

World History Bulletin

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Editor

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Editor's Note



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November 2005

Greetings. This issue of the *World History Bulletin* includes several outstanding articles, including a **Focus** section of two essays which have been guest edited by Dr. Wilfred Bisson. Our biannual **Teaching Forum** includes three essays, several book reviews, and the 2005 **Teaching Prize**-winning lesson plan. This issue of the *Bulletin* also includes an essay from a Georgian scholar, and a number of outstanding photographs by Al Andrea from the 2005 WHA Meeting in Ifrane.

In her essay entitled "'That's So Weird!': Introducing Asian Music Into World History," Rebecca Woodward Wendelken pens a companion essay to her article published in Volume XX (2) of the *Bulletin* on clothing. Omar Ali's "Reflections on History as Performance (an *afsana* for Abu)" explores his father's role in shaping the author's view of history. Also from an international perspective is "Questions About the History of Georgia in the Georgian Emigrant Literature," by Levan Z. Urushadze. These essays are joined by an edited version of the 2005 WHA Teaching Prize Lesson Plan, "Is There Really Something New Under the Sun?" by Monica Bond-Lamberty, a secondary-school teacher in Madison, Wisconsin.

In addition to the lesson plan mentioned above, secondary-school teachers should also give special attention to "Student Teacher Preparation: World History Textbook Historiography Assignment," by Rick Warner; and "Suggestions for a Beginning Secondary World History Teacher," by Ronald Wiltse. The latter is our **A Look Back** essay.

The following pages also include our **WHB Issue Focus**, "The Question of Medieval World History," which has been Guest Edited by Wilfred Bisson. The Focus includes two essays: "Toward a Definition of Medieval World History," by Leonora Neville and "The Relevance and Legitimacy of Medieval World History," by Wilfred Bisson.

Starting with the Spring 2006 issue, the *Bulletin* will move to an April and November publication schedule. As such, the deadlines for submission of materials to be included in the *Bulletin* will be February 1st and September 15th. **Please note that it is imperative that everyone honor these deadlines so that the WHB can maintain a regular publication schedule**, which has been an on-going concern of the Editor and the WHA Executive Council.

Micheal

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Letter from the President

November 2005

Fellow WHA members,

This will be my last letter as president. I can confess now that when I agreed to run for president-elect four years ago, I was under the mistaken impression that the term in office was two years. Only after the election did I realize that the vice-president and president each serve for two years. I am older and wiser now. It would not be true to say that the time has flown by, but now that it is nearly over I realize how much the WHA has become a part of my life and the relief of stepping down from the duties of the presidency will tinged with regret at leaving some of these responsibilities behind.

This is not the time to review “accomplishments”; there is little I can claim credit for on my own and therefore mercifully little blame that can be laid at my door. The two things I have learned as president is how little power I have and how much of the officers’ time is taken up with just making sure that the WHA’s routine business (including conferences) gets taken care of. I felt guilty when I assumed the WHA presidency that I did not have a long list of “new initiatives” to undertake. I feel glad now for the absence of such distractions.

I do wonder how my predecessors found the time and energy to do so much when they did not have the Executive staff in Honolulu to shoulder most of the routine business. Perhaps their subsequent disappearance from WHA meetings reflects their exhaustion.

The great exception to the disappearing ex-presidents has been Heidi Roupp, for whom the WHA’s highest office seems to have been but a stepping stone to projects in world history that were equally ambitions or more so. Thus there is hope for a vigorous presidency from my successor, Michele Forman, the first secondary school teacher since Heidi to become WHA president. I wish her and her newly elected officers every success.

The heavy duties that fall on the officers and Honolulu staff mean that initiatives must come from elsewhere. As I pointed out in my first presidential letter, the WHA depends heavily on volunteer labor. The genius of the WHA has been that the best initiatives usually come from the membership and that the most successful suggestions are nearly complete before they are actually proposed. And so my fellow citizens of the world: ask not what the WHA can do for you; ask what you can do for the WHA!

Among the volunteers who have done the most this past year have been Alfred Andrea, the chair of the Conferences Committee, and Kerry Ward, the chair of the Program Committee. Their enormous commitments of time and energy did so much to make the June conference in Morocco the tremendous success it was in every way. The conference lived up to one of the strategies for meeting in places far from the homes of our members by attracting large numbers of interested non-members from Europe, Africa, and southern Asia. It also provided a rich experience for many of our members, including a large contingent of high school teachers, who were able to see some of the places they have long taught about. I want to thank the many individuals whose distinguished papers graced the panels and to thank again our hosts at Al Akhawayn University, Ifrane, for their splendid efforts and cordial welcomes.

Thanks to these same volunteers and their hard-working staffs, the WHA now has for the first time conferences lined up for the next three years: Long Beach, Milwaukee, and London. See you all there!

David Northrup

The WHA's Fourteenth Annual Conference

The WHA's 2005 conference was held on the campus of Al Akhawayn University, Ifrane, Morocco from June 27th through the 29th, 2005. The conference's dual themes, "The Mediterranean in World History" and "Africa in World History," were chosen because they reflect Morocco's special geographic and cultural position in world history. Thanks in large part to the generous assistance of AUI's Dean of Arts and Sciences, Dr. Mohammed Dahbi, and Prof. Driss Maghraoui, chair of the local arrangements committee, as well as the WHA's Program Committee, chaired by Kerry Ward of Rice University, conferees enjoyed both a stimulating intellectual experience and a rip-roaring good time.

A total of 159 scholars and teachers, representing 22 nations, attended the conference. Had there been an Ibn Battuta prize for the persons traveling the farthest to attend, it probably would have gone to colleagues from Australia, whose travels westward on the road to Morocco lasted well over 36 hours. Equally impressive was the journey of the WHA's executive director, Robert White, who flew east all the way from Hawai'i.

Located in the Middle Atlas Mountains, roughly 39 miles from the historic walled city of Fez (and about three to four hours by van ride from Casablanca), Al Akhawayn University is a new, English-medium university, whose faculty, administration, and students showered the WHA and its conferees with numerous examples of Moroccan hospitality. Two highlights of the conference were a university-sponsored welcoming reception replete with Moroccan delicacies and held within a desert tent, with lively Berber music and dancing for entertainment, and the end-of-conference banquet, held under the stars, where tables were laden with traditional Moroccan foods that sated even the most jaded appetites, and a Berber wedding band that played music to tempt even the most staid scholars in attendance to get up and dance. Just to add calories to the reception and banquet foods, as well as to the excellent meals served daily as part of the conference package, four publishers, namely ABC-Clio, The Greenwood Publishing Group, Bedford St. Martin's, and The University of California Press, sponsored coffees at which large amounts of Moroccan beverages and sweets were offered twice daily.

When not feasting, conference goers enjoyed two days of panels—36 panels in all—on a wide variety of topics, most of which related in some manner or other to the conference's dual themes. To underscore these themes, two keynote speakers addressed the conference in plenary sessions. Prof. Abderrahmane El Moudden of Mohammed V University in Rabat spoke on "Crossing towards the Other: Conflict and Interchange around the Mediterranean in the Last Millennium," and David Northrup, president of the WHA, offered the address, "Africa in World History: Perspectives and Problems."

Following the conference, 59 conferees embarked on a five-day tour of Morocco, which the WHA was able to arrange through the agency of Ms. Kenza Alaoui of Zalagh Voyages in Fez, and an additional 21 participated in a one-day tour of Fez.

Submitted for the Conferences Committee by A. J. Andrea, Chair

Fifteenth Annual World History Association Conference



Teaching World History *The Americas in World History*

22-25 June 2006, California State University, Long Beach

The World History Association (WHA) is pleased to announce California State University at Long Beach (CSULB) as the site of its 2006 conference. The conference's two themes, "Teaching World History" and "The Americas in World History," reflect Southern California's and CSULB's unique geographic, cultural, and educational position and the possibilities for the study of world history at such a site. To submit a panel or paper proposal, please use the attached forms. Please note: proposals are due by January 10, 2006, to allow time for notification and travel planning. No proposals will be accepted after the due date.

Located in the heart of Southern California, Long Beach is about 25 miles south of Los Angeles and is the fifth largest city in the state. Originally named "Wilmore City," Long Beach was renamed for its 5.5 miles of sparkling beaches and enjoys an average yearly temperature of 74F degrees. For more information on Long Beach please visit <http://www.visitlongbeach.com>. CSULB is the largest university in the California State University system and the second largest university in California. In 2005 *U.S. News and World Report* ranked it among the top three public universities in the West that award the Master's degree.

Details regarding accommodations, registration and any pre- or post-conference workshops or other activities will be posted shortly on the WHA website at <http://www.thewha.org>.

**World History Association
Executive Council Meeting
27 June 2005**

**Al Akhawayn University
Ifrane, Morocco**

[Printed as received and approved -- MT]

Attendance: David Northrup, Robert White, Al Andrea, Ken Curtis, Pat Manning, Michele Forman, Jacqueline Swansinger, Jerry Bentley, Avi Black, Deb Johnston, Heather Streets

Meeting opened at 1:30 pm

Welcome -- David Northrup welcomed everyone to the meeting and to AUI in Morocco. Many people worked very hard to bring this conference to fruition. A more formal thank you will be extended later, but this is a proud moment for the organization. This conference, and its attendance, places us more clearly on the global landscape than any in our past.

1. Announcements and Communications -
- NEH announcement: Tom Adams who works with NEH proposals for college teachers is very impressed with the possibility of Al-Akhawayn, Morocco, as a wonderful site for a future Arabic institute in this area. The NEH would like to hold Arabic language institutes in the Middle East and North Africa, but the political situation has discouraged them. It might be very productive to put together a world history program with language study based in Morocco.

Discussion quickly followed focusing on advantages and disadvantages for WHA since any such effort would require time and personnel and might not be clearly remunerative. Clearly, the WHA might be able to offer consulting and obtain fees, but it would not be an institutional responsibility. The technical expertise would be from the volunteers, people in the organization, but it would not be an institutional commitment. Most importantly, the WHA would need to keep track of who is applying for government, state or institutional grants, and ensure that we are not all asking for funding at the same time. Communication within WHA will be important. NEH and other funding organizations do not always have a solid understanding of the notions or concepts of world history. So, although this is an opportunity, we do have to be careful and manage it to serve the needs of the organization and its members. Tom Adams has expressed interest, but as we all know, politics can change the depth of interest and the development of these projects.

One additional point was offered; projects could focus on two separate areas, one for teacher preparation (professional development) and the other for student preparation (college credit).

Pat Manning presented three different proposals.

First Proposal – World History Network Inc (WHN) is offering to become an affiliate of WHA to act as a research arm. WHN is incorporated in the state of Massachusetts as a non-profit, and grew out of numerous world history resources in the region. The organization has a board, by-laws and a constitution; its mission is to facilitate research at a global level. An affiliation with the WHA is supported by five of the board members; the exact form is entirely up to the WHA. The network does fundraising and connects people in and outside of history. The WHA will naturally need some time to figure out how this affiliation could work. Discussion focused on the WHA research committee. How would it be affected? What does it presently accomplish? How active has it been in recent years? How do we connect people and areas of research? Who does the connecting and in what areas?

Second proposal is that H-World be more formally recognized and acknowledged by the WHA and its publications and affiliates.

Third proposal – Develop and set research standards for WHA. The model suggested is that of an independent organization affiliated with other groups, independent but willing to share information. The aim is to establish the World History Network (WHN) as a research arm for the World History Association.

WHN proposes starting with a research agenda conference. Its goal would be to help figure out where we could aid research, and what we should develop and what we should leave alone.

Discussion: The WHA remains strongly committed to maintaining the balance between teaching and research, and possibly a plenary session could be developed at the research conference to address this balance. Comments were quietly supportive but some hoped that the research conference would welcome both teachers and researchers.

Issues discussed: How to share this information with graduate students looking for topics and tying these explorations with financial support? Manning suggested we could give grants to struggling graduate programs, and use the products to link up scholars around the world. This would require finding scholars, probably senior scholars, who could be connected with graduate students. Heather Streets mentioned that WHC did have plans to start a newsletter to aid graduate students searching for research topics.

There could be a great deal of potential for senior and junior people to work together but money will be less abundant. The WH Network was created through NEH grant, keeping the balance between teaching, research, will be a delicate matter. The key ingredient may be connecting the research with teaching.

Conclusion: Generally a positive dis-

cussion to all three proposals. The executive committee needs to consider how it would pursue this item. No motion was presented at this time, the council will await the more detailed proposal to be brought forward in the near future.

2. Finances -- Endowment Report (Filed by Carter Findley). Since the fall report of 2004, the fund has received new contributions of \$3,400 derived from new life memberships and direct contributions. The fund received \$730 of income and the new balance has grown to \$31,600. Professor Findley proposes that the fund continue to grow until the income interest reaches \$1,000. At that point, the WHA can begin considering how to use that distribution. The recommendation for the present is to continue to grow the fund. Growth is about 20-25% per year.

Financial Reports: Treasurer's Report for 2004, Budget for 2005, Finance Committee and Fund Raising (delivered by Robert White)

The full management of finances is now completely based at HQ; it no longer occurs through different geographic spaces. The WHA now needs to take a step back and assess what it is HQ is being asked to do.

Financial information sheets were distributed on line. Membership and conferences are presently in the income producing phases. However, early renewals dropped off in 2004, affecting our balances. It is unclear whether timing or late mailings or slow deliveries are involved. The bottom line is that for 2004 the figures indicate a net loss. The calendar year and the fiscal year are now correlated. This correlation prevents accurate and timely reporting for both the AHA meeting and the WHA meeting. Finances, no matter how automated, cannot be accurately summarized and reported for these meetings in the standard six month and annual formats. David Northrup called for the modification of our fiscal year to eliminate this problem.

Discussion focused on membership, its vagaries and options for improving both quantity and quality of subscribers. Membership numbers now indicate that 1,326 members existed in 2004, and that there are presently 1,100 members for 2005. The third renewal notice is going out. Fifty new applications arrived from the AP reading in Lincoln, NE. The organization does suffer from a great deal of attrition, as is true of any renewal organization. The average active membership stays about the same year to year. Questions were raised about connecting the WHA with AP workshops, seminars and institutes.

The Finance Committee's role is to review the money and reports, groups, endowment, etc. However, it is very difficult to get this committee to pull together. The committee did not see this report before presentation to the executive council. Earlier review needs to become a typical procedure.

John Richardson's ill health forced his resignation from the committee. A replacement should be appointed from the executive council. Avi Black indicated he would be interested in serving. Avi Black was nominated to the Finance Committee. Vote was unanimous. No objections.

The Fundraising committee experienced a good deal of trouble advancing towards its goals. Bedford/St. Martin's has made a three-year commitment to fund coffee breaks at our annual conferences. Al Andrea has agreed to chair the committee; we will try to revise the membership. Al promises that we shall try to obtain money and have it for next year at Long Beach.

Robert White reported on his activities at HQ. The annual conference was the first order of importance. It is a very labor-intensive activity at HQ. It was very educational as it established what were the priorities and needs of the organization. One unwelcome surprise was the state of the web site. It was poorly maintained; used older software and lacked an attentive web master or up to date server. Although we have made emergency repairs to the web site, HQ is seeking advice on what the WHA needs, what we should do and how. Business activities have become much more organized through phone and web site registration.

Solving the web difficulties took time, but the web site has been moved, HQ now has control, and can upload in real time. The council engaged in a discussion of the function and value of the web site. Do we want to use it as a marketing tool, research tool, membership enhancement, etc? Questions arose regarding the time, effort and cost to maintain it. Robert reported that two to three hours of maintenance were required per week, and every new item requires 10-15 hours. Does the web site need re-designing? What would the cost be? Ken suggested a web site plan, one of incremental difference rather than a drastic re-design. This issue should return to Council in January to be discussed more fully.

A discussion ensued regarding the role of the WHA in furthering a connection between research and teaching in the arena of public curriculum. It is important and needs to be defined in the teaching workshops. This raised the issue of administering this kind of proposal. Uniformity is difficult to achieve, how does the WHA proceed to share this view of world history since it is under attack or at least not accepted within the legislative and educational world.

