.* 3 vols. London 1820. For the two Yogyakarta babads: C. Poensens, "Amangku Buwana II (Sepuh), Ngajogyakarta's tweede sultan. (Naar aanleiding van een Javaansch handschrift)," *Bijdragen tot de Taal-, Land- en Volkenkunde van Nederlandsch-Indië* 58 (1905), pp. 73-246; Carey ed., *The British in Java.*
  22. Leonard Thompson, *A History of South Africa.* 2nd ed. New Haven/London 1995, chs. 1-3; J.D. Omer-Cooper, *History of Southern Africa.* 2nd ed. Portsmouth, NH, 1994, chs. 1-4; Donald Morris, *The Washing of the Spears. A History of the Zulu Nation under Shaka and its Fall in the Zulu War of 1879.* New York 1998; Leonard Thompson, "Co-operation and Conflict: The Zulu Kingdom and Natal," in: Monica Wilson and Leonard Thompson eds., *The Oxford History of South Africa.* Oxford 1969, I, pp. 334-390.
  23. C. de B. Webb and J.B. Wright eds., *The James Stuart Archive.* 6 vols. Pietermaritzburg 1976-in progress; George E. Cory ed., *The Diary of the Rev. Francis Owen, M.A., Missionary with Dingaan in 1837-1838.* Cape Town 1926. For the correspondence between Dingane and Retief: John Bird, *The Annals of Natal, 1495 to 1845.* 2 vols. Pietermaritzburg 1888, I, pp. 359-366.
  24. James Stuart ed., *The Diary of Henry Francis Fynn.* Pietermaritzburg 1986; Louis Herrman ed., *Travels and Adventures in Eastern Africa by Nathaniel Isaacs.* 2 vols. Cape Town 1936; Stephen Gray ed., Charles Rawden Maclean. *The Natal Papers of "John Ross."* Pietermaritzburg 1992; C. de B. Webb and J.B. Wright eds., *A Zulu King Speaks. Statements Made by Cetshwayo kaMpande on the History and Customs of his People.* Pietermaritzburg 1978.
  25. Edmund Jefferson Danzinger, Jr., *The Chippewas of Lake Superior.* Norman and London 1990; Richard White, *The Middle Ground. Indians, Empires, and Republics in the Great Lakes Region, 1650-1815.* New York: Cambridge University Press 1991; Theresa M. Schenck, *The Voice of the Crane Echoes Afar. The Sociopolitical Organization of the Lake Superior Ojibwa, 1640- 1855.* New York 1997; Walker Demarquis Wyman, *The Chippewa. A History of the Great Lakes Woodland Tribe Over Three Centuries.* River Falls, WI, 1993.
  26. Ignatia Broker, *Night Flying Woman. An Ojibway Narrative.* St. Paul 1983; Maude Kegg, *Nookomis Gaa- Inaajimotawid/What my Grandmother Told Me.* St. Paul 1983.

27. Henry Rowe Schoolcraft, *Narrative of an Expedition Through the Upper Mississippi to Itasca Lake*. New York 1834; William Whipple Warren, *History of the Ojibway People*. St. Paul 1984; A. LaVonne Brown Ruoff and Donald B. Smith eds., *Life, Letters, and Speeches. George Copway (Kahgegagabowh)*. Lincoln/London 1997; Mark Diedrich, *Ojibway Oratory. Great Moments in the Recorded Speech of the Chippewa, 1695-1889*. Rochester, MN, 1990.

## HIST 386

Spring 1999

Dr. Markus Vink  
E305 Thompson Hall  
MWF 2-2:50 p.m.

### Global Studies: Cross-Cultural Encounters, 1500-1850

#### Course Contents:

History 386 deals with the topic of cross-cultural contacts or encounters between representative of different cultures and societies from the early-16th to the mid-19th century. This formative period was initiated by the European voyages of discovery and exploration, and ended in the wake of the second industrial revolution, the emergence of the nation-state, and the scramble for colonial possessions by Western powers. Since the closing of the human community or ecumene circa 1500, the regions of the world have come into permanent and sustained contact with each other. Cross-cultural interactions have profoundly influenced the experiences of all peoples on earth. Legions of scholars have examined the effects of cross-cultural interactions in modern times while exploring themes such as long-distance trade; exchanges of plants, animals, and diseases; transfers of technology; imperial and colonial ventures; missionary campaigns; the transatlantic slave trade; and the development of global capitalism.