Could we create a speaker's list, or a list of curriculum-building consultants? A membership searchable database would allow the WHA to merge with the AHA membership base and find relevant expertise. Deb is willing to create an AP list or survey and look into the development of standards.

Once again WHA needs to ask the membership what they are willing to do or develop in terms of curriculum, fund-raising, institutes, etc. We must revisit this same

issue in January, especially in regards to the AP teachers and curriculum. This is not going away.

3. Conference Committee -- Kerry Ward, the conference coordinator was recognized for her hard work. One last minute announcement is that the King of Morocco officially welcomed the WHA conference. There will be some official notice or reception to indicate this felicity. There will be recognition of the number of international participants, and interviews of notable people in French and English for local newspapers.

The committee brought two motions to the council for a vote, both of which were approved.

Motion 1: The Council accepts the invitation of California State University, Long Beach, to host the 15th annual meeting of the WHA on its campus, June 22-25, 2006. Motion is seconded by Deb Johnston. The discussion focused on the notable achievement of having conference sites decided so early. Ken Curtis mentions that calendar issues may be a problem for California teachers, and might push the conference back a week. Topics proposed for Long Beach - Teaching World History and the Americas in World History. Pre-conference teaching workshops will be held, perhaps an AP focus should be offered. Further discussion will occur. The Long Beach proposal was accepted unanimously.

Motion 2: The Council accepts the invitation of the University of Wisconsin at Milwaukee to host the 16th annual meeting of the WHA at its downtown center, 28 June - 1 July 2007. Merry Weisner, the faculty sponsor, has experience funding conferences, and will be the new chief reader for AP world. Vote for motion 2 - unanimous once again.

It is expected that the 17th annual conference will be held in London at Queen Mary's College.

4. Publications -- *World History Connected (WHC)*. The WHA received reports from the WHC and we will be posting a link to WHC on our official web site. World History Connected was not linked; it was an oversight that will be remedied. Heather Streets explained that WHC held an interview with Jared Diamond while he was in the Netherlands, and this online interview has had repeated and sustained hits. The December issue of WHC will evaluate textbooks, comparing and contrasting their approaches and material. A suggestion was made that perhaps abstracts of forthcoming *Journal of World History* articles could appear on the WHC web site.

World History Bulletin Report was not received in time to be included in this package of documents. The publication date is a little erratic. This is a persistent issue and we need to revisit it. The next renewal cycle must include a mandatory email address. Until we have email addresses for all sub-

scribers we will not be able to create an on-line bulletin. Ramifications of cost and the long-term fate of the bulleting should be explored. The council suggests that a committee be appointed.

Journal of World History - The journal has in 2005 fallen behind schedule due to personnel difficulties. It is now back on track. The latest issue will soon be mailed out to members; Jerry Bentley brought a few copies to the conference. They will be available by the coffee tables for perusal. The remaining issues for 05 are coming along and it is expected (hopefully) that 2006 will be on schedule. This issue has the most recent André Gunder Frank article, and there is one book review in a later 2005 issue.

It was suggested that international attendees of this conference could be given issues of this magazine to take home.

5. Other Committee Business

6. Old Business

7. New Business, and Comments

One point of discussion was the possible lack of staffing at HQ. It appears that the executive director and the office are frequently taken over by the issue *du jour*. Is there a need for more people at HQ? Is there a need for more to be done? Many activities are easier or more effective to do at HQ, but there are only limited people resources.

Are there options for hiring students or part-time people who might help during rush periods? This past year, there has been a sense of disconnection from the Executive Council. Is there a communication problem?

Other questions: Is there an orientation process for new members? Should one be created? How do people become introduced into this organization? Discussion wrapped up, but no suggestions for action.

David Northrup moved to adjourn. Deb Johnston seconded.

The meeting adjourned at 4:15.

New Deadlines for WHB Submissions

Fall Issues: 15 September

Spring Issues: 1 February

**World History Association
Business Meeting
29 June 2005**

**Al Akhawayn University
Ifrane, Morocco**

[Printed as received and approved -- MT]

Meeting opened at 4:36 P.M.

43 members attended the business meeting.

Welcome and Prizes -- The meeting commenced with a welcome and thank you for attending the World History Association's business meeting.

The first order of business was to recognize the recipients of the World History awards. Our first prize, the world history book prize, went to David Christian for *Maps of Time*, a work that "compels us to rethink our view of world history by recounting the earth's story from the Big Bang to Bush II". The World History Teaching prize recipient was Monica Bond-Lamberty for the lesson unit titled "Is there really something new under the sun?" The association also wished to recognize two student prizes. The graduate student prize went to Luke Clossey for his work on Demonology in Africa. The undergraduate student prize recognized Elizabeth Conrad.

Applause was offered for each recipient and, in conclusion, for the group.

President Northrup offered some final comments before reporting to the membership. He said there were too many people to thank, but three deserved special recognition: Al Andrea for his numerous efforts, Kerry Ward who chaired the conference committee, and Robert White, the WHA's new executive director, who coordinated his first international conference. He then presented Robert White.

Robert White expressed his pleasure in coming to Morocco, meeting many of the members and getting to know what everyone was all about. Headquarters has two issues of importance for the next year: current membership and building new membership. The web site is being rebuilt. He asked members to let him know what they would like to see developed.

President's Report -- The WHA has conference sites in various stages of planning for the next three years. The executive council has accepted CSU Long Beach's proposal for June 22-25, 2006. This will bring the WHA back to the West Coast, a very active world history-teaching region. The themes will be teaching world history, and the Americas in world history.

The second conference site is University of Wisconsin at Milwaukee June 28- July 1, 2007. The conference committee is finalizing WHA plans for University of

London, Queen Mary's College for 2008. This is a tremendous accomplishment for our organization, and we owe a particular thanks to Al Andrea. Additionally, Al Andrea expects to have a fourth site before the end of this year.

Ken Curtis will be in charge of local accommodations for CSU Long Beach. Ken Curtis introduced himself and encouraged all WHA members to plan for California in 2006.

Financial issues -- David Northrup was pleased to report the organization's finances are in good order. We have not solved our long-term financial needs, but we are on a good path. Professor Carter Findley reported that the Endowment Fund has grown by \$7000 since 2004. As growth continues we grow closer to being able to use this money. Once the fund creates \$1000 in interest, we can begin to use it, but the present goal is to build up capital.

The general financial condition is strong. We are not yet able to offer the treasurer's report from 2004, as a result of the transfer of accounts from treasurer to executive director. We are working on trying to improve that information. The preliminary reading indicates that non-endowment funds have declined about \$20,000 from 2003 to 2004, leaving us with a surplus of \$96,000. Since our expenditures tend to exceed our income, we are hoping for our bi-annual miracle, a membership increase. In the meantime, the WHA intends to make the accounts more transparent so we can define our needs a little more clearly.

The Finance Committee is charged to oversee the finances of the organization. The past pattern has seen too little time for deliberation between receipt of the report by the Executive Council and acceptance at the semi-yearly meetings. Better coordination and earlier review must become the pattern. We need more time to reflect on the numbers and their meaning to our situation.

The Council has recommended a yearly audit. This should occur before the end of the year. The Fund-raising Committee has existed for a while; the long-term plan is to bring in money through foundations, and Al Andrea has agreed to take over the chairing of that group. Efforts to help pay for conference participation from teachers and international participants has so far not been successful. We will renew our efforts to reach this goal.

Suggestions and approaches from the membership are most welcome.

Publications and Affiliations -- Here are a few items from existing reports that we would like to share with all the members.

World History Connected had a very good year. The number of Internet hits is high and extensive. Indications are that sustained reading is hitting large numbers. WHC is contemplating adding more issues in one year. Heather Streets, the editor, is committed to maintaining a very high standard. Additional conversation going in between the WHA and World History Connected, Inc. to revise their affiliation.

Journal of World History reported an optimistic view of its future schedule. Publication fell behind due to personnel circumstances, but by the end of the year there is every expectation that the publication will be caught up, despite the fact that they have moved from two to four editions annually.

You will have received the *World History Bulletin*, and you may have noticed the very high quality of the material, unfortunately it was also tardy. The print issue is not as useful to members as we would like. This has been a perennial problem. We are going to have to return to this issue, and possibly consider publishing in an alternative way for time sensitive material (email or web based).

A fourth proposal comes from Pat Manning, president of the World History Network (WHN), proposing that the WHA and the WHN create a formal affiliation. Especially interesting would be the concept of initiating a world history research agenda that could be used for the future. The Executive Council discussed the proposal and is receptive to further exploration. Further details will be expected in January.

New Business -- Members would like to know how to offer future conference proposals for China and Brazil. At this point, contacts for proposals should be made through Al Andrea. He should be approached with more than a general suggestion; it would be best to offer a proposal. The WHA is hoping to go to Latin America in 2011.

One final round of applause was offered.

Meeting adjourned: 5:15 P.M.

**The AP-WORLD and H-WORLD Reports
will appear in the Spring 2006 issue of the
Bulletin.**

Call for Papers
2006 World History Association Annual Conference
California State University, Long Beach, June 22 – June 25, 2006

The 2006 WHA Program Committee enthusiastically invites proposals from all over the world for papers, panels, presentations, roundtables, and multi-person workshops on topics related to the scholarly and/or pedagogical aspects of this year's themes: "Teaching World History." and "The Americas in World History" The Committee also welcomes sessions and papers outside of these two themes.

Submission deadline: January 10, 2006

Guidelines:

1. All sessions are ninety (90) minutes long. Panel organizers should divide the time for presentations and comments proportionately among the panelists, allowing at least 15 minutes for audience response.
2. Where possible, panel organizers should attempt to assemble panelists from a range of institutions, regions, and professional/academic levels.
3. The Program Committee may accept, reject, alter panel proposals, or assign presenters to other panels should the individual papers of a panel lack thematic unity.
4. Papers submitted individually will be grouped into panels by the Program Committee and a chair will be assigned. Please contact the chair directly regarding the time allotted for your paper and other organizational matters.
5. No individual may present more than one paper nor appear in any capacity on more than two panels/presentations.
6. Panel proposals consisting entirely of graduate students may be strengthened by a letter of support from a faculty member familiar with the students' work.
7. To facilitate the Program Committee's work, please indicate on your individual submission form whether you are willing to act as chair or discussant for another session.
8. The Program Committee will make its best effort to accommodate scheduling requests; however, it is not possible to guarantee any presenter or panel a specific date or time.
9. All proposals must be accompanied by the appropriate submission form(s) and an abbreviated curriculum vitae.
10. In the case of proposals of equal merit, preference for acceptance will be given to:
 - Proposals that address the conference themes
 - WHA members in good standing
11. In the event a program participant is forced to withdraw, he/she should notify the panel Chair as soon as possible and locate a suitable replacement.
12. All program participants (paper presenters, chairs, and discussants) must register in advance for the conference by May 15, 2006. Program participants who have not registered by this date will not be listed in the printed program and the panel Chair or Program Committee will seek a replacement. Registration information will be posted by February 2006 at the WHA's website: <http://www.thewha.org>

Notification:

Once the Committee has finalized the program, all persons who have submitted proposals will be notified via e-mail of the Committee's decisions. Panel organizers are responsible for notifying the individual members of their panel of the Program Committee's decision. If you require a hard copy of your acceptance letter to secure funding or obtain visa approval, please let the Program Committee know as soon as possible, preferably with your original proposal submission. The Program Committee will make every attempt to inform panelists of their scheduled appearance time and date at the time of initial notification.

If you have not received an official e-mail or letter by April 15, please contact the Program Committee, c/o The World History Association, Department of History, Sakamaki Hall A203, University of Hawai'i, Honolulu, HI 96822 (U.S.A.); tel: (808) 956-7688; email: thewha@hawaii.edu. Questions regarding the Call for Papers should be addressed to the Committee Chair (listed below).

2006 WHA Program Committee:

Kerry Ward (Chair), Rice University, Houston, Texas, <kward@rice.edu>

Bill Zeigler, Mission Hills High School, San Marcos, California, <wzeigler@cox.net>

Joel E. Tishken, Columbus State University, Columbus, Georgia, <tishken_joel@colstate.edu>

Cover Sheet for Submission of Panel Proposals for the
2006 World History Association Annual Conference
California State University, Long Beach, June 22 – June 25, 2006

Submission Deadline: January 10, 2006

I. Please read the Call for Papers and Submission Guidelines first to ensure that you have fulfilled all requirements.

II. Panel proposals must include:

1. Postal and electronic mailing addresses and phone numbers for all panelists (use this cover sheet)
2. An individual proposal for each paper, using the individual paper submission form
3. Individual c.v.s of no more than two pages for each member of the panel

III. Please submit your complete panel proposal electronically in one (1) email, with all relevant items attached as MSWord documents, to thewha@hawaii.edu. Items sent individually will be treated as individual paper submissions or discarded. Mark the subject header of your email "WHA 2006 Panel Proposal."

Hardcopy submissions will be accepted if electronic submission is impossible. Mail to: WHA 2006 Program Committee, c/o The World History Association, Department of History, Sakamaki Hall A203, University of Hawai'i, Honolulu, HI 96822 (U.S.A.) For more conference information, visit the WHA website: <http://www.thewha.org>

Panel Title:

Organizer's Name:

Institutional Affiliation (if any):

Mailing Address & phone number:

Email Address:

Chair's Name:

Institutional Affiliation (if any):

Mailing Address & phone number:

Email Address:

Discussant's Name:

Institutional Affiliation (if any):

Mailing Address & phone number:

Email Address:

Panelist 1 Name:

Institutional Affiliation (if any):

Mailing Address & phone number:

Email Address:

Panelist 2 Name:

Institutional Affiliation (if any):

Mailing Address & phone number:

Email Address:

Panelist 3 Name:

Institutional Affiliation (if any):

Mailing Address & phone number:

Email Address:

Cover Sheet for Submission of Individual Paper Proposals for the
2006 World History Association Annual Conference
California State University, Long Beach, June 22 – June 25, 2006

Submission Deadline: January 10, 2006

I. Be sure to read the Call for Papers and Submission Guidelines first to ensure that you have fulfilled all requirements.

II. Individual paper proposals must include:

1. This cover sheet, including your postal and email address and phone number, and answers to the questions below
2. A c.v. of no more than two pages

III. Please submit your complete paper proposal electronically in one (1) email, with all relevant items attached as MSWord documents, to thewha@hawaii.edu. Items sent individually may be discarded. Mark the subject header of your email "WHA 2006 Paper Proposal."

Hardcopy submissions will be accepted if electronic submission is impossible. Mail to: WHA 2006 Program Committee, c/o The World History Association, Department of History, Sakamaki Hall A203, University of Hawai'i, Honolulu, HI 96822 (U.S.A.) For more conference information, visit the WHA website: <http://www.thewha.org>

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If Yes, member since: _____

Paper Title:

Paper Summary (content and approach): *attach separate page if necessary*

Vital equipment needs:*

*Note: audio-visual equipment comprises a significant portion of current conference budgets. Thus, please only request equipment if it is absolutely vital to your presentation. You may select from slide projector, overhead projector, TV/VCR, CD player, audio cassette player, or LCD Projector. Where possible, we strongly encourage you to bring your own slide carousels, laptop, connecting cables, and other necessary equipment. The WHA reserves the right to refuse equipment requests for any reason. All requests must be submitted with your original proposal.

Scheduling needs (e.g., not first/last day) and justification:

Would you be willing to act as chair or discussant for another panel, if requested by the Program Committee?

Yes No



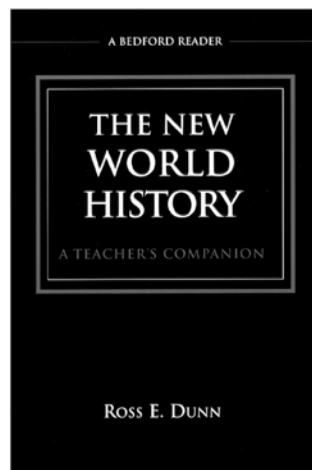
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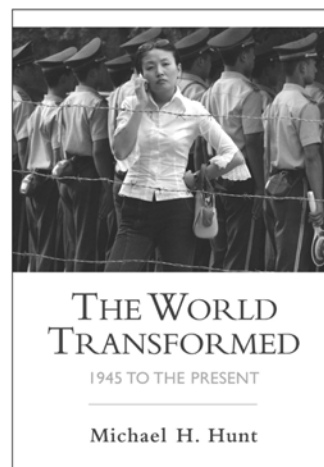
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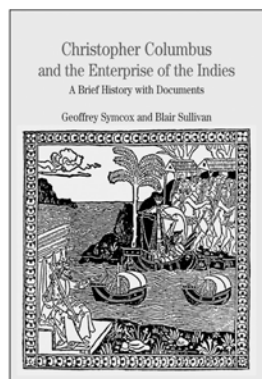
Michael H. Hunt

University of North Carolina at Chapel Hill

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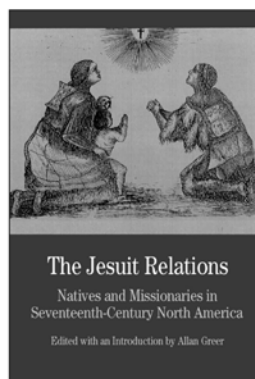
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Teaching Forum

“That’s So Weird!”: Introducing Asian Music Into World History

Rebecca Woodward Wendelken
Methodist College (NC)

The title for this paper came from an incident in one of my world history courses. After listening to a piece of music from the T’ang dynasty, one of my students commented, “That’s so weird!!” I smiled, and mentally began defending my choice as “classical,” “traditional,” and “cultural” while he mentally wrote off all music east of France as “inaccessible,” “snobby,” and “strange.” When I began working on this paper, the object was simply to lay out a variety of methods that could be used to introduce “Asian” music into world history courses. I had in mind a list of possible techniques and concrete examples of how and what to play to best give students an “appreciation” for Asian music. The more I thought about my student’s comment, the more I realized the enormity of what I was trying to achieve. The paper became less a “how to” and more of a series of questions about the use of music in classroom situations. To show the problems (and possibilities) that are inherent in using Asian music in the classroom, I will first discuss music in general, using the more familiar western or American music forms as examples.

Music is very personal. Most people have strong musical likes and dislikes. An extended roadtrip with the family (without personal CD players, etc.) can drive this concept home. As part of this personal preference, individuals will often create personal hierarchies of music, placing pieces in categories from “good” or “great” to “bad”. On second thought, we actually have multiple hierarchies – “good” to “bad” and “like” to “dislike,” as well as what Lawrence Levine called “a hierarchy of inclusive adjectival categories such as ‘high,’ ‘low,’ ‘pop,’ ‘mass,’ ‘folk,’ and the like” (Levine 1991, 169). Frequently, the placement of pieces in the hierarchy is based on memory – the music of one’s youth is often high on the “like-dislike” scale. For older listeners, current music is often much lower on the same scale. Some musical preferences are

connected to preexisting classifications that are culturally related. For example, for many Westerners, classical music is “high-brow,” or near the top of what is considered “good.” We culturally privilege this particular form. I remember having to memorize sections of “classical” pieces, including the full name and birth and death dates of the composer, when I was in grade school. It was the keystone of my “music appreciation class.” It has scarred me forever. I can no longer hear classical music without an icy shiver of fear that somebody is going to tap me on the shoulder and force me to give the composer and his dates — so much for music appreciation.

Further down on the hierarchy of “good” and “bad” (and in my case, “like” and “dislike”) are a variety of forms of popular music. “Country music,” while it may be considered “good” by some, is rated much lower on the scale of “musical class.” It is working class music, “low-brow,” something best listened to when you have lost your woman, job, or truck, or when you have had a few too many beers. It is ephemeral, with short or fleeting popularity – something for the masses. Granted, these borders are blurring. We have “cross-over” musical categories: a piece can be both country and pop. Popular music is now being played in venues once reserved for the classical and vice versa. We often forget that music, like everything else in the universe is in a constant state of flux. When Mozart was performing, his work was considered avant-garde and the premier of “Rites of Spring” was accompanied by riots. What is “high-brow” and “classical” today has probably not always been so. In Levine’s work on Shakespeare he shows how the writings of the bard shifted from popular entertainment for the masses to an elitist entertainment in 19th c. America (Levine 1991). If you were going to include a segment on

The music of the Uighurs in Xinjiang is as different from the music of Beijing or Canton as day is from night.

choose to examine – rock, pop, punk, show tunes, orchestral, religious,— the list is almost endless. And what era would you chose? If you were dealing with music in the 1940s, your list would be much different than one for the 1970s, especially when discussing popular music.

So, what does this have to do with Asian

music and its inclusion in world history curriculums? Quite a bit, actually. Like the west, Asia has an incredibly diverse and rich musical tradition. In fact, it is as impossible to speak of “Asian music” as it is impossible to discuss “American music” as though it were a monolithic whole. If there is anything that does characterize Asian music, it is its enormous diversity (Yoshitaka, 1). The geographic area we call “Asia” is comprised of hundreds of ethnic groups and makes up one half of the world’s population. In fact, the term “Asian” isn’t even a good ‘adjectival category.’ It doesn’t make sense geographically, since “Europe” and “Asia” are actually one continent and the very idea of “Asian” is rife with Eurocentrism. Despite this, I will continue to use the term “Asian” for lack of anything better (“Eastern” = east of what?; “oriental” oops, colonialism!)

Basically, the introduction of any subject in the classroom all comes down to a series of decisions on the part of the instructor. Because of the great diversity, there is first of all the problem of which regions we use to represent “Asia.” China, certainly, and India, but neither of these has one “national” music. The music of the Uighurs in Xinjiang is as different from the music of Beijing or Canton as day is from night. Additionally, there is the problem of genre. Do we introduce classical or traditional, or do we look at more modern forms? Most of us, given a choice, will opt for “traditional.” In fact, Western interest in Asian music is generally limited to the traditional varieties. But the term has a variety of meanings.

The term *traditional* evokes an image of antiquity, continuity, and difference: a music that was created in a distant past, that has not changed substantially over time, and that has received virtually no influence from the West. This image provides the grounds for belief in the authenticity and artistic merit of this music (Yoshitaka, 1).

Few places in the world have remained untouched by Western culture.

How “traditional” is traditional? Again, looking at the West, what is “traditional” music? Most of us would go for 17th-18th centuries, but wouldn’t it really be Medieval or even Roman or Greek – something “created in the distant past”? The term “traditional music” is often used by governments and tourism groups to evoke an image that helps “establish their national and cultural

identity” (Yoshitaka, 2). This cultural continuity is important. Yoshitaka gives an example of the Philippines:

In the Philippines, since the 1950s the spotlight has been cast on pre-colonial instruments and forms of music and dance forms, the aim being to establish a music culture with common roots in the pre-colonial and pre-Islamic Malay world. The survival of instruments such as gongs, nose flutes, and tube zithers among non-Christian groups attests to the vibrant music cultures throughout the Philippines prior to Spanish Colonization (Yoshitaka, 2).

The group Bayanihan, the official cultural ambassador for the Philippines, features music and dance from non-Christian minority groups that comprise only 1/10th of the country’s population. It is advertised as “authentic” Filipino culture. The government’s goal in promoting this music as “authentic” is to “create a pan-Filipino culture that will provide musical legitimization for a culturally independent nation state, although charges of misrepresentation have been advanced by the minority groups against Bayanihan’s portrayal of their music and dance” (Yoshitaka, 2).

There are numerous examples of the use of “musical legitimization.” One example is the promotion of “folk” culture in the former Soviet Union with its elaborate performances, theatrical dress, and highly choreographed dances. Here, government intervention was used to shape and mold an acceptable “folk culture,” in many cases inventing new forms. Another example is the folkloric groups in Mexico which blend Meso-American and Spanish colonial cultures.

In the West, there are many examples of invention that are not governmental. Frequently, they involve members of second or third generations searching for their roots.

Music crosses boundaries when the descendants of immigrants find inspiration in the music and dance of their parents or grandparents to which they were denied access for various reasons, including the pressure for assimilation and prejudice against immigrant culture (Yoshitaka, 4).

For Europe, one could point to the popular “Riverdance” show series which purports to display “authentic Irish dance and music.” An Asian example of this phenomenon is Taiko drumming. This communal style of drumming draws on Japanese tradition. In North America, particularly in the United States, Taiko drumming “has developed into a genre of its own with a distinct performance style and meaning”(Yoshitaka, 4). Although originally begun here by a newly arrived Japanese immigrant, it is the *sansei* or third generation Japanese who have really embraced this form.

When presenting this kind of “cultural recreation” music to a class, you can develop a lively discussion around the question “When attempting to save or recreate a culture, what parts do you choose to save or recreate?” And when you recreate something how can you be sure your new music, dance, literature, etc. is a true mirror of the original?

Globalization has made the job of familiarizing the music of the world easier. It has spread a variety of types of Asian music to the west. “Immigrants, refugees, temporary workers, students, and employees of transnational companies” have relocated and taken their music with them (Yoshitaka, 4). In the classroom this can develop into a discussion of music and technology. The Internet has allowed us to hear many Asian performers through world-wide radio broadcasts and increased access to tapes and CDs.

As an aside, while tapes and CDs have helped introduce music to the West, they have been a two-edged sword for native musical cultures. Cheaply produced tapes make Asian music far more widely available, but they also have decreased demands for live performers for ceremonies and festive occasions. Why have a lackluster local group when you can have a high-caliber professional performance just by pushing a button? Although tapes and CDs have made teaching and learning such music possible in more countries, the “traditional music” is in trouble. The decline and/or disappearance of (traditional) support structures, such as royal courts and temples, has required governments, private corporations, or voluntary associations to step in as patrons for these art forms. Music forms that fail to find such patrons are doomed to extinction (Yoshitaka, 2-3). This can be used as a basis for discussions of globalization and government support for the arts. Or you could discuss the politics of music. Why is it important for traditional music to be saved, or is it? Why is this a political agenda in some countries and not others?

With all that said, it is now time to look at the original question. How do we introduce Asian music into world history? Originally, I viewed it as though it was a specific task unique to itself. Actually it is about the same as introducing anything unfamiliar. The techniques I discuss here could be used to introduce African, or Caribbean, or aboriginal music (or art, or culture, or science, or religion). What I tried to do was distill the possibilities down to some specific techniques of teaching. I thought about how new subjects had been introduced to me and how I had attempted to introduce things to my students. Even more important perhaps, is the analysis of what worked and why. The question you have to ask is “what are you trying to achieve?” Is it appreciation, acceptance, or simply familiarity?

The Frontal Assault: “Here is some Balinese music. It’s classical Balinese. It’s good for you. It is IMPORTANT! You WILL enjoy it!” Frankly I am rarely thrilled about

being told something is “good for me.” It’s like fat-free food. O.K., it’s good for me, but it doesn’t taste very good. More specifically, there is my experience with Western classical music “appreciation.” On the other hand, I can conceive of ways this could be useful. One of my colleagues plays his classes 20 minutes from an Indian Raga. Once the students have glazed over (and after a couple have announced that they “get it”), the discussion that follows is constructed around the question: “What kind of culture develops this type of extensive, complex musical form?” The answer is one with an upper class to support it and adequate leisure time to enjoy it. This then morphs into a discussion of how culture affects the development of music.

The Comparative Approach: This is one of the most versatile methods. There are a variety of ways to do this. My favorite is to introduce modern works that use traditional instruments and styles. This works best when the music is combined with a visual. If you have access to music videos from Asia, these work well, although be prepared for cultural bias (Look how funny they look!). Another method is to use pieces from films with scores that use traditional themes. “Monsoon Wedding” and “Crouching Tiger, Hidden Dragon” are two interesting possibilities. They use Western orchestration on instruments (in the case of CTHD, the cello) to give an Asian feel. This sort of fusion, as well as the genre of Fusion music, is also a good way to introduce Asian melodies. Many modern performers that students are familiar with draw on non-Western traditions. With non-traditional students you can always use “The Beatles” and the incorporation of Indian instruments and themes in their music in the 1960s and 1970s. Another method that sometimes works is to present music as accompaniment for traditional theatre forms – bunraku puppets or Chinese dramas, or even religious observations.

Another method is to compare cultures. Pair Japanese music (accompanying a Noh play, or bunraku puppets again) with Chinese opera. Or you can do comparison within a culture — comparing a section of a Chinese opera to a Kung-Fu movie. The possibilities for this are endless. Better yet, let students come up with their own pairings.

The Zen Approach: This is basically introducing music without actually introducing it. I have played music before class, while students are entering or as background music to lectures. I make a note on the board about the music so they will know what they are listening to. The music can then be gracefully worked into discussions. Sometimes their curiosity will get the better of them and they will begin to ask questions about the music. Frequently, students will remember a basic sound and mention it when similar music is played later.

The Information Campaign: Discuss how and why Asian music differs from Western. “A few musical characteristics can be singled out as prevailing across broad

areas in Asia, such as the presence of a drone (the sounding of a continuous pitch or pitch sequence) and the preference for a buzzing quality of sound” (Yoshitaka, 1). This method would involve a discussion of musical theory, instruments, etc. This works well with music students but will usually bore others to tears. This method also requires a depth of musical knowledge that I personally lack.

The Hands-On Approach: This method involves the student in the music. I mentally connect this with the elementary education experience, but I find college students are more interested in this than one might imagine. Slightly south of Asia, Australian didgeridoos are simple to make (a cardboard tube will do) and instructions for the replication of animal sounds for ritual purposes usually sparks interest. I have even had female students who became very interested when they found out that females in Aboriginal society are not allowed to play these instruments. They immediately wanted to. This led to discussions of tribal societies, gender and music, and some interesting papers.

Another possibility is to draw on the local immigrant community. Live performances can often spark interest that recordings can not. Immigrant clubs can often help you find a performer and provide you with background.

Conclusion: The upshot is that there are a variety of ways to introduce music of any sort into the World History curriculum, not to mention Asian music. The questions you have to ask yourself are: What am I trying to achieve and what methods work best with my teaching style? What do you want to give your students — appreciation, familiarity, or something else? If you are a lecture person, hands-on methods would probably not work well for you. You also need to consider your students. Which method would work best with that particular group? Finally, what type of music do you want to present? It really makes little difference. What is important is that whatever genre you choose, you should be aware and make your students aware of how you arrived at that decision. You don’t want to leave your students with the impression that what you played is the only type of music that a particular region possesses. Just as one role of world history is to prepare students to better function in a globalizing world, so should the presentation of world music acquaint them with the global cultural diversity.

Sources:

Levine, Lawrence W., “William Shakespeare and the American People: A Study of Cultural Transformation” in Chandra Mukerji and Michael Schudson, *Rethinking Popular Culture: Contemporary Perspectives in Cultural Studies* (University of California Press, 1991) 157-197.

Yoshitaka, Terada, “Asian Music in a Globalizing World.” National Museum of Ethnology, Osaka, Japan.

http://www.minpaku.ac.jp/study/terada_yoshitaka/. Accessed 6/3/03.

The internet is a rich source for Asian music. There are an enormous number of sites that review music and/or allow you to download pieces. Here is just a couple:

www.bl.uk/collections/sound-archive/wtm-seasialist.html

This is the British Library Sound Archive site. It is also good for world and traditional music in general.

www.asianclassicalmp3.org

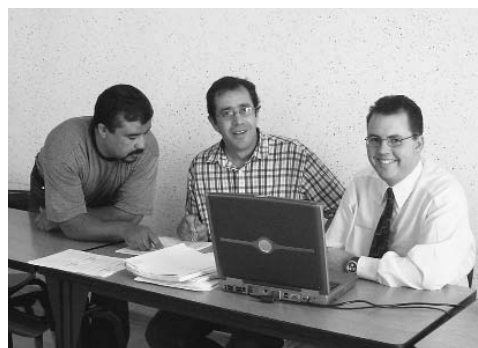
Here you can download MP3 files. The quality is wonderful but the selection is limited.

www.rootsworld.com/rw/asia.html

This site is well indexed and also contains a number of articles on various types of Asian music.

www.folkways.si.edu

The Smithsonian Folkways collection is awesome. It represents an astonishing range of musical types and time periods.