This course consists of two parts, and explores how cultural contacts in the formative period were shaped by one's individual perspective or worldview and the experiences of the actual encounter itself. Part one of the course will provide the general historical and theoretical background, providing the student with a sweeping overview of the various periods in cross-cultural interaction, along with familiarizing her/him with the basic term.

#### Course Readings:

##### Required readings:

Course reader/textbook (to be purchased in the Bookstore)

Primary sources and excerpts, eyewitness accounts (on reserve in E330, Thompson Hall)

Complete eyewitness accounts for long paper (on reserve in the Daniel A. Reed Library)

##### Optional text:

Jules R. Benjamin, *A Student's Guide to History*. 7th ed. New York: St. Martin's Press, 1997. (ISBN 0-312-14977-8)

#### Grades and Grading Policies:

The course grade will be determined as follows:

- 20% mid-term examination
- 30% attendance and participation
- 30% writing assignments
- 20% final examination

A/F: Students taking the course on an A/F basis must do all the work in order to earn a course grade. Grades for coursework will use pluses and minuses as well as straight letters. Final course grades will be calculated on the basis of a 12-point "A." In other words, an A is worth 12 points, an A- is worth 11 points, a B+ is worth 10 points, and so forth down to an F, worth 0 points (see handout).

S/N: Students taking the course on a S/N basis must do all the work of the course and attain a satisfactory level of competence (sufficient for a grade of C) or better, in order to earn the grade S for the course.

Late-written work: A late-written assignment will be penalized one grade for every week it is late, to a maximum of three full grades. In extraordinary circumstances, the instructor may grant a limited extension without penalty, but it should be requested before the paper is due.

Plagiarism: All written work should represent your own efforts. If you quote directly from a source, you must give credit to the original author in a footnote. The same standard applies when you paraphrase a source's words, even when you use original ideas from a source. Failure to credit the source in these circumstances is called plagiarism (literally theft, more or less). It is absolutely unacceptable. Students who plagiarize written work or misrepresent someone else's work as their own run the risk of serious academic consequences.

Make-up Exams: You are expected to take the examinations when they are scheduled unless an emergency prevents it. You should make every effort to contact the instructor before the scheduled exam, if such an emergency arises. Permission to take a make-up exam must be specially arranged

with the course instructor, and will not be allowed automatically.

#### Course Requirements:

##### Attendance and participation (30%):

The grade for this portion will be based on your attendance in lectures and participation in group discussion. Prolonged absence will hurt your grade considerably. You will lose half a letter grade for every absence in excess of three. Make sure you sign the attendance sheet, which will be passed around at the beginning of each session. You will be expected to come to each class on time and be prepared, which means that you have done the assigned readings for the week. There are six take-home map assignments based on the case study areas which are due on Monday, February 1 ("Meso-america") Monday, Feb. 15 ("South Asia"); Monday, March 1 ("East Asia"); Monday, March 22 ("Indonesia"); Monday, April 12 ("Southern Africa"); and Monday, April 26 ("North America").

Oral presentation: This assignment consists of a 20-minute oral presentation. In your presentation, you should provide a biographical sketch/psychological profile of the author(s) of the primary source, focusing on their identity (socioeconomic background, nationality, religion, education, and so forth) along with defining events in their lives which shaped their particular outlook or worldview. The presentation should be based on four short references, (one Internet Web site, and three "regular" printed, such as encyclopedias, articles, and so forth). Be creative when looking for specific references: use different spellings of names and different subject headings (e.g., Mughals/Moguls/Mogols or Jahangir/Nur Jahan/Mughal India). The student has to hand in a typed version of his presentation to the instructor, including full citations of the sources used. A sign-up sheet for the oral presentation will be circulating in the beginning of the semester. This exercise is mandatory for all students in order to pass the course.

##### Mid-term and final examination (40%):

There will be a mid-term examination worth 20% on Wed., March 17, and a final examination worth 20% on Wed., May 12 (4-6 p.m.). The mid-term and final examinations will consist of a number of short identification essays or IDs, a selection of one or more longer essay questions, and a geography component based on the map

assignments. A study sheet will be provided for both the mid-term and final examinations, but only with regards to the IDs and essay questions. We will practice writing good IDs and essays in the first half of the semester and will have a review session before each of the exams to help you out.