Reflections on History as Performance (an *afsana* for Abu)

Omar H. Ali
Towson University (MD)

I recently traveled to India with my father, a *muhajeer* — “refugee” — who was returning home after fifty years. After leaving India to go to Pakistan in 1954 during the turbulent years following partition which displaced millions of Muslims and Hindus in the sub-continent, he entered engineering college in Karachi. At the age of fifteen, cut off from most of his immediate family, he threw himself into his studies, spent the summers on campus (not by choice) while other students went home, and, as a result, ended up graduating at the top of his class. Soon after graduation he received a Fulbright Scholarship to attend the Georgia Institute of Technology in Atlanta. Traveling from one end of the world to another, he entered yet another tumultuous time and place: the Jim Crow South, where the modern civil rights movement — whose most visible leader, Dr. Martin Luther King, Jr. had been inspired by the non-violent political practices of Mahatma Gandhi — was under way.

Finishing up his studies at Georgia Tech in record-time (taking double the course load), my Abu began working as a civil engineer in the United States, first in South Carolina, then moving to sunny California upon the urging of his buddy from Karachi, Zaheer Khan. My father has always loved the idea of “America” — its efficiency, openness, and enormous wealth — even as he acknowledges its limitations. While having taken a number of overseas jobs (in North Africa and the Middle East) with the U.S. engineering firm Parsons to maximize his earnings, he never expressed a desire to go back to India, but only focused on doing the best he could for my mother, sister, and I — to achieve an American dream. Only recently had he decided to actually look back to India, partly through my own years of bugging him; partly because he was finally ready to do so. But over the course of his half century away, through storytelling, he never forgot where he came from, and even deepened his many precious memories of life back home amidst, no doubt, equally wrenching memories of leaving family and friends at such a young age.

How many immigrants must feel this way?

On our way from London, comfortably seated on an Air India Boeing 747 on a flight path taking us directly in between Baghdad and Teheran, some ten hours later we land in Mumbai. We arrive just as news hits of the impact of the tsunami devastating the Andaman Islands, Sri Lanka, and the southeastern coast of India. We would spend a couple of days in the western port city before traveling up to Poona, where my father had grown up. Located on a plateau of the western Ghats three hours outside of Mumbai, my Abu found his once familiar and relatively quiet town transformed into a highly congested city, where bicycle rickshaws have been overrun by herds of honking motor rickshaws. No matter, he was home. The many family members who greeted us could not have been more warm, kind, or generous. At one reunion there were over forty of us (because that’s all we could fit into the apartment!). Despite the growth of Poona, the single-story home in which my Abu grew up was miraculously still there — tucked away in between two apartment complexes.

I had never been to India but had heard about it in countless ways growing up with stories — some real, some magical, all intermingled — vividly told by my father (that is, in addition to having seen *National Geographic* documentaries and snippets of Bollywood films over the years). But my father’s stories, or *afsanas* (the Persian and Urdu word for “tales”), were more personal and intriguing. Stories of him climbing *neem* trees with his best friend Shafi at the age of ten; the dreaded *Munja* — the jaundiced ghostly character that teased and toyed with children (like the dreaded *Coco*, the fear of Latin American children, of which I’m one, being Peruvian on my mother’s side); stories

of my grandmother Riasat, whose generosity was matched only by her inability to bargain (fruit and vegetable sellers relished coming to her home, knowing they would always make a nice little profit); my father's elder brother Shabbar, a golden gloves boxer at Wadia College and veteran of World War II, in which he fought fascist Italian forces on behalf of the British, but later took particular pleasure beating up British officers who slighted Indians on the streets of Poona; the neighbor's daughter who my father clearly had a crush on (but to this day insists on speaking about her strictly as his "friend"); or, stories of my grandfather, Meer Qasim, a larger-than-life figure in the family, a decorated detective with a handlebar moustache (and the keeper of the family tree dating back to the late Mughal era), who served as district superintendent of police of Maharashtra under the British Raj, and who was later called out of retirement to investigate Gandhi's assassination in 1948.

These were some of the stories that have come to shape me – and probably drive my sense of curiosity. *What's going to happen next? What other detail is he going to add this time? Wait, I've already heard this one before?* (No matter.) *Papa, tell me again, what did the man with the turban do?* Abu's stories, often told inconclusively so as to leave his listeners guessing, are performed with all the excitement, tension, and humor of the best in oral history traditions – wonderful performances, truly full of wonder.

In addition to being my father's first home (he and my mom are now firmly ensconced in the U.S.), India – "the world's largest democracy" – is home to over one billion citizens. Over the centuries, however, Indians have migrated in droves across the globe. From the indentured servants (derogatorily called "coolies") who went to the West Indies in the mid-19th century, to the technocrats, engineers, and doctors who landed on the streets of New York in the late 20th century, East Indians have made their homes across the Americas, Caribbean, Europe, the Middle East, East Asia, and Africa. Rich with an array of age-old traditions, visual and musical arts, exquisite cuisine, architecture, and religious and secular customs, India, with its 28 different states and dozen languages, is also a land of mostly dirt-poor men and women, street children, and animals forming the hustle-bustle of its cities and countryside. There, in the countryside, mango trees, rice fields, twisting rivers, and arid deserts not only share their respective spaces, colors, and rhythms, but meet the world of high tech, dance halls, movie studios, and scholarly metropolises from northern Delhi and West Bengal down to Tamil Nadu.

It is against this backdrop that I think about history, how to teach it, and its possibilities for being developmental through performance. After all, there's nothing quite like a heartfelt performance – not the kind that necessarily takes place on a stage under lights and in costume, but the performance

of storytelling and reenactment that people do every day at work, taking their kids to school, at the kitchen table, driving to the market, at the museum, the laundromat, or on the train. Performance, the unique capacity that humans have to be *other* than who they are, it turns out, can also be a developmental activity – emotionally and intellectually. Scholars and clinicians alike have begun to better understand just how powerful performance can be as a tool for development – which may be described as the social creation of new ways of seeing and being.

In their book *Unscientific Psychology: A Cultural-Performatory Approach to Understanding Human Life* (Praeger, 1996), the philosopher of science Dr. Fred Newman and developmental psychologist Dr. Lois Holzman deconstruct the ways in which the activity of performance has been used developmentally in community-based educational and therapeutic programs (particularly in New York City) over the last quarter century. Others, such as Professor Rhonda Williams of Case Western Reserve University in Ohio, in her essay "Raising the Curtain: Performance, History, and Pedagogy" (in *Teaching the American Civil Rights Movement*, Routledge, 2002), urges using performance in the classroom as a way of teaching history.

As someone who teaches history, and who enjoys participating in a good performance (it takes at least two people to make a performance, since it is a social activity), I have come to deeply appreciate performing as a learning/teaching methodology. In years to come, I hope to see this approach infuse our educational institutions at every level, and not only in the study of history (or, for that matter, any subject), but in our ongoing collective creation of it.

[This article originally appeared in *Credence* (February 20, 2005). Reprinted with Permission.]

Call For Papers World History Bulletin

The *World History Bulletin* is seeking quality essays for inclusion in Volume XXII.

Spring 2006 Issue: *Central Theme:* Africa in World History.
Deadline: 1 February 2006.

Fall 2006 Issue: *Central Theme:* Latin America in World History.
Deadline: 15 September 2006.

Spring 2007 Issue: *Central Theme:* Religion and World History. *Deadline:* 1 February 2007. *Guest Editor:* Joel Tishken

Essays and classroom activities are also sought which deal with any aspect of the teaching of world history. Interested parties should direct their inquiries to Micheal Tarver, WHB Editor, at either bulletin@thewha.org or (479) 968-0265. International submissions are especially encouraged. Submission guidelines are available online at: lfa.atu.edu/ssphil/WHB.pdf

Seeking Contributors

ABC-CLIO, the world's leading publisher of history reference books, is producing a twenty-one volume World History Encyclopedia and is currently looking for prospective contributors. The work will be arranged thematically within historical eras, rather than listed alphabetically. Anyone interested in contributing should email the publisher at cneel@abc-clio.com with an attached C.V. The publisher asks that applicants clearly indicate areas of interest and expertise in their transmittal message. For more information, contact Carolyn Neel, Project Editor - World History Encyclopedia, ABC-CLIO, PO Box 1911, Santa Barbara, CA 93116. Telephone (800) 368-6868.

2005 WHA Teaching Prize

Is There Really Something New Under The Sun?

Monica Bond-Lamberty
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[Editor's Note: The original lesson plan is quite lengthy. Although an edited (content and format) version appears below, readers can contact the author at mbondlambert@madison.k12.wi.us for the complete lesson.]

INTRODUCTION

For whom is the lesson intended?

This lesson was designed for a sophomore-level Advanced Placement World History (APWH) class. It could be used in regular World History classes with the proper scaffolding and modification, especially for Special Education and English as Second Language students.

What is the purpose of the lesson?

The primary goal of this lesson is to incorporate environmental history into a world history class. The College Board has identified "Impact of technology and demography on people and the environment" as one of the themes of the Advanced Placement World History (APWH) course.

The secondary goal of this lesson is to teach certain skills or Habits of Minds necessary to become a world historian, which are also those required to do well on the essay portion of the APWH exam:

Constructing and evaluating arguments: using evidence to make plausible arguments.

Developing the ability to assess issues of change and continuity over time.

Enhancing the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference.

Seeing global patterns over time and space while also acquiring the ability to connect local developments to global ones.

Developing the ability to compare among societies, including comparing societies' reactions to global processes.

How does it fit into your curriculum or larger plan?

This lesson addresses both a content (theme) objective and several skills or habits of mind objectives, that are identified by the College Board as desirable for APWH.

Content - Most world history textbooks do not emphasize the impact of humans on the environment. Many students have an interest in present day environmental issues and some have studied them in their science classes. They really enjoy being exposed to environmental history and applying it and their own knowledge. This lesson is a means of conducting an end of the year review of the time periods (eras) and themes while possibly acquiring new information on the impact of different societies on the environment. However it could also be used to stimulate a discussion on a variety of related topics, such as potential future problems or solutions, the marriage of science and history, or the impact of cultures on the treatment of the environment.

Skills - This lesson serves as vehicle for reviewing skills that students have been trained in throughout the year. Their skills are evaluated here in a different setting from the essays they most likely focused on.

Arguments - It is crucial that students know how to answer a question thoroughly and ideally analytically. This lesson forces them to support and defend their thesis while coherently using evidence.

Change Over Time (COT) - APWH Students must be able to identify what patterns of continuities are created across time and what nuances or changes occur and why this is the case. Information from this lesson could also be used to have the students write a COT essay or perform some COT analysis on certain time periods.

Interpretations - Students must be able to be given information which they can synthesize and analyze how who is saying it could affect what is being said. This lesson could be further modified to just be a Document Based Question (DBQ) on the subject of the environment.

Global Patterns - Students of World History need to be able to look at a series of local events, and, without having it pointed out to them, be able to discern global patterns from these events.

Compare and contrast - APWH students need to be able to identify similarities and differences among societies. Parts of this lesson could be excerpted and used to have students write a more focused regional or chronological comparison.

What are the lesson's links to current research?

This lesson uses recent environmental and historical research, focusing on John R. McNeill's *Something New Under the Sun* (a past winner of the World History Association Book Award), as the starting point of the lesson. Other sources include recent articles published and books reviewed in the *Journal of World History*, books such as Jared Diamond's *Collapse*, and recent scientific publications (e.g., Ruddiman). See the annotated list of resources in Appendix 1.

PROCEDURES FOR IMPLEMENTATION

What preparatory work is assigned?

As this lesson is intending for the end of the year, this assumes at least a perfunctory review with the students of the following: What the theme of "Impact of technology and demography on people and the environment" really means. This would undoubtedly happen at the beginning of any APWH course. However, given the detailed nature of some of the readings, you might want to make sure that students are clear on the terminology used in the sources. (See Handout A).

The skills necessary to complete the assignment should have already been covered by teaching students how to write DBQ, COT and compare and contrast essays. It is particularly helpful to have them see examples of good thesis statements for their essays. This generally helps them sharpen their writing skills. Having students grade these essays themselves (after having been shown a rubric and having been walked through the grading process) also assists in improving their writing, especially when this kind of core scoring rubric is new to them.

How do you begin the actual lesson?

Day 1 -- Students are told that their mission, while pretending to be Ph.D. students in World History, is to try to defend or refute John McNeill's thesis with the information given throughout the year and the sources given to them. It is explained that this is often a task carried out by actual world historians. In the interest of time and efficient use of resources, allow your students to work in groups to complete the task more easily.

Distribute the main argument(s) of John R. McNeill's book *Something New Under the Sun*. (Handout B). The students' first task should be to determine what McNeill's thesis is and to summarize it in 3-5 sentences.

In brief, McNeill says that the 20th C. is different from all previous centuries because: Humans are affecting the earth and its ecosystems on a much greater scale and speed than ever before, and these global changes have caused dramatic (e.g., collapse of fisheries) and at times unforeseen changes to the environment (e.g., increase in hurricanes); Humans have altered the environment for millions of years

(consuming water, cutting trees, mining, ground/water/air pollution, growing crops and hunting animals), but the recent scope and pace of this change has been unprecedented; While few environmental changes are actually new—e.g., human-induced thinning of the ozone layer—the scale and intensity of recent changes could change the fundamental structure of the environment.

Direct students to find evidence of human impact on the environment (water consumption, deforestation, mining, ground/water/air pollution, land use and hunting) from 8000 BCE through the present. In the process they should analyze the changes over time. Ideally students will have some information from their studies throughout the year to fall back upon, but realistically this will more than likely serve as a period of review. Examples of excerpts that can be provided as evidence are included in Handout C or you may decide to give them several of the sources listed in the list of resources included in Appendix 1.

Note: It is very helpful if some emphasis has been given throughout the year to the theme of the environment so that students have evidence which they can draw upon before doing any research. At the same time, be aware that many students taking environmental science classes will be much more familiar with McNeill's thesis and information than those who have not.

Day 2 - 3 -- At this point students will be ready to compare the scope/scale and the pace/speed of human impact on the environment in the 20th C to the preceding time periods and decide whether the evidence they have examined supports McNeill's thesis or not. Many might have jumped to their own conclusions right after reading his thesis, but it is important to point them to information that does not support their theses.

Depending on your time allowances, have students write an essay defending their stance, using the evidence that they have gathered as support. This will help them work on their writing skills, specifically the skills learned when writing DBQs and Compare and Contrast essays.

How do you know that students have “gotten it?”

Before they submit their final assignments it is advisable to verify that the following has been done:

Make sure that students understand the basic thesis before allowing them to progress too far in their research. Key to this is to ascertain that they comprehend the meaning of “scope” and “pace.”

Check to see that students are collecting evidence from all time periods (and that those are correctly identified) and from as many regions as possible. Ensure that students have analyzed the information that they have gathered sufficiently to draw logical conclusions for their own thesis.

When they submit their final products, assess how they did by looking at: How they describe McNeill's thesis; The evidence presented to support their opinions; and The arguments that they use to defend their ideas.

Reflections on how it went in your class

Students really enjoyed this topic. They were excited coming to class and they worked diligently on it, with many bringing in outside information to support their arguments.