#### **Writing assignments (30%):**

All assignments have to be typed (double-spaced) and will be judged on content, coherence, and grammar (style, spelling). All the assignments have to be handed in on time (see grading policies). In case you have problems with writing, consult one of the many published works on the matter (e.g., Jules R. Benjamin, *A Student's Guide to History*. 7th ed. New York: St. Martin's Press, 1997), or feel free to visit me during my office hours or by special appointment.

**FOR ALL THE ASSIGNMENTS: USE ALL THE INFORMATION AT YOUR DISPOSAL, INCLUDING READINGS, LECTURES, AND DISCUSSIONS!!!**

#### **#1 Short Identification essays (IDs)**

A precise and economical use of words contributes to superior performance on examinations and other written work. Part of the mid-term and final examinations will ask you to compress as much information as possible into one paragraph (4-5 sentences). Each short identification essay identifies the term (person, event, or a concept) by description (who? or what?), indicating the basic exact chronological (when?) and geographical data (where?), as well as the historical significance (so what?).

#### **Assignment:**

Briefly identify and discuss the significance of the three following terms: Columbian Exchange, La Noche Triste, and La Malinche.

Length: 1 page. Due Wed., Feb. 10

#### **#2 Exam-type long essay**

This course will require you to write well-focused essays for the mid-term and final examinations. The assignment will give you practice in crafting a persuasive answer from the information at your disposal (lectures, readings, discussions). A well-written essay contains a thesis or central argument, a clear organization, and good grammar and spelling. Choose one of the two available options.

#### **Assignment: Option I:**

In each of the societies we have discussed, a person's identity and livelihood were a reflection of where he/she fit into his/her respective social hierarchy. Compare and contrast the effect of status, class, and gender systems on family, division of labor, and kinship in the TWO case study areas of Aztec Mexico and Mughal India in general and the author(s) of the primary sources in particular. To what extent did each of these aspects of one's identity and livelihood influence the relations with outsiders? Use specific examples to illustrate your argument.

#### **Option II:**

Describe the relationship between political and religious élites in different societies. Compare and contrast divine or "undifferentiated" leadership with secular or "differentiated" leadership in the two case study areas of Aztec Mexico and Mughal India. To what extent did these relationships define the relations with outsiders? Use specific examples of both cooperation and conflict between rulers and priesthood for each one of them.

Length: 5 pages. Due Fri., March 5.

#### **#3 Long paper**

The paper assignment for this will be due in two parts, a draft version and a final version. Each of you must write about four eyewitness accounts on the six case studies we examined for the course, that is, Aztecs-Spanish in Mexico, Mughals-Dutch in India, Qing (Manchu)-French Jesuits in China, Javanese-British in Indonesia, Zulu-British in Southern Africa, and Chippewas-Americans in the United States. Remember you have to read the COMPLETE version of each of these texts (or at least 100-150 pages) on reserve in the Reed Library or available in my office. Choose one of the two available options.

#### **Assignment: Option I:**

Based on four eyewitness accounts (two complementary sets of one indigenous and one European source each), compare and contrast two of the following six encounters: Aztecs-Spanish in Mexico, Mughals-Dutch in India, Qing-French Jesuits in China, Javanese-British in Indonesia, Zulu-British in South Africa, and Chippewas-Americans in North America. To what extent was each encounter different from or similar to the others? How can you account for these differences and similarities?

To what extent was each of these encounters determined by actual experiences or preconceived notions on each side? Use specific examples from the texts to illustrate your argument.

#### **Option II:**

Compare and contrast four of the eyewitness accounts touched on during the course. How subjective and objective is each of these accounts? How can you account for the subjectivity/ objectivity of each text? How would you value their respective usefulness as historical documents? Do you think it is possible to make a distinction between objectivity and subjectivity? Why or why not? Use specific examples from the texts to illustrate your argument.

Length: 7-8 pages. Draft version due Fri., April 16. Final version due Mon., May 3.

#### **Class Schedule**

##### **Part I: Introduction**

###### **WEEK 1**

Friday, Jan. 22: Welcome

Readings: Course syllabus

###### **WEEK 2**

Monday, Jan. 25:

Cross-cultural interactions: periods, processes, and patterns

Wednesday, Jan. 27:

Unification by sea: European expansion

Friday, Jan. 29:

Primary sources: how to read a document

Readings: Reader/textbook, 1, 2, 3, and 4

Assignment: Primary sources exercise (Friday)

##### **Part II: The Case Studies**

###### **CASE STUDY #1: AZTECS- SPANIARDS-MEXICO — 1519- 1521**

###### **WEEK 3**

Monday, Feb. 1:

Movie: *500 Nations: Mexico*

Wednesday, Feb. 3:

Aztec Mexico

Friday., Feb. 5:

History of contacts: Aztecs- Spaniards

Readings: Reader/textbook, 5 and 6; primary sources

Assignment: Map assignment (Monday)

<b>WEEK 4</b>	Oral presentations	Reader/textbook, 13 and 14; primary sources
Monday, Feb. 8:		Assignments:
Oral presentations		Map assignment (Monday)
Wednesday, Feb. 10:		Draft version long paper (Friday)
Oral presentations		(bring two copies)
Friday, Feb. 12:		
Simulation		
Readings: Excerpts eyewitness accounts		<b>WEEK 14</b>
Assignments:		Monday, April 19:
Short identification essay (Wed.)		Oral presentations
Simulation (Friday)		Wednesday, April 21:
CASE STUDY #2: MUGHALS-DUTCH — INDIA —		Oral presentations
1605-1627		Friday, April 23:
WEEK 5		Simulation
Monday, Feb. 15:		Readings: Excerpts eyewitness accounts
Movie: India: From Mughals to <i>Independence</i>		Assignments:
Wednesday, Feb. 17:		Review draft version (Monday)
<i>Mughal India</i>		Simulation (Friday)
Fri.day, Feb. 19:		<b>CASE STUDY # 6:</b>
History of contacts: Mughals- Dutch		CHIPPEWAS-AMERICANS —
Readings: Reader/textbook, 7 and 8; primary sources		U.S. 1815-1854
Assignment: Map assignment (Monday)		WEEK 15
WEEK 6		Monday, April 26:
Monday, Feb. 22:		Movie: The Ojibway Series MHS
Oral presentations		Wednesday, April 28:
Wednesday, Feb. 24:		The Chippewas in the Upper Great Lakes
Oral presentations		Friday, April 30:
Friday, Feb. 26:		History of contacts: Chippewas-Americans
Simulation		Readings:
CASE STUDY #3: QING- FRENCH JESUIT — CHINA 1661-1722		Reader/textbook, 15 and 16; primary sources
WEEK 7		Assignment:
Monday, March 1:		Map assignment (Monday)
Movie: Pacific Century: The Two Coasts of China		WEEK 16
Wednesday, Mar 3:		Monday, May 3:
Qing (Manchu) China		Oral presentations
Friday, March 5:		Wednesday, May 5:
History of contacts: Qing- Jesuits		Oral presentation and simulation
Readings: Reader/textbook, 9 and 10; primary sources		Friday, May 7:
Assignments:		REVIEW SESSION FINAL EXAM
Map assignment (Monday)		Readings:
Exam-type long essay		Excerpts eyewitness accounts
WEEK 8		Assignments:
Monday, March 8:		Final version long paper (Monday)
Oral presentations		Simulation (Wednesday)
Wednesday, March 10:		<b>WEEK 17 (May 10-May 14)</b>
		Wednesday, May 12:
		FINAL EXAMINATION (4-6 p.m.)

## SIMULATION: AZTEC-SPANISH ENCOUNTER

Imagine you are one of the participants in the momentous meeting between representatives of the Aztec Empire and the Spanish conquistadores in November, 1519, at the luxurious palace of Axayácatl in Tenochtitlán/Mexico City. You are to discuss future mutual relations, first amongst yourselves (Aztecs or Spaniards), and then eye-to-eye with the "Other." Your task is twofold: you are to convince, first, the members of your group, and, next, the other side of the validity of your position. Your efforts will determine the outcome of the encounter between these two societies.