The end products were pretty substantial and well written. Most students agreed with McNeill or most of McNeill's thesis. A few were swayed by the evidence of climate change during the agricultural transition. Avenues some of the more sophisticated tried to explore concerned relative population densities and the corresponding differences in impact on the land. (It should be pointed out that on a per capita basis, our use of land and natural resources has in general decreased as technologies have gotten more efficient.) Very few students espoused the idea that modern environmental change was no big deal, or started out badly but has gotten better. It makes for an interesting discussion to question why they did not even consider people like Lomborg or Easterbrook's arguments (see Resources). Most have been heavily influenced by science teachers and popular media.

To dedicate more time to this assignment would be a good idea for two reasons: Students could have time to share their opinions at

the end and have groups question each other's views, providing further reinforcement of their critical thinking skills.

Many groups decided that the best way to divide and conquer was by time period, and not all members listened carefully to the examples cited for each time period. More time would have allowed for some forced jigsawing on information from the different eras and the different areas of environmental impact. This would have made it more likely that students would know information outside of what they had been assigned.

It would be useful to dedicate more time to finding sources for pre-European environmental impacts in the Americas from various time periods (more than just the Inca and Maya say) and especially Africa outside of Egypt and the Roman Empire.

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

For more advanced students:

Have them find the resources on their own as the time constraints present in the APWH course would be missing. This would also be a means of strengthening their research skills.

Have different groups of students come up with and research different questions related to the environment in world history to get a broader exposure to different information. This could include analysis of other authors' theses, like Diamond's assertions about the fate of human societies when they ignore their environments.

For lower level students

Most of the skills are applicable and manageable with the proper scaffolding and being careful to ramp expectations up slowly.

Consider doing “mini-essays” in which they only write a thesis and cite three examples to support their arguments. Then you could raise the bar and have them meet more criteria, increasing the requirements incrementally.

For lower level students it could be necessary to help them through many of the readings, or perhaps give them the information in the form of a PowerPoint, a chart or regular notes. Then have them work on their critical thinking skills to answer the question and defend their answer in their essay.

Use charts for them to fill with the evidence that also asks them to compare the events with other societies. Other charts can be used to ask them to compare the impacts across time.

What other possible conceptual links do you see?

In this year with tsunamis and other major weather-related events taking place, emphasizing the role of the environment in history is crucial and thought-provoking. Instead of focusing on man's impact on the environment, look at environment's impact on human societies. Analysis of the role of belief systems in developing humans' attitudes towards their environment. This can also be traced across the eras and is a good way to review two themes in one shot. An inquiry into conservation movements or actions across time would also be a more positive spin for the budding environmentalists in the class. Obviously with the rights sources this lesson being used to emphasize other APWH themes, like technology or demography.

List of Handouts and Appendices

Handout A - Terminology useful in studying the environment in world history; Handout B - Main arguments of *Something New Under the Sun*; Handout C - Selected summaries from excerpts of sources; Appendix 1 - Detailed list of resources; Appendix 2 - Examples of potential evidence to be considered for each era and corresponding readings that could be assigned. (Could be a handout for lower level students or in the interest of time).

HANDOUT -A-

USEFUL TERMINOLOGY

Impact - a significant or major effect (Merriam-Webster)

anthropogenic - of, relating to, or resulting from the influence of human beings on nature (Merriam-Webster)

technology - the practical application of knowledge especially in a particular area

agriculture - the science, art, or practice of cultivating the soil, producing crops, and raising livestock and in varying degrees the preparation and marketing of the resulting products (Merriam-Webster)

manufacturing - to make from raw materials by hand or by machinery (Merriam-Webster)

demography - the statistical study of human populations especially with reference to size and density, distribution, and vital statistics (Merriam-Webster)

population density - the average number of individuals per space unit (Merriam-Webster)

urbanization - process of adopting the characteristics of a city (Merriam-Webster)

footprint of a city - area affected by an urban location (Merriam-Webster)

environment - the complex of physical, chemical, and biotic factors (as climate, soil, and living things) that act upon an organism or an ecological community and ultimately determine its form and survival (Merriam-Webster)

earth/soil - areas of land as distinguished from sea and air (Merriam-Webster)

biosphere - all of the earth's living organisms and the physical environment with which they interact (Redman)

deforestation - cutting of forests by humans to clear land for agriculture and other processes (Ruddiman)

atmosphere - the whole mass of air surrounding the earth (Merriam-Webster)

smog - the haze caused by the sun on air polluted with hydrocarbons and automobile exhaust (Merriam-Webster)

acid rain - form of precipitation containing a heavy concentration of sulfuric and nitric acids (Britannica)

ozone - triple molecule of oxygen formed by the collision of cosmic particles with normal oxygen. Ozone in the stratosphere blocks harmful ultraviolet radiation from the Sun. (Ruddiman)

greenhouse gases - gases such as water vapor, carbon dioxide, and methane, which trap outgoing infrared radiation emitted by Earth's surface and warm the atmosphere. (Ruddiman)

climate - fluctuations in the Earth's air, water, ice, vegetation, and other properties on time scales longer than one year (Ruddiman)

hydrosphere - the aqueous envelope of the earth including bodies of water and aqueous vapor in the atmosphere (Merriam-Webster)

irrigation - practice of supplying land with water by artificial means (Merriam-Webster)

depletion - to be empty of a principal substance (Merriam-Webster)

wetlands - land or areas (as tidal flats or swamps) containing much soil moisture (Merriam-Webster)

dam - a barrier to check the flow of water (Merriam-Webster)

eutrophication - the process by which a body of water becomes enriched in dissolved nutrients (as phosphates) that stimulate the growth of aquatic plant life usually resulting in the depletion of dissolved oxygen (Merriam-Webster)

groundwater - water within the earth that supplies wells and springs (Merriam-Webster)

erosion - the action or process of wearing away by the action of water, wind, or glacial ice (Merriam-Webster)

El Niño - climatic pattern that recurs at intervals of 2 to 7 years and is marked by warm sea surface temperatures in the eastern tropical Pacific off the west coast of South America. (Ruddiman)

biosphere - part of the Earth system that supports life, including the oceans, land surfaces, soils and atmosphere (Ruddiman)

deforestation - the action or process of clearing of forests; *also* : the state of having been cleared of forests (Merriam-Webster)

native species - things (plants or animals) that are originally from the area being discussed (Merriam-Webster)

biodiversity - biological diversity in an environment as indicated by numbers of different species of plants and animals (Merriam-Webster)

HANDOUT -B-

ENVIRONMENT IN WORLD HISTORY LESSON

Your mission, while pretending to be PhD students in World History, is to try to defend or refute all or part of John McNeill's thesis with the information given throughout the year and other information that you gather these next days.

The argument of John R. McNeill's book *Something New Under the Sun*. In his preface to his book, *Something New Under the Sun*, John McNeill says that the verse of Ecclesiastes which says "there is nothing new under the sun" is 'out of date' (p. xxi). "There is something new under the sun. . . . The place of humankind within the natural world is not what it was. In this respect at least, modern times are different, and we would do well to remember that." (Ibid). He goes on to say that "the twentieth century was unusual for the intensity of change and the centrality of human effort in provoking it" (P. xxiii).

In his prologue he admits that "Environmental change on earth is as old as the planet itself, about billion years. Our genus, *Homo*, has altered earthly environment throughout our career, about 4 million years. But there has never been anything like the twentieth century. . . .

This is the first time in human history that we have altered ecosystems with such intensity, on such scale and with such speed. It is one of the few times in the earth's history to see changes of this scope and pace. . . .

In environmental history, the twentieth century qualifies as a peculiar century because of the screeching acceleration of so many processes that bring ecological change. Most of these processes are not new: we have cut timber, mined ores, generated wastes, grown crops, and hunted animals for a long time. In modern times we have generally done more of these things than ever before, and since 1945, in most cases, far more. Although there are few kinds of environmental change that are genuinely new in the twentieth century, such as human-induced thinning of the ozone layer, for the most part the ecological peculiarity of the twentieth century is a matter of scale and intensity.

Sometimes differences in quantity can become differences in quality. So it was with twentieth century environmental change. The scale and intensity of changes were so great that matters that for millennia were local concerns became global. One example is air pollution. Since people first harnessed fire half a million years ago, they have polluted the air locally. Mediterranean lead smelting in Roman times even polluted air in the Arctic. But lately air pollution has grown so comprehensive and large-scale that it affects the fundamentals of global atmospheric chemistry. So changes in scale can lead to changes in condition. . . .

The environmental history of the twentieth century is different from that of time past not merely because ecological changes were greater and faster, but also because increased intensities threw some switches. . . .

The cumulation of many increased intensities may throw some grand switches, producing very basic changes on the earth. No one knows, and no one will know until it starts to happen — if then. . . .” (p. 4)

“The twentieth century would appear equally unusual if one charted the long-term history of freshwater use, timber use, minerals use, or industrial output. All of these boomed after 1900. So did the generation of solid waste and of air and water pollution. Countless indicators of, and causes behind, environmental change would show much the same extraordinary story.” (p. 17)

Your Specific Tasks:

Understand what McNeill’s thesis is saying.

Find evidence of human impact on the environment throughout preceding time and compare them. (You can ask me to summarize some if you specifically cite what you would like).

Compare the scope/scale and pace/speed of human impact on the environment in the 20th C to the preceding time periods.

Decide whether the evidence they have supports McNeill’s thesis or not.

Handout -C -

Examples of summaries of excerpts that can be provided as evidence [Edited]

Ponting’s *A Green History of the World*

p. 76 Quoting Plato in *Critias*: “what now remains compared with what then existed is like the skeleton of a sick man, all the fat and soft earth having wasted away, and only the bare framework of the land being left . . . There are some mountains which now have nothing but food for bees, but they had trees not very long ago . . . there were many lofty trees of cultivated species and . . . boundless pasturage for flocks. Moreover, it was enriched by the yearly rains from Zeus, which were not lost to it, as now, by flowing from the bare land into the sea; but the soil it had was deep, and therein it received the water, storing it up in the retentive loamy soil, and . . . provided all the various districts with abundant supplies of spring waters and streams, whereof the shrines still remain even now, at the spots where the foundations formerly existed.”

p. 72 “the ground earth turned white” - report from 2000 BC

Examples of environmental degradation:

Mesopotamia - irrigation and building → deforestation, increased silt, salinization → yields of wheat decrease to the point of abandoning wheat production and replacing it with barley; declining crop yields for other plants too, leading to no food surplus. Conquered by Akkad
Indus Valley - irrigation → increased salinization, but also use of mud bricks required wood → deforestation

Egypt - exploited a natural process (the flooding of the Nile) with minimal human interference and then at a low technological level → no artificial canals, no salinization or erosion. Only when England got involved in growing cotton was artificial irrigation introduced with disastrous effects. In 1882 Mackenzie Wallace, a British agricultural expert, described fields “white nitrous salts covering the soil and glistening tin the sun like untrodden snow.” - 86

China - agriculture - loess soils easily eroded, gullies and canyons developed, deforestation also occurred for construction and fuel → all forests cleared → leads to flooding by Yellow River

Greece - 650 BC - hills of Attica stripped bare of trees by 590; population pressures led to over use of soil and stopping of use of manure and terracing
Solon, tried to ban cultivation on steep slopes to stop soil erosion. Peisistratus - tyrant of Athens - introduced bounty for planting of olive trees - the only tree that works in this soil

Lebanon - known for cedar trees - wiped out by Mesopotamian empires as building materials and Phoenicians as a trade good. Hadrian limits access to trees of Syria to resist deforestation

Rome - many regions shift to grain production for Rome - North Africa, these areas become deforested and eroded and desertification takes place as a result of cultivation shifting to hills and onto vulnerable soils. Rome as an empire weakened by environmental degradation as it was hard to procure food for standing armies and city dwellers. Process intensifies with Berbers bringing grazing animals.

Tokugawa Japan - deforestation from logging to build castles → imposition by government on strict controls in form of licenses for tree felling

Eritrea - deforestation → erosion so that soil could not support shrubs or grass, state moved to new capital

Maya - weakened by increased and intensive cultivation - not just raised fields but also clearing jungle and terracing, despite wise use - tropical forest soil couldn’t take it, erosion ensued. Helped lead to decline as there was higher infant and female mortality from falling nutritional standards, reduction in food surplus, less for army and priests and peasants - leads to revolt.

p. 267-295 - Chapter 13 - the Second Great Transition

Human power did most of the work. Some of it was slave labor or other means of coerced labor. For human energy food was required. Another source of labor was animals often used for carrying or with wheeled vehicles. For these lots of food was also required. Other sources of energy (for heating, etc.) were wood, straw or dung. Wood was also needed to be removed to make room for farms to feed the humans, but more importantly (and consuming more land) the horses and oxen, etc. Later on wood was needed to produce charcoal which required lots of labor and wood. Then other sources of power for machinery were introduced - like water in early mills (as old as 100 BCE); wind in windmills which were not common until the 13th C. Europe and China found themselves having virtually exhausted their supply of timber by the 13th C (China) and 15th C in Western Europe. This forced European maritime powers to seek their timber from Eastern Europe or India or import it from the Americas. Finally in the 17th and 18th C replanting programs were in place. People turned to coal in the 17th C - even though work had begun on coal extraction in the 13th and 14th C in Europe. Production of coal increased dramatically during the 19th C. In the US wood was used largely well into the Industrial Revolution until the mid-1880s when coal became the princi-

pal source of energy as US wood supplies became exhausted. Gas (produced by the consumption of coal) was used for lighting in the early 19th C. Before this point whale oil had been used. Oil was found in large quantities in the early 20th C and it began to replace coal as the main source of energy. Its consumption doubled regularly and finally increased 55-fold from 1938 to 1970. During the same time, use of natural gas also increased. Therefore in the 19th C and 20th C energy use has been dominated by non-renewable fossil fuels - coal, oil and natural gas. In the 20th C some alternatives were created - hydroelectric and nuclear power. Use of energy supplies has been greatly inefficient, with early use characterized by huge amounts of waste (wasting natural gas worth more than the oil it was pumping in the process; generation of electricity is also hugely inefficient). Even new means of producing food is highly inefficient - most modern farming produces only twice as much energy as it consumes in form of fertilizer, pesticide and machinery. Rice paddies are one of the most energy efficient forms of agriculture. The same holds true for raising animals - when one considers the energy involved in building, heating and lighting the sheds for the animals and then the production of artificial feeds. Furthermore the processing and distribution of food before it is eaten takes three times as much energy as producing the food itself.

Ruddiman's *Earth's Climate: Past and Future*

Relatively warm climate near 1000-1300 - Medieval Climatic Optimum à Norse settled in Greenland. Little Ice Age 1400-1900 - Europe seriously affected - grain and grape crops failed, frozen ports, Greenland settlements abandoned, large scale advances of glaciers, but major ice sheets did not develop. From ice cores, tree rings, corals, lichen and other evidence, can measure climate changes. Sometimes from natural causes, orbital, solar radiation (sunspots, etc.), volcanoes and El Niño. At the same time there is an impact obviously from humans but also from climate on humans which affected agriculture and flooding caused by sea level rising, drought, groundwater, etc.

Early humans had various impacts on climate:

Overhunting of large mammals (but extinction also caused by climate change)

Land clearance - especially forests, but also caused by other factors like that the "drying and large-scale loss of vegetation across much of North Africa, southern Arabia, and India were caused mainly by natural weakening of the orbitally driven summer monsoons, not by human activity." P. 395

Last 250 years:

Increases in greenhouse gas carbon dioxide caused by land clearance and burning of fossil fuels (coals, oil and natural gas). Carbon can also be consumed by the vegetation from the atmosphere - like with the regrowth of forests that occurred in North America and Europe in the 20th C.

Increases in the greenhouse gas methane caused by rice farming, tending of animal livestock, and other factors. Existed before Industrial Revolution from bogs and plants decay, but increased with Industrial Revolution and increased cultivation of rice and cattle and other livestock.

Increases in sulfate aerosols caused by industrial smokestack emissions - started in Industrial Age. Could actually lead to a cooling effect.