### List of Characters

#### Aztecs:

- Moctezuma/Montezuma II (r. 1502-June 1520), Huei Tlatoani ("Great Speaker") or emperor, priest of Huitzilopochtli, deeply religious, respectful of traditions, superstitious and sensitive, fatalistic, dabbler in astrology
- Cuitláhuac (r. June-October 1520), nephew of Moctezuma, "tlatoani" or lord of the city-state of Ixtapalpa, skeptical of divine attributes, visitors, less devout and tradition-bound than Moctezuma, favors aggressive stance against Spanish conquistadores, dies of smallpox shortly after being elected emperor upon Moctezuma's death
- Cuauhtémoc (r. Oct. 1520- Aug. 1521), nephew of Moctezuma, staunch opponent of Spaniards, elected emperor in Oct. 1520 upon the death of Cuitláhuac, symbol of valor, cultural hero of Indian Mexico
- Xicoténcatl the Younger, tlatoani of city-state of Tizatlán, one of the four confederated states of Tlaxcala, inveterate enemies of the Aztecs, primary loyalty to own city-state
- Cacama (r. 1516-1519) tlatoani of city-state of Texcoco, original member of the Triple Alliance, intensely loyal to the Aztecs
- \*Itzquauhtzin (d. 1520), tlatoani of Tlatelolco, originally independent city-state on an island near Tenochtitlán, incorporated in the expanding city, intensely loyal to the Aztecs
- Martín Ocelotl (b. 1496), Aztec priest, member of Aztec nobility, outraged by

Spanish desecration of Aztec temples and statues

- Aztec Jaguar Knight, élite military order, member of Aztec nobility, calling for attack
- Doña Marina/"Malinche" (?1501-1550), daughter of Aztec chieftain in Vera Cruz, sold into captivity to Mayans, given to Cortés with some Indian women after the battle of Cintla, christened Marina by Spaniards, interpreter, adviser, and mistress of Cortés

Aztec peasant, member of the class of commoners (macehualti), having many responsibilities and few privileges, totally reliant on the nobility and the state for famine relief, judicial affairs, spiritual direction, and agricultural tasks

#### Spaniards:

- Hernández Cortés (1485-1543), ambitious, pretentious, headstrong leader of the Spanish conquistadores, preoccupied with legality actions and image of loyal vassal of Charles V (r. 1516-1555) in struggle with Diego Velázquez, Spanish governor of Cuba, and followers
- Pánfilo de Narváez, captain-general of strong expedition sent in April 1520 to arrest rebel Cortés at orders of Diego Velázquez, Spanish governor of Cuba
- Pedro de Alvarado (1485- 1541), second-in-command, said to be brave but rash, massacres Aztec nobility during the Fiesta of Toxcatl in honor of Huitzilopochtli, May 1520
- Bernal Díaz del Castillo (c. 1495-1584), common soldier, resentful of conduct and greed of Spanish leadership
- Bartolomé de Olmedo (d. 1524/1525), Spanish priest, member of the order of Merced, able diplomat, much praised by Bernal Díaz, often prevented Cortés from enraging friendly tribes by overturning idols and attempting forced conversion
- Spanish priest, Franciscan, religious zealot, product of the Reconquista and Counter-Reformation, intransigent towards "superstitions" and human sacrifice rituals of Aztecs
- Diego de Godoy, notary and representative of the Spanish Crown, keeping meticulous record of actions of Cortés and conquistadores, pronouncement of the requerimiento

## CALL FOR NOMINATIONS FOR THE ANNUAL WHA BOOK AWARD

The World History Association invites nominations for its annual book award, to be announced at the June 2000 conference in Boston. Nominees should be books published in 1999 and be historical analyses with a transregional perspective, whether thematic, overtly comparative, or perhaps an innovative case study with global historiographic implications. The deadline is November 15, 1999, and the address is: David A. Chappell, Book Review Editor, *Journal of World History*, University of Hawai'i, 2530 Dole St., Honolulu, HI 96822-2383, USA. Or: [dchappel@hawaii.edu](mailto:dchappel@hawaii.edu)

CNN will begin a series on the Millennium this fall which portrays the history of the world in a series of ten programs.

Each of the ten programs deals with a single century, and each is divided into five contrasting films. The series directs attention away from Europe and the West to the glories of the East — to China, Japan, India and to Africa, and the Americas. Check your local program listings.

# WORLD HISTORY BULLETIN BOARD

## ASSISTANT/ASSOCIATE PROFESSOR GLOBAL STUDIES/WORLD HISTORY

Ramapo College has a tenure track position in Global Studies/World History (position #723) at the assistant/associate professor level, to begin in the fall of 2000. This position will entail undergraduate courses in world history and global studies, as well as a substantial role in curriculum development. Candidates should have a Ph.D. in world history, history, or international studies, with a specialization in world/comparative history, a background in two geographical areas (preferably Asia), and at least two years of full-time undergraduate teaching strongly preferred.

Since its beginning, Ramapo College has had an intercultural/international mission. Please tell us how your background, interest, and experience can contribute to this mission, as well as to the specific position for which you are applying. Web site: <http://www.ramapo.edu>. Position offers excellent state benefits. We will begin to review résumés on December 1, 1999, and will continue until the position has been filled.

To request accommodations, call 201-684-747. Qualified persons should send letter, vita, and a list of three references to:

Dr. Clifford Peterson, School of American/International Studies  
Ramapo College of New Jersey  
505 Ramapo Valley Road  
Mahwah, NJ 07430

New Jersey's Public Liberal Arts College Ramapo College is a member of the Council of Public Liberal Arts Colleges (COPLAC), a national alliance of leading liberal arts colleges in the public sector.

### EEO/AFFIRMATIVE ACTION.

Joan C. Capizzi Affirmative Action and Workplace Compliance Ramapo College of New Jersey 505 Ramapo Valley Road Mahwah, NJ 07430-1680	Phone: 201-684-7540 Fax: 201-684-7508 E-mail: <a href="mailto:jcapizzi@ramapo.edu">jcapizzi@ramapo.edu</a>
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W H A

## NORTH GEORGIA COLLEGE AND STATE UNIVERSITY Announces Job Opening

North Georgia College and State University invites applications for a tenure-track position in World History at Assistant Professor level, beginning Fall 2000. Ph.D. required by August 2000. Specialization open. Women and minority candidates are strongly encouraged to apply. Responsibilities include: Teach 12 credit hours per semester, advisement, department and college service, research and publications. Teach both halves of a two-semester world civilization survey, upper-division courses in world history, and in area of specialization. Off-campus teaching is a possibility. Located north of Atlanta near the Appalachian Trail, NGCSU was recently rated as one of America's 100 best college buys. Its ROTC program has been ranked the nation's finest. Application review will begin immediately and continue until the position is filled. Send a letter of application, résumé, unofficial transcripts of undergraduate and graduate work, three letters of reference, publication/writing sample, and teaching evaluations to:

Department of Human Resources  
Attention: World History Position  
North Georgia College and State University  
Dahlonega, GA 30597

For more information, please call 706-864-1903;  
or e-mail Dr. Ray C. Rensi, Search Committee Chair:  
[rrensi@ngcsu.edu](mailto:rrensi@ngcsu.edu). AA/EOE.

W H A

## 2000 ORAL HISTORY ASSOCIATION ANNUAL MEETING

**"At the Crossroads: Transforming Community Locally and Globally"**

October 11-15, 2000

**Marriott Hotel, Durham, North Carolina**

### CALL FOR PAPERS

The Oral History Association invites proposals for papers and presentations for its 2000 annual meeting, to be held October 11-15, in Durham, North Carolina. The theme of the meeting is "At the Crossroads: Transforming Community Locally and Globally." As we turn to a new century, we take this opportunity to examine the many ways in which oral history can explore how globalization affects communities and cultures. What impacts do the social, economic, political, and cultural processes of globalization have on local, regional, national, and international levels about the changing nature of community? We also seek to encourage a re-examination of the ways in which oral historians work within communities. What is the role of oral history in documenting and understanding the transformation of community? How does the practice of oral history change community or community members, including oral history practitioners? Have recent concerns over shared authority altered the ways in which oral historians are shaping history and interacting with communities? Proposals on all aspects of the practice and interpretation of oral history are also welcome.

The 2000 Oral History Association meeting gives us the occasion to draw upon the rich history of Durham-Chapel Hill as a center of oral history work, regional studies, and documentary expression. The Program Committee especially encourages sessions that experiment with forms of documentation in addition to customary panels. Presentations may include film, video, radio, exhibits, drama, and electronic media, and may take the form of panels, round-table, workshops, poster sessions, media- and performance-oriented sessions, and other formats we haven't yet imagined.