Impacts of chlorine-bearing chemicals on ozone in the stratosphere

Greenhouse debate - most scientists agree with these two statements: "1) Earth's average surface temperature has warmed by 0.6°C in the last century, a conclusion based on direct measurements, with additional confirmation from other climatic indicators and 2) concentrations of CO₂, CH₄ and other greenhouse gases have been building up in the Earth's atmosphere over the last 1000 years at an increasing rate because of human activities. CO₂ -- The issue at the heart of the greenhouse debate is not whether rising greenhouse-gas levels have contributed to the observed warming but *how much* of the warming has been greenhouse-driven and how much has been caused by Earth's natural climatic variability."

Redman's *Human Impact on Ancient Environments*

Mencius - China - degradation of land; Cicero - Rome - degradation of land

p. xiii "The perspective I believe to be most useful is that the *environmental crisis* is not strictly a recent problem uniquely tied to contemporary politics, economics, or technology, but rather centers more on the nature of human decision-making and the forces that help shape those decisions."

p. 4 "There is little question that environmental problems were more regional or local in the past than the global threats we perceive today. As real as this viewpoint is, it underestimates the impact environmental crises had on people in antiquity. The case studies presented in this volume reveal what a disaster it was for those who experienced it."

p. 10 Easter Island - settlers arrived in 400 AD to an island rich in plant and animal resources. At its peak in 1400 its population numbered 7000-10,000 and 200 statues were erected. By 1500 last of "the giant palms had been cut down . . . and other tree species virtually ceased to exist, and the soils were exposed to greater wind and water erosion, undermining the horticulture being practiced. The native bird populations had also been radically diminished by then and there is evidence that even the local shellfish were overexploited, so that small sea snails were being eaten instead of the larger cowries that typified the earlier prehistoric levels. With the diminution of the formerly basic food sources, the inhabitants of the island increased their reliance on their chickens and resorted to what would be considered "famine" foods, such as rats. Numerous human bones found in the late prehistoric levels of these trash middens indicate the strong possibility that cannibalism was also being practiced."

Ruddiman's *How did Humans First Alter Global Climate?*

Old School of thought: Human actions had a warming effect on the climate within the past century "with the advent of coal-burning factories and power plants, industrial societies began releasing carbon dioxide (CO₂) and other greenhouse gases into the air. Later, motor vehicles added to such emissions."

New School of thought: "our ancient agrarian ancestors may have begun adding these gases to the atmosphere many millennia ago,

thereby altering the earth's climate long before anyone thought."

Evidence: "Concentrations of CO₂ started rising about 8,000 years ago, even though natural trends indicate they should have been dropping. Some 3000 years later the same thing happened to methane, and other heat-trapping gases. The consequences of these surprising rises have been profound. Without them, current temperatures in northern parts of North America and Europe would be cooler by three to four degree Celsius – enough to make agriculture difficult. In addition, an incipient ice age – marked by the appearance of small ice caps – would probably have begun several thousand years ago in parts of northeastern Canada. Instead the earth's climate has remained relatively warm and stable in recent millennia."

Science of climate change:

Orbital cycles – three variations in the earth's orbit around the sun have exerted the dominant control over long-term global climate for millions of years. These cycles operate over 100,000, 41,000 and 22,000 years. The amount of solar radiation reaching the globe in a given season can differ by more than 10 percent. The changes over three million years have produced a long sequence of ice ages separated by short, warm interglacial periods.

Study of ice cores drilled in Antarctic and Greenland has given new evidence about the earth's past climate. The Vostok ice core shows that CO₂ and methane levels rose and fell in regular patterns during all of the past 400,000 years. These increases and decreases occurred at the same time as variation in solar radiation and size of ice sheets.

Natural production of methane – methane or swamp gas is produced as wetland vegetation decays. Heating increases methane production as monsoons flood regions that would otherwise keep dry and as boreal wetlands are thawed longer.

Change in the trends of methane production. Trends indicate that methane levels should have fallen instead the trend reversed 5000 years ago and rose to 250 parts per billion more than expected before the start of the industrial era.

Changes in CO₂ production – CO₂ also waxes and wanes but for 8000 years of agriculture concentrations increase to 40ppm more than expected.

"Why would gas concentrations have fallen during the last four years of interglaciation yet risen only during the current one?"

Human connection:

The development of agriculture 11,000 years ago occurred around the same time that declining trends of both methane and CO₂ reversed direction and started rising ever since.

8000 years ago Paleolithic man started clearing forests. By 1086 CE – the Doomsday Book indicates that 90% of the natural forest in lowland, agricultural regions was cleared in England.

7500 years ago humans adapted wild rice for cultivation. 5000 years ago farmers began flooding land for rice production

Methane is released by the flooding of rice paddies, the burning of grasslands, and the production of feces or belches.

Human population density – by 1086 1.5 million people living in England – average density of 10 people per square kilometer. China and had reached higher population densities. So both Europe and Southern Asia were heavily deforested long before the start of the industrial era.

Why did CO₂ levels drop for several decades during the past two millennia? Disease – pandemics, especially bubonic plague outbreaks in 540 CE (Plague of Justinian) and 1350 (Black Death) and later after 1492 with the smallpox and other disease pandemics that killed 90% of pre-Columbian populations – 50 million people – this American pandemic coincides with the largest CO₂ drop of all from 1550 to 1800. At the same time the massive mortality caused people to leave farmland to return to the wild and forests reoccupied the land in just 50 years.

Runnells' *Environmental Degradation in Ancient Greece*

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Williams' *Deforesting the Earth*

...

Hollander's *The Real Environmental Crisis*

Introduction: One of the great success stories of the recent half-century is, in fact, the remarkable progress the industrial societies have made, during a period of robust economic growth, in reversing the negative environmental impacts of industrialization. In the United States the air is cleaner and the drinking water purer than at any time in five decades; the food supply is more abundant and safer than ever before; the forested area is the highest in three hundred years; most rivers and lakes are clean again; and, largely because of technological innovation and the information revolution, industry, buildings, and transportation systems are more energy and resource-efficient than at any time in the past. This is not to say that the resource/environment situation in the United States is near perfect or even totally satisfactory—of course it is not. Much more needs to be done. But undeniably, the improvements have been remarkable. They have come about in a variety of ways—through government regulation, through taxation, through financial incentives, through community actions. Most important, these environmental improvements cannot be credited solely to government, environmental organizations, or lobbyists, though each has played an important role. Rather, they have come about because the majority of citizens in this and every other democratic affluent society demands a clean and livable environment. Does this imply that the affluent have achieved an improved environment in their own lands by exporting their pollution to the lands of the poor?

In a 1998 advertisement, the respected World Wildlife Fund tells us that "forests are being cleared. Oceans overfished. Toxic chemicals are everywhere. Not just individual plants and animals, but entire ecosystems are in danger of disappearing forever. And we will all suffer from these losses. Fewer than 500 days remain in this century, and the fate of the planet rests on choices we make today" (full-page advertisement in *New York Times*, August 21, 1998).

And the venerable Sierra Club claims that "the human race is engaged in the largest and most dangerous experiment in history—an experiment to see what will happen to our health and the health of the planet when we change our atmosphere and our climate.... The rapid buildup of carbon dioxide and other greenhouse gases in our atmosphere is the source of the problem. By burning ever increasing quanti-

ties of coal, oil and gas we are choking our planet in a cloud of this pollution. If we don't begin to act now to curb global warming, our children will live in a world where the climate will be far less hospitable than it is today" (Sierra Club global warming Internet web site, www.sierraclub.org/globalwarming, March 1999).

The Union of Concerned Scientists (UCS) warns "all humanity of what lies ahead. A great change in our stewardship of the earth and the life on it is required if vast human misery is to be avoided and our global home on this planet is not be irretrievably mutilated. The environment is suffering critical stress.... Our massive tampering with the world's interdependent web of life, coupled with the environmental damage inflicted by deforestation, species loss and climate change, could trigger widespread adverse effects, including unpredictable collapses of critical biological systems whose interactions and dynamics we only imperfectly understand.... The earth is finite. Its ability to absorb wastes and destructive effluent is finite. Its ability to provide food and energy is finite. Its ability to provide for growing numbers of people is finite. And we are fast approaching many of the earth's limits. No more than one or a few decades remain before the chance to avert the threats we now confront will be lost and the prospects for humanity immeasurably diminished" ("World Scientists' Warning to Humanity," issued by the UCS on November 18, 1992, available at www.ucsusa.org/about/warning.html).

"I assert here that such broad-brush statements mislead the public and, in some instances, are scientifically inaccurate. For example, they usually represent environmental quality as rapidly deteriorating, which is not the case. They usually represent the earth's productive capacity as rapidly diminishing, which is not the case. They usually represent population growth as a global threat, which is not the case. And they usually represent global warming as definitely linked to human activities, which has not been established. Countering such environmental pessimism with a factual basis for environmental optimism is one of the objectives of this book."

McNeill's *Something New Under the Sun*

Air Pollution before 1900 p. 55- 58

Humans first started polluting the air by burning fuel wood for heating and cooking - early cave dwellers' bodies have been found with blackened lungs.

Serious outdoor air pollution began with cities -which were filled with the smells of decaying flesh, food and feces. Later with mining (silver, copper and lead) and smelting further fumes damaged human health. The production of these emissions are recorded in ice cores especially after the introduction of copper coinage in the ancient Mediterranean and with the booming Chinese economy of the Song dynasty in the 10th - 13th C.

"Total copper emissions in the Roman and Song eras came to about a tenth of those of the 1990s, even though copper production was less than a hundredth of modern levels. Regional, indeed hemispheric air pollution is about 2,500 years old, and — for copper emissions at least — as great in Roman and Song times as at any time before 1750." P. 56

As urbanization increased, so did air pollution throughout China, the Mediterranean and West Africa. However this was limited by the fact that forests were often far from cities and so industries (tile, iron, etc.) that required combustion produced pollution far from most of the people.

With the rise of Industrialization after 1780 the use of coal increased as did the production of smoke and sulphur dioxide in Britain and beyond. "Copper smelting in the Swansea valley, Wales, generated acid rain that devastated vegetation. People suffered too: nearly a quarter of deaths in Victorian Britain came from lung diseases, mostly bronchitis and tuberculosis, often aggravated and sometimes caused by air pollution, mainly particulates. Air pollution killed Victorian Britons at (very) roughly four to seven times the rate it killed people worldwide in the 1990s." p. 58

Air pollution since 1900 p. 58-64

Air pollution increased with the production of steel and iron which used lots of coal. Smokestack industries emerged in Western Europe (Belgium and Germany), Eastern Europe (Ukraine), the US (in PA and OH) and in Japan (around Osaka). Also in India, South Africa, and Australia. These places also added electrical grids which were also powered by coal. Therefore smoke, soot and sulfur dioxide blanketed these industrial neighborhoods.

Air pollution increased also, besides coal use by factories and households, because of automobile emissions which increased as use increased and was further exacerbated by the introduction of leaded gasoline.

Things also improved during the 20th C because of movements to improve air quality - like the use of oil instead of coal; the regulation of pollution emissions and corresponding new technologies to improve smokestacks, etc.; and the move of energy-intensive industries to less populated areas which improved air quality for those in the cities, but not overall.

However improvements in air quality have happened only in rich countries who sharply reduced coal smoke and soot after 1945 and sulfur dioxide, carbon monoxide and other pollutants after 1975. This decreased the numbers of deaths caused by inhalation. However the rest of the world has yet to improve on their pollution. East Asia, Latin America and Eastern Europe became the largest culprits after 1950 and 70.

Note: Having several copies of this book really facilitates this process. Another technique is to use a PowerPoint presentation with key images (maps, charts, tables, etc.) from McNeill's book scanned in.

Richards' *The Unending Frontier*

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Hughes' *Environmental History of the World - Chapter 8*

...

Redman's *The Archaeology of Global Change*

...

Easterbrook's *Moment on the Earth*

Preface p. xvi

"This book will advance the following premises:

That in the Western world pollution will end within our lifetimes, with society almost painlessly adapting a zero-emissions philosophy. That several categories of pollution have *already* ended.

That the environments of Western countries have been growing cleaner during the very period the public has come to believe they are growing more polluted.

That First World industrial countries, considered the scourge of the global environment, are by most measures much cleaner than developing nations.

That most feared environmental catastrophes, such as runaway global warming, are almost certain to be avoided."

"Environmental commentary is so fogbound in woe that few people realize measurable improvements have already been made in almost every area. In the United States air pollution, water pollution, ocean pollution, toxic discharges, acid rain emissions, soil loss, radiation exposure, species protection, and recycling are areas where the trend lines have been consistently positive for many years. Yet polls show that people believe the environment is getting worse."

Dance of Ages - Trees: Headed Up p. 11

Deforestation caused by the white man began in the United States in earnest in New England in the 18th C, moved to the heartland and southeast about 100 years later, and around the turn of the century reached the Pacific coast. Aforestation is showing the same pattern, beginning in New England. In the mid-nineteenth century Vermont, Massachusetts, and Connecticut were only 35% wooded. Today these states are 59% forest, though their human populations have more than tripled, and large artificial land works such as airfields have become commonplace. In the mid-nineteenth century New Hampshire was 50% woodland. Today the state is 86 percent forested, though portion of New Hampshire are now urban, whereas in the mid-nineteenth century, when forest acreage was smaller, the entire state was rural. In the mid-nineteenth century Maine was 74 percent forest. Today the state is 90 percent wooded, though it was once blissfully isolated and now attracts vacationers by the millions. . . . Several U.S. states have more trees today than they did at the moment of the Declaration of Independence, when the white population of the country was but a few million."

Population - The Numbers p. 477-480

Human population in 1 CE was 200 million, by 1800 1 billion, by 1950 2 billion, by 1975 4 billion. Doubling went from having taken 150 years to only requiring 25 years.

At present (2000) human population is over 6 billion.

People have hope that the earth can support this increase, but it is not certain for all places, like Africa, which could lead to more misery.

Population density and growth by themselves are not bad things; it is when they are coupled by a failure to increase food supply resulting in malnutrition and starvation.

Population and Gender p. 488-491

Need to develop reproductive freedom and promote access to birth control programs and other population programs. This will help to break cycles of overpopulation and improve low status of women.

Some societies already have achieved negative growth rate which could have negative impacts on their specific societies.

Kammen's *Preindustrial Human Environmental Impacts*

Methane from the House of Tudor and the Ming Dynasty – 16th C. – by Subak p. 843-852

Methane emissions estimated on historical record and current estimates of methane emission factors from biomass burning, fermentation and agriculture. Methane emissions in the 1500s and previous centuries were mostly from biomass burning with less from agriculture and animals. The concentration of OH in the atmosphere may have been greater than today.

Introduction to anthropogenic fire – by S. J. Pyne p. 889-907

Humans have used fire for several millennia, but there are also natural ignition sources as well (wet and dry cycles and ecosystems that need fires in their normal cycles – from lightning); and as industrial combustion of fossil fuels as sources. With the Colombian exchange and the spread of Europeans there also comes with it an attempt of Europeans to control deforestation and fire. Fire suppression had negative effects as well leading to uncontrollable fire. Humans need to find the middle ground.

Burning of the New World by D.W. Woodcock p. 935-945

Humans have been using fires for a long time. With the arrival of Europeans to the Americas, indigenous practices of burning became displaced and as the Amerindian populations declined this further stopped burning. Early Amerindians affected the carbon cycle but then the change in the burning regime also had further effects with the regrowth of woody vegetation.

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Appendix 1 – Annotated List of Resources

Atwell, William S. "Volcanism and Short Term Climatic Change in East Asian and World History, c. 1200-1699." *Journal of World History* 12.1 (Spring 2001): 2996. Looks at the impact of nature, in this case volcanoes, on the environment and societies.

Braudel, Fernand. *The Mediterranean and the Mediterranean World in the Age of Philip II*. 1949. Trans. Sian Reynolds. Vol. I. New York: Harper Colophon, 1976. A detailed look at the environment in the Mediterranean and the role they played in the societies there.

Chew, Sing C. *World Ecological Degradation: Accumulation, Urbanization, and Deforestation 3000 BC-AD 2000*. Walnut Creek: AltaMira, 2001. Looks at examples of ecological degradation throughout the ages. Cases studies include Mesopotamia and Harappa in the Bronze Age, Crete and Mycenae in the 2nd Millennium Bronze Age, Classical Greece in the age of CityStates, Rome in the Age of Empire, the East and Europe from 5001800 CE, Europe and its colonies from 18002000 CE, and the rise of ecological consciousness.

Crosby, Alfred W. *Columbian Exchange Biological and Cultural Consequences*. 1972. Contributions in American Studies 2. Westport: Greenwood, 1973. Detailed look at the impact of European colonization of the Americans, with great focus on the biological ramifications on the humans and environment.

_____. *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*. 1986. New York: Cambridge UP, 1999. A look at the environmental impact of Europeans and the implications of their "portmanteau biota" on the NeoEuropes that they settled.

_____. *Germes, Seeds and Animals: Studies in Ecological History*. Armonk: M.E. Sharpe, 1994. Not as useful as his other two books in this list, but does have some different examples that are interesting like Hawaiian Depopulation, and a fabulous title for his introduction: Nerds versus Twits!

Davis, Mike. *Late Victorian Holocausts: El Niño Famines and the Making of the Third World*. New York: Verso, 2001. A look at the role that environmental conditions like droughts and El Niño have had on societies and imperialism.

Diamond, Jared. *Collapse: How Societies Choose to Fall or Succeed*. New York: Viking, 2005. Examining environmental reasons for the collapse of societies in Montana, Easter Island and other Pacific Islands, SW US like the Anasazi, the Maya, the Vikings in Vinland and Greenland, New Guinea and Tokugawa Japan (not their collapse), Rwanda, Hispaniola, China, Australia, etc.

Easterbrook, Gregg. *A Moment on the Earth: The Coming Age of Environmental Optimism*. New York: Penguin Books, 1995. A different view on the current situation of the environment and paints an optimistic picture of conditions in the Western world and its futures.

Fagan, Brian. *Floods, Famines and Emperors: El Niño and the Fate of Civilizations*. New York: Basic, 1999. Looks at the role of El Niño in history including droughts, famines and collapses of civilizations around the world.

_____. *The Little Ice Age: How Climate Made History, 1300-1850*. New York: Basic, 2000. A look at the impact of climate in history, specifically the climate of the so-called Little Ice Age from 13001850.

_____. *The Long Summer: How Climate Changed Civilization*. 2004. New York: Basic, 2005. A look at how climate affected societies from the early Ice Ages until roughly the 13thC.

Grove, Richard H. *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860*. 1995. New York: Cambridge UP, 1996. Examines conditions in colonial possession upon arrival of Europeans. Also looks at environmental crises in some of these colonies and the rise of environmentalism

Hollander, Jack M. *The Real Environmental Crisis: Why Poverty, Not Affluence, Is the Environment's Number One Enemy*. Berkeley: U of California P, 2003. South Central Library System. Net Library. Wisconsin Public Lib. Consortium. 15 Apr. 2005. A different perspective on current environmental problems. While discussing different areas such as water, air, fossil fuels, etc, the author puts forth his belief that the problem is not with "us," those in the developed world, but rather "them," the poor.

Hughes, J. Donald. *Ecology in Ancient Civilizations*. Albuquerque: U of New Mexico, 1975. Focuses on the environment in the ancient Mediterranean, especially Israel, Greece and Rome. Nice look at the attitudes of Judaism and Christianity towards nature.

_____. *An Environmental History of the World: Humankind's Changing Role in the Community of Life*. 2001. New York: Routledge, 2004. Tells the story of the environment and humans from the beginning to the end. Starts with those societies that lived in harmony with nature, then moves onto those that divorced themselves from nature, then moves onto ideas that affected the environment, the changes of the middle ages and the massive changes during industrialization and imperialism, then looks at movements to exploit and conserve the earth and its resulting problems and the future's hopes and fears.

_____. *The Face of the Earth: Environment and World History*. Armonk: M.E. Sharpe, 2000. A collection of essays on various topics in environmental world history including a look at the environmental justice movement, biodiversity, Australia's environment, Russian ecorevival and Gandhi and the environmental movement in India.

_____. *Pan's Travail: Environmental Problems of the Ancient Greeks and Romans*. Baltimore: Johns Hopkins UP, 1994. A more indepth look at ecology in the Classical Greek and Roman worlds, including their concepts of the natural world, deforestation, erosion, wildlife depletion, industrial technology, and urban problems.

Kammen, D. K., et al., eds. *Preindustrial Human Environmental Impacts: Are There Lessons for Global Change Science and Policy?* Spec. Issue of *Chemosphere: Chemistry, Biology and Toxicology as Related to Environmental Problems* 29.5 (Sept. 1994). Interesting journal filled with scholarly scientific pieces on various topics in environmental history. Of particular interest were: Methane from the House of Tudor and the Ming Dynasty: anthropogenic emissions in the 16th C; Prehistoric anthropogenic wild land burning by huntergatherer societies in the temperate regions; The burning of the New World: the extent and significance of broadcast burning by early humans; Deforestation in preindustrial China;

Krech, Shepard, III. *The Ecological Indian: Myth and History*. New York: W. W. Norton & Company, 1999. An interesting look at Native Americans and their relationships with and impact on their environment throughout history and up to the present.

Lomborg, Bjorn, ed. *Global Crises, Global Solutions*. 2004. New York: Cambridge U P, 2004. Has proceedings of Copenhagen Consensus, especially Chapter 1 focusing on climate change.

_____. *The Skeptical Environmentalist: Measuring the Real State of the World*. 1998. Trans. Hugh Matthews. New York: Cambridge U P, 2001. A book that debunks the theory that things are getting worse environmentally and tries to show how things are actually getting bet-

ter.

McNeill, John. R. *Something New Under the Sun: An Environmental History of the Twentieth-Century World*. New York: W. W. Norton & Company, 2000. Examines the major changes ecologically in the 20th C. Does a case by case examination of the changes in the various spheres (biosphere, etc.) and the reasons for these changes.

Penna, Anthony N. *Nature's Bounty: Historical and Modern Environmental Perspectives*. Armonk: M. E. Sharpe, 1999. A book focused on the environment in the US. There some sections that give a somewhat historical retrospective, but by and large focuses on the present examining forests, wildlife and wildlife habitat, water and drinking water quality, and air quality and air pollution, with documents on each are including some primary sources.

Ponting, Clive. *A Green History of the World: The Environment and the Collapse of Great Civilizations*. 1991. New York: Penguin Group, 1993. An examination at the environmental reasons for the collapse of societies. Examines case studies of Easter Island, hunting and gathering groups, Neolithic societies, Early civilizations (including Sumer, Indus Valley, Mediterranean, Egypt and the Maya); population growth, spread of Europeans and its impact on the world, exploitation of certain wildlife, infectious diseases, population explosion, industrial revolution and the present day pollution.

Redman, Charles L. *Human Impact on Ancient Environments*. Tucson: U of Arizona P, 1999. Looks at the impact of humans on early environments, including agriculture, urbanization and even exploitation of animals.

Redman, Charles L., et al., eds. *The Archaeology of Global Change: The Impact of Humans on Their Environment*. Washington: Smithsonian, 2004. A collection of various articles on the connection between the environment and archaeology to show the human impacts on past environments.

Richards, John F. *The Unending Frontier: An Environmental History of the Early Modern World*. Berkeley: U of California P, 2003. Looks at the impact of Europeans (mainly) and their practices on the world and its environment.

Ruddiman, William F. "The Anthropogenic Greenhouse Era Began Thousands of Years Ago." *Climatic Change* 61 (2003): 261-293. Laden with scientific jargon, but useful especially for those scientifically minded students. This article is the more indepth presentation of his findings about early global warming.

_____. *Earth's Climate: Past and Future*. 2000. New York: W. H. Freeman and Company, 2001. Used only Part V Historical and Future Climate Changes, which looks at historical changes in climate (Little Ice Age), the impact of humans on climate, from early humans to the present and the future of climate change. Lots of scientific jargon used.

_____. "How Did Humans First Alter Global Climate?" *Scientific American* Mar. 2005: 46-53. A look at global warming and how the process probably started before coal burning.

_____. *Plows, Plagues, and Petroleum: How Humans Took Control of Climate*. Princeton: Princeton UP, 2005. Accessible book with interesting charts and graphs that looks at climate change scientifically and historically.

Runnels, Curtis N. "Environmental Degradation in Ancient Greece." *Scientific American* Mar. 1995: 96-99. An interesting new look at archaeology and the view that ancient civilizations, especially the Greeks, were more in tune with nature than we are. It shows instead the environmental damage that the Greeks inflicted on their landscape.

Williams, Michael. *Deforesting the Earth: From Prehistory to Global Crisis*. Chicago: U of Chicago P, 2003. Looks at deforestation throughout world history, starting in the Neolithic age and coming to the present. Looks around the world at the impact that these actions have had on the environment and societies.

Winchester, Simon. *Krakatoa: The Day the World Exploded: August 27, 1883*. New York: Harper Collins, 2003. A look at the impact of the eruption of one volcano on the world and a look at the changes that preceded it (technological means of measuring and communicating) and that followed it (sunsets, etc.).

Worster, Donald, ed. *The Ends of the Earth: Perspectives on Modern Environmental History*. New York: Cambridge U P, 1988. Book of essays on environmental history, looking at case studies of the impact of climate, food, resources, population, etc. s and social movements.

Appendix 2 -- Examples of potential evidence to be considered for each era and some corresponding readings that could be assigned

ERA I - FOUNDATIONS - UP TO 600 CE

Impact of Neolithic Revolution: Farming by itself leads to rising concentrations of CO₂ and methane (from rice fields); Land was cleared for farming and roads – trees chopped, bushes cleared, etc. in some cases leading to desertification; Stones unearthed for building – that with chopping of trees leads to erosion; Timber was used also for fires (warmth and cooking) and later for smelting, pottery, etc.; Demand for timber / swidden → destruction of forest → erosion of countryside as new crops are not enough to hold onto soil in heavy rains – but this often happens gradually; Animals were domesticated or hunted - leading to declines in biodiversity (megafaunal extinctions) and for the livestock, placing further demands on the land and increase in methane production; Increase of calories available (through agriculture, later other technologies as well) → surplus → extra population → specialization → technology → complex societies; which result in greater environmental impacts.

Early Civilizations: The ability of humans to impact their surrounding increases; Water was diverted into canals, dams, etc. for irrigation which often led to salinization, declining crop yields and conquest in Mesopotamia and Indus Valley. In China erosion also developed and was compounded by the deforestation that also occurred, resulting in the flooding of the Yellow River; Increased demand for building materials (either timber or bricks) which also required wood or charcoal - places major pressures on ecosystems and deforestation occurs – especially in the Eastern Mediterranean (Lebanon), Harappa, and other city centers; Hunting increases and at times is just for sport - India; Pollution becomes an issue for many civilizations; few like Harappa have sewage systems to try to address their problems. Increase in size places too much pressure on their system.

Classical Civilizations: Cyprus — original copper-smelting area, demands charcoal, now bereft of forests; Deforestation and opening of land to grazing in Greece leads to soil erosion. Cultivation of olives result as it is the only tree that works with the remaining poor soil; Mining begins in civilizations like China and Rome. Mediterranean lead smelting in Roman times even polluted air in the Arctic; Intensification of agricultural productivity and expansion of agriculture as hunters and gatherers are further marginalized and great pressure is placed on the land; Spread of crops/animals from their home locations → wipes out other native species. Rome forces many regions to shift to grain production for its consumption. In places like North Africa desertification results; Clear cutting and the population pressures in Han China (and the practice of slash and burn agriculture) leads to massive soil degradation and silt build up in the Yangtze.

Potential Readings

Hughes – *An Environmental History of the World* - Chapter 2 – Serengeti and Hopi – to discuss pre-agricultural or more environmentally friendly societies; Chapter 4 on Xian; Hughes – *Ecology in Ancient Civilizations* Chapters 5, 6, 7 or 11; Chew – Chapter 2 on Mesopotamia and Harappa; Chapter 3 on Crete and Mycenae; Ponting – Chapters 4 or 5 on various early and classical civilizations; Redman - *Human Impact on Ancient Environments* - Chapter 4 on animal extinctions, but others apply too; Runnels - “Environmental Degradation in Ancient Greece”; Ruddiman - “How Did Humans First Alter Global Climate?”

ERA II - 600 CE – 1450 CE

Islamic empires span from Indonesia to Spain. With them citrus fruits and other products from Asia move to North African areas producing changes in ecosystems (and cultures) as new techniques of cultivation and irrigation are introduced. They also used their new territories as a source of timber for their construction projects in various capitals; Nomadic and other migrations in Afro-Eurasia and the Americas (by European agricultural peoples, Polynesians, Mongols, Turks, Vikings, Arabs, Aztecs, etc.) greatly affect the new environment with the introduction of new crops, technologies and increased population pressures (e.g. Greenland, Easter Island, etc.) in some cases wiping out local plant and animal populations; Deforestation increases after a lull by barbarians. In 500 AD 4/5 of Europe was covered by forests, by 1300 only half remained or less as this was a period of expansion and forest clearing in Europe. This was aided and abetted by Christianity attempts to eradicate pagan (forest) practices, establish monasteries and the use of plow. New technologies and the spread of them (glass-making, etc.) also contributed to the consumption of timber; By the 10th C in China, as the Song underwent massive urbanization and growth in its iron industry, forests were emptied resulting in erosion and depletion of several animal species; Consequences of Mongols and plague: irrigation destroyed by invaders. Mesopotamian rivers are steeper and saltier, so if not maintained flooding and salt clogging appears; after invasions and plague, when people are otherwise occupied, agricultural productivity greatly declines and cannot be immediately renewed. At the same time pandemics (and subsequent Amerindian pandemics as well) lead to a fall in emissions of certain gases like CO₂; The completion of the Bantu migration results in iron plows throughout Africa, again dramatically affecting the environment and causing an increase in erosion; Growth and role of cities which bring all sorts of environmental consequences; Other regional empires, like the Maya, place too much pressure on their environment leading to erosion and some deforestation. The Chinese virtually exhaust their supply of timber by the 13th C.

Potential Readings

Punting – Chapter 1 – Easter Island – to introduce the theme; Hughes – *An Environmental History of the World* - Chapter 5 on the Inca (conservation) and Polynesia (could also use Pacey’s work on Technology for Islamic empires with water technology); Diamond - Chapter 4- Anasazi, Chapter 5 - Maya, and Chapters 6-8 - Vikings; Chew - chapter 6 or 7 on Asia and Europe; Williams - Chapter 5 on the Medieval World

Era III - 1450–1750 CE

Production in the Americas required triangle trade — agriculture from one climate feeding those producing cash crops in another. This often led to increased water consumption and deforestation as colonizers required space for their plantations or to spite the competition (defor-

estation of the island of Rum); Colombian Exchange - Introduction of new crops and species (esp. corn and potatoes) → increases caloric intake → population growth. This increase in population results in an increase in agricultural holdings; Biological imperialism, whether intended or not, results in stunning losses of biodiversity; Colonization also brought settlers who decided to remove forests or other obstacles (wild animals) to their livelihood; Deforestation in Europe reaches the point that shipbuilders turn to India to make use of their timber and also to import it from the Americas. In Japan the Tokugawa government imposes controls on tree felling to stem deforestation. Europe also begins replanting programs in the 17th and 18th C.; Pollution increases - including air pollution from sugar production; Mining increases in certain areas, especially the Americas like Potosi; Hunting and fishing increases dramatically further impacting fish stocks.