The Oral History Association invites proposals from academic and public historians; folklorists; graduate students; library, archives, museum, and media professionals; community workers; and educators of all levels of students. We especially encourage proposals from community-based projects and welcome proposals from other professional organizations, including state and regional oral history associations affiliated with the Oral History Association. Considering the theme of this year's conference we are particularly eager to invite proposals from the international community.

Applicants must submit five copies of proposals. For full sessions, include the full name, mailing address, institutional affiliation, phone number, and e-mail address for each session participant. For full sessions, submit a one- to two-page abstract of the session and a one- to two-page c.v. of all participants. For individual proposals, submit a one-page abstract and a one-page c.v. of the presenter.

For queries, contact either program co-chair. Send proposals to Mary Murphy by December 15, 1999.

#### Co-Chairs

Alicia J. Rouverol  
 Southern Oral History Program  
 Department of History  
 CB#3195, 406 Hamilton Hall  
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**ADVANCED PLACEMENT WORLD HISTORY****A National Teacher Training Institute****July 14-21, 2000****World History Center****Northeastern University****Boston, MA 02215****Phone: 617-373-4855; Fax: 617-373-2661****[www.whc.neu.edu](http://www.whc.neu.edu)**

This seven-day workshop is designed to prepare selected college and high school educators to direct workshops for teachers of the new AP World History course. It will include an emphasis on content and interpretation and provide participants with a model AP World History curriculum. This institute will also focus on pedagogy and resources, including model lessons and sample materials. In addition all participants will receive training in workshop development with the final project being a presentation.

**Benefits for Participants****Part of the vanguard of a new course****World history content****Workshop training****Access to the World History Resource Center****Optional graduate credit****Resource materials for classroom and workshop use****Travel to Institute and lodging provided****One week on an urban campus with all of Boston to explore****Funded by the College Board****Selection of Participants**

Thirty-five participants will be chosen from across the country. These individuals will be the first group of teacher trainers for the new AP World History course. They will help to shape the nature of the course, guiding its introduction into high schools around the world and providing teachers with the confidence to teach the broad content of world history and to help students succeed in the course.

Participants will be selected in a competitive application process in which the following criteria are taken into account:

**Currently teaching world history****Experience in teaching world history****Recognition of world history as a new research field which goes beyond traditional (Western civilization) approaches to global history****Willingness and ability to present workshops****Previous AP experience is not required****APPLICATION DEADLINE: January 17, 2000**

Interested teachers should call the World History Center, Northeastern University, Boston, MA, for an application form.

## 2000 MARY K. BONSTEEL TACHAU PRE-COLLEGIATE TEACHING AWARD

The Organization of American Historians has established an annual award to recognize the contributions made by pre-collegiate and classroom teachers to improve history education. The award, to be given for activities which enhance the intellectual development of other history teachers and/or students, memorializes the career of the late Mary K. Bonsteel Tachau, University of Louisville, for her path-breaking efforts to build bridges between university and pre-collegiate history teachers. **APPLICATIONS FOR THE 2000 AWARD ARE DUE DECEMBER 1, 1999.** The award will be presented at the 2000 Annual Meeting of the OAH in St. Louis, Missouri, March 30-April 2.

**ELIGIBILITY:** Pre-collegiate and classroom teachers engaged at least half time in history teaching, whether in history or social studies, are eligible.

**CRITERIA:** Successful candidates shall demonstrate exceptional ability in one or more of the following kinds of activities:

1. Initiating or participating in projects which involve students in historical research, writing, or other means of representing their knowledge of history.
2. Initiating or participating in school, district, regional, state, or national projects which enhance the professional development of history teachers.
3. Initiating or participating in projects which aim to build bridges between pre-collegiate and collegiate history or social studies teachers.
4. Working with museums, historical preservation societies, or other public history associations to enhance the place of public history in pre-collegiate schools.
5. Developing innovative history criteria which foster a spirit of inquiry and emphasize critical skills.
6. Publishing or otherwise publicly presenting scholarship that advances history education or historical knowledge.

**Submission of Application Packet (deadline December 1, 1999):** Candidates for the Mary K. Bonsteel Tachau Pre-Collegiate Teaching Award should submit one application packet to each of the three committee members that includes copies of the following in the order given:

1. A cover letter written by a colleague indicating why the teacher merits the award (no more than two pages).
2. Two letters written by former or present students (no more than two pages each).
3. Curriculum vitae (no more than three pages).
4. Samples of the nominee's written work. These submissions should include article reprints, reports by classroom observers, course outlines, research proposals, and/or other evidence of excellence in some or all of the areas mentioned in the "Criteria" section (no more than 15 pages).
5. A narrative, prepared by the nominee, describing the goals and effects of the candidate's work in the classroom and elsewhere for history education (no more than three pages).
6. Names, addresses, and telephone numbers of at least three professional references, including the writer of the cover letter, at least one of whom must be a colleague or supervisor (one page).

**AWARD:** The successful candidate will receive a certificate, a cash award of \$750, a one-year OAH membership, and a one-year subscription to the *OAH Magazine of History*. If the winner is an OAH member, the award will include a one-year renewal of membership in the award winner's usual membership category. The winner's school will receive a plaque suitable for permanent public display.

**One copy of each entry must be mailed directly to:**

**Rosemary Kolks Ennis**  
**Committee Chair**  
5140 Hancock Court  
Mason, OH 45040

**Nora Faires**  
1080 Greenhills Drive  
Ann Arbor, MI 48105

**Linda Karen Miller**  
Fairfax High School  
3500 Old Lee Highway  
Fairfax, VA 22030

### Past Mary K. Bonsteel Tachau Pre-Collegiate Teaching Award Winners:

- |      |  |
|------|--|
| 1995 | Gloria Schuster Sesso, Half Hollow Hills Central H. S. East, Dix Hills, New York |
| 1996 | Tedd Levy, Nathan Hale Middle School, Norwalk, Connecticut                       |
|      | Linda Karen Miller, Fairfax High School, Fairfax, Virginia                       |
| 1997 | Ron Briley, Sandia Preparatory School, Albuquerque, New Mexico                   |
| 1998 | Steven Z. Freiberger, Chatham High School, Chatham, New Jersey                   |
| 1999 | Michele Vickers Forman, Middlebury Union High School, Middlebury, Vermont        |

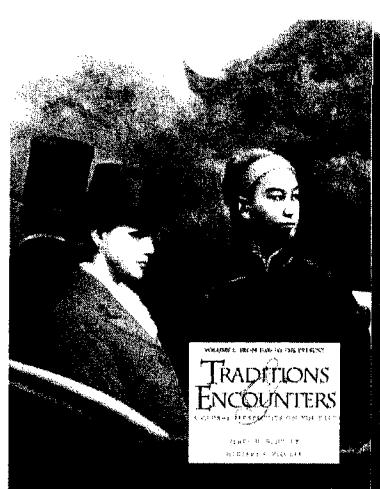
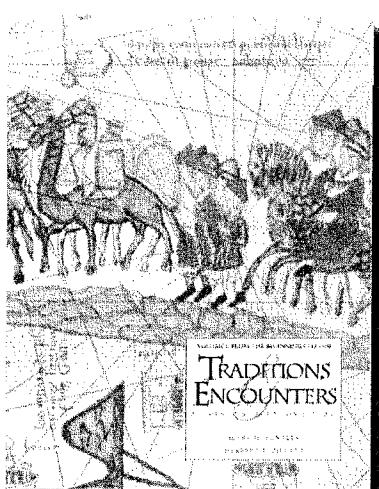
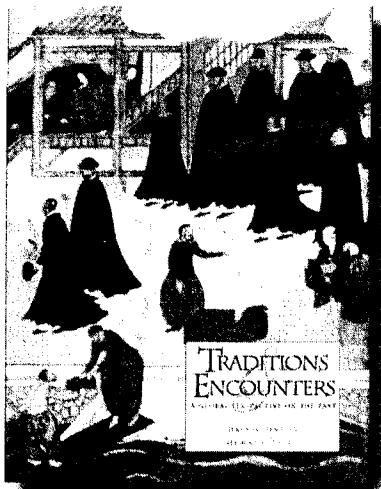
**ALL ENTRIES MUST BE CLEARLY LABELED  
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