Potential Readings

Crosby, *Colombian Exchange* – Chapter 3 (Old World Plants and Animals in the New World); Crosby, *Biological Imperialism* - Focusing on examples from the period of hemispheric contact especially the impact of European on the Americas; Richards - chapter 8 - Wildlife and Livestock, Chapter 13- Furs and Deerskins; Williams - Chapter 7 - Clearing in Europe

Era IV - 1750–1914 CE

Industrialization - has many negative consequences on the environment --- Increased urbanization has led to the reduction of forested and otherwise rural lands; Demand for energy sources has led to increased coal mining (leading to erosion and destruction of the area), drilling (for oil with similar consequences), over-hunting whales (for their oil), use of natural gas and factories (which often produce contaminating emissions); Increase in consumption also produces new quantities of refuse/waste which are often just dumped into the ground or even the water; Increased production of greenhouse gases (carbon, methane) caused by the burning of fossil fuels. At the same time the consumption of carbon dioxide also occurred by the regrown forests in North America and Europe in the 20th C.; Demography - Carrying capacity is what population can be maintained by any species in its habitat. Populations are not stable; they go through trends - rising and falling in waves dependent on their environments. Humans did the same until (apparently) industrialization with different plagues, famines, wars, etc. Population increase was at 2.2%-3%+ UNTIL 16th C when it took off with disastrous consequences; Increase in population also results in an increase in agriculture which also results in an increase in production of methane because of rice farming; Other factors: Imperialism - Impact of Europe on colonies – Egypt which had managed to exploit the natural process of the flooding of the Nile for millennia was forced by the British to adopt artificial irrigation to produce cotton. Salinization occurred; Natural disasters like Krakatoa and droughts; Impact of revolutions like the Haitian and French.

Potential Readings

Davis – chapter 4 – governments of hell and chapter 6 - Millenarian revolutions; Grove - chapter 5 - on conservation of Mauritius and Chapter 6 on British impact on Caribbean forests; Winchester – Chapter 8 – paroxysm, flood and crack of doom; Hughes – *An Environmental History of the World*- Chapter 6 – London; Worster - Chapter 7 - Ecological Transformation of the Ivory Coast

Era V - 1914–Present

Increased industrialization – especially rises in production of steel and iron, creates large amounts of pollution in Western and Eastern Europe, the US and Japan. In other societies electrical and coal consumption blanketed neighborhoods in India, South Africa and Australia. Deforestation - Dramatic increase in urbanization and suburbanization leads to the spreading out into previously rural areas; This also creates a demand for lumber and other wood products which creates a demand for new timber resources (especially in the Americas, SE Asia and Western Africa. These trends result in massive deforestation and loss of biodiversity; Pollution - As a result of the increase of cities and the subsequent demand for sources of energy (electricity, gas and coal powered, gasoline) there has been a dramatic increase in factories and mining. With the increase in consumption there has also been an increase in the production of refuse/waste. This has led to a marked increase in pollution, but not just in the air with smoke and other emissions (sulfate aerosols, chlorine bearing chemicals, etc.) from factories and cars, but also the water (run-off) and into the ground (landfills); Energy production - also because of the increased demand for energy, new sources have been tapped such as larger dams (Aswan and Three Gorges), nuclear energy (Chernobyl), and hydroelectricity. Tourism and improved means of transportation has also made hard to reach places more accessible and susceptible to increased traffic with negative consequences being erosion and pollution (Mt. Everest, Antarctica, Galapagos, etc.); Mass consumption - Due to large increases in population, there is a greater need for food. This has resulted in the mechanization of fisheries, farms becoming factories, the use of more fertilizers and even genetically modified crops. This has resulted in some cases in the extinction or near extinction of certain species (cod) and increased production of waste and run off (from farms and factories); Green/environmental movements - this has been a new development in this century, that actually started early in many Western societies. These have a dramatic impact in many developing countries where rules are instituted regarding factory emissions, water quality, reforestation policies, use of certain chemicals, fuel efficiency, etc.; At the same time the rest of the world, East Asia, Latin America and Eastern Europe, became large culprits of pollution creation and there is evidence of global warming and depletion of the ozone layer.

Potential Readings

McNeill - All of it really, but can pick areas to emphasize - Chapter 3 – air pollution, Chapter 6 – hydrosphere – groundwater, wetlands; Chapter 11 – international politics and war; Hughes – *An Environmental History of the World* - Chapter 7 – Grand Canyon preservation and Aswan dam (Exploitation), and Chapter 8 - Chernobyl; Diamond - Chapters 10-13 Rwanda, Haiti, China and Australia; Hughes - *The Face of the Earth* - Chapters 6 and 7 - environmental movements in Russia and India; Chew – Chapter 9 on Ecological consciousness and social movements

Books and Videos

Peter Dykema -- Book Review Coordinator

Wilfred J. Bisson. *Global Connections: The World in the Early Medieval Age, 600-900 C.E.* Xlibris, 2003. 345 pp.

Peter Dykema

Arkansas Tech University

With the title *Global Connections*, Wilfred Bisson makes clear his goal to provide a "unified global narrative" for the "slice of time" 600-900 C.E. Too often, the author argues, historians have sought a unified narrative by constructing models to simplify the process, but a true global narrative requires the study of multiple histories before identifying common themes (15). This volume (the first of three planned for the medieval period) takes the reader on a world tour, from northern North America to southern Africa, addressing—at least briefly—nearly every society and civilization on the planet between 600 and 900 C.E. Special attention is paid to the spread and diffusion of peoples and cultures through migration, conquest, trade, and imitation. The most dynamic examples of this were the expansion of Islam to a world system spanning from Iberia to the Indus and the diffusion of the Tang Chinese model for imperial rule to Japan, Korea, and parts of Southeast Asia. The spread of Buddhism (used to justify political regimes) from India to Southeast Asia constitutes a third major process within the Afro-Eurasian *ecumene*. Other societies (Byzantium, the peoples of Inner Eurasia, and the Swahili coast) were firmly linked to these core regions, cultures farther afield were connected only tenuously (western Europe, western Africa), while the rest of the world (the Americas, sub-Saharan Africa, Oceania) was effectively cut off from the core "Old World" system (16). Although not addressed at any great length, Bisson credits the "medieval warm period" for making more land available for intensive cultivation, resulting in population growth and human migration across Eurasia (295). As peoples moved, they embraced the cultures of "high" civilization and created new trade routes.

During this "slice of time," the greatest centers of power, wealth, and cultural diffusion were Islam and Tang China. The author does a good job explaining how Arab Muslim armies were seen as familiar liberators to the Semitic peoples of northern Arabia, Syria, and Iraq, tired of the oppression imposed by their Byzantine Roman and Sassanid overlords (87, 90). These early conquests served as a base for continued expansion across north Africa and into central Asia. New cities, populated by Arab armies and merchant immigrants, created new centers of wealth and trade. Eventually, Arab cultural chauvinism erased any good will the conquered peoples felt towards Muslim rule and a coalition of non-Arab Muslims, Shia and non-Muslims rose up against the Umayyads (102).

Readers of the *World History Bulletin* are probably aware that the Abbasid caliphs, who followed the Umayyads, never ruled supremely nor did they really rule at all in the centuries immedi-

ately preceding their "fall" in 1258. However, the period of their rule covered in this book, 750-900, was a time of very real Abbasid power and cultural influence. Bisson describes the Abbasid era as a time of cultural synthesis, as opposed to the "digesting" of cultures that marked early Islamic expansion (239). But here the book's world-tour approach disappoints. Even though al-Andalus, the Maghrib, and parts of central Asia were functionally independent of Baghdad, the Abbasids still wielded strong influence from Libya to Persia, and their role at Islam's "vital center" deserves more than seven pages (239-45).

The chapters on Tang China and its influence succeed well. Bisson clearly defines the Tang model for success: intensive agriculture based on the "equal field system" (land owned by the emperors but granted to small farmers in exchange for taxes); an imperial bureaucracy based on competitive exams and Confucian ideology; Buddhism; a large capital city; advanced technology; a unified written script; a Chinese aesthetic for artistic development; and finally, a strong sense that China was the "central civilization" (115) that should control and influence surrounding lands. This recipe for success brought about "the season of Tang glory" 620-750 C.E. (120) and made permanent the expectation that China be united (104). Rulers of other lands in east Asia consciously imitated the Tang model. With regional variation, Chinese culture spread to and was embraced in Korea, Japan, Nanzhao in southern China, Annam in Vietnam, Parhae Manchuria, and, to a lesser degree, Tibet.

While the expansion of Islam and the spread of Chinese culture provide the most important topics for analysis (the spread of Buddhism and Indian norms of behavior—but not the caste system—into Southeast Asia is a close third), this reader also found fascinating the discussion of less central societies. I applaud the presentation of the Indian Ocean rim, "Sinbad's world," with trade rooted in new cities: new capitals, new garrison towns, new multi-ethnic port cities and caravansaries. The book provides a useful analysis of the central Asian steppe peoples, especially the role played by the Khazars due to their long alliance with the Byzantine Roman Empire and their control over a "northern alternative" to the Silk roads, one that circumvented Muslim lands (201-03). Historians interested in western Europe will be struck by the minimal coverage provided: only eleven pages (221-32). Already in the preface, Bisson states his clear desire to move away from Eurocentric historiography (16-17). Given the depressed economy and small urban population of western Europe during this time, eleven pages seem fair (the Maya only receive six!, pp. 47-53).

As I move away from the specific content of the volume to evaluate the author's overall approach, one observation comes to the fore. When dealing with the "high" civilizations of the period (Abbasid, Tang, Byzantium), the author provides abundant detail: the fortunes of individual monarchs, the contours of intellectual debates, specific instances of artistic expression.

But when presenting the truly peripheral cultures of the Americas, southern Africa, and Oceania, the author addresses a consistent list of topics: language groups, cultivated crops, monumental structures, typologies of social and ruling hierarchy (e.g. kin, tribe, chiefdoms, city-states), diffusion of ethnic groups and technology. I exemplify the contrast by comparing the detailed discussion of the controversy over icons in Byzantium (a section replete with names, dates, specific factions, and stances; 216-20) to the presentation of Africa south of the Sahara (272-86), in which not a single individual is named: Africans are not a "people without history" (272) but the impression given is that African history may be told without individual people. This anthropological and archaeological approach clearly reveals the current limitations of scholarship. For several parts of the world from 600-900 C.E., we are left with the remains of material culture or we must work backward from modern linguistic and ethnic maps to recreate earlier patterns of diffusion and migration.

To what use may this book best be put? The greatest strength and weakness of Bisson's study lie in its global scope. The "Old World" *ecumene* from Iberia to Japan is well presented; trade, migration and other cross-cultural connections are all given their due. The author refuses to promote artificial parallels for the sake of simplicity. His narrative is full of complexity. But since nearly every society is discussed, some are covered very briefly indeed, creating a narrative that can be fragmentary and may appear bewildering to undergraduates unfamiliar with the true complexity of world history. The maps are unsatisfactory: sometimes they are unclear, sometimes large chunks of land vanish into the center crease. The volume is less a textbook than a useful reference, a narrative overview. Wilfred Bisson has selected a limited slice of time, and his study succeeds on many levels. However, a complete global narrative of the early medieval age remains a difficult task and an elusive target.

Vernon O. Egger. *A History of the Muslim World to 1405: The Making of a Civilization.* Pearson / Prentice-Hall, 2004. 336 pp + xvi, glossary.

Peter Dykema

Arkansas Tech University

In this well-conceived textbook, Vernon Egger presents the "history made by the Muslim peoples" in the Muslim world, those regions ruled by Muslims or where Muslims made up much of the population. He distinguishes this from a history of the religion of Islam because "much of the history related in this book is not directly related to Islam" (xi). The narrative covers the period from the life of Muhammad to the death of Timur Lang. Political and intellectual developments are addressed more so than social and economic top-

ics, because "the social history of the Muslim world is in its infancy" (xii) and because most economic histories of the Muslim world stress connections and thus imply a sense of unity that Egger feels is too often exaggerated. Intellectual traditions provided core values for Muslims even as political regimes struggled and failed to bring stability. This lack of political unity was the norm for the Dar al-Islam. Indeed, "the fact is that Muslim political unity was shattered [already] in the third decade after the Prophet's death" (xii).

Part One covers the period 610-950. As the prophet of Islam, Muhammad led a "religious-social reform movement" (1) that attacked polytheism and tribal violence. Muhammad's political achievement was to provide the growing and increasingly influential Arab peoples with a new communal polity, the *Umma*, which promoted unity among Arabs and pointed out the inadequacies of the old tribal order (30, 35). This new-found ethnic pride and sense of purpose fueled the early expansion of Islam. Yet the early leaders of the movement seemed at a loss as to how to integrate non-Arab converts. Their relegation to second-class status provoked resentment against what was becoming Arab imperialism (33, 50). Debates over the nature of the caliphate, the role of the Prophet's family (especially 'Ali) and the place of non-Arabs in the movement, led to brutal violence among Muslims, the splitting of the *Umma* into three branches (Shi'ism, Kharijism, and Sunnism), and the Abbasid revolution of 750.

Egger portrays Abbasid rule as a victory of cosmopolitan diversity over Arab particularism, and a shift from perpetual conquest to institutional consolidation (85), but he rejects the impression that the Abbasid dynasty headed a long-lasting powerful state. Chapter 4, "The Center Cannot Hold," stresses the chaos and fragmentation made manifest by the establishment of rival caliphates in the Maghrib and Cordoba, and the assertion of regional autonomy in Persia and lands farther to the east. Countering these centrifugal forces was a sense of Muslim unity provided by vigorous trade and communication networks, the development of Islamic law (*Shari'a*) as the "basic organizing principle" of Sunni Islam, and the accommodation of Sufism to the norms of behavior demanded by the *Shari'a* (122, 127, 137).

Further developing these themes of political and sectarian division, the author argues in Part Two that the era 950-1260 was "dominated by shocking violence and disorder" (139) as all three caliphates fell and outsider groups (Iberian Christians, Normans, Crusaders, Turks, and Mongols) encroached on lands long held by Arab Muslims. Yet, it was during this same time period that the consolidation of intellectual, religious, and speculative traditions took place, along with the creation of schools and other institutions to preserve and transmit the Islamic cultural legacy. In chapter 9, "The Muslim Commonwealth," Egger elaborates creatively on the concepts of "frontier," "the city," "jihad," "slavery," and "conversion," and describes how each contributed to the formation of a common Muslim identity.

Part Three, "Mongol Hegemony 1260-1405," challenges the common opinion that the Mongol invasions led to a decline of Islamic civilization. The initial incursions by the Mongols and the devastation they wrought in the core lands of Iraq and Iran, pushed Muslim leadership and cultural development into new areas. Cairo, under the Mamlukes, replaced Baghdad as the cultural capital of the Muslim world. The sultanate of Delhi absorbed many refugees from Persia while thousands of Turks pushed farther

into Anatolia, finally displacing the Christian peasants living there and accelerating the Turkification of the peninsula (279). As the Mongol leadership in the Il-Khanate and Qipchaq Khanate (Golden Horde) converted to Islam and encouraged interaction with their brethren in the Far East, long-distance trade across Eurasia flourished as never before. Egger's narrative comes to a close with the trauma and depredation unleashed by the plague and Timur Lang, yet Islamic traditions continued to thrive (albeit in more conservative forms). The *Shari'a*, understood to reflect the will of Allah, had always developed independently of any political regime and thus unified the Dar al-Islam even when governments failed (302); likewise, by the 14th century, Sufism had become part of most Muslims' daily religious life and provided comfort and deliverance in times of crisis.

In the preface, Egger states that "the themes of the book are tradition and adaptation." Muslim traditions are rooted in the core values of Islam provided by the Qur'an, *Shari'a*, and the expectations of the *Umma*. The development of tradition and its adaptation are addressed explicitly in several chapters. However, an argument could be made that the key themes of the book are instead unity and fragmentation. While the cultural traditions of Islam promoted unity among Muslims, the author tells us again and again how the political world of Muslims was "hopelessly divided" (142). For readers of the *Bulletin*, it is important to stress that Egger actively resists any simplistic concept of a homogenous, monolithic Muslim world. His stress on violence among Muslims, disorder, chaos, and disunity is a rather obvious and important rejection of world history textbooks and syntheses that present the Dar al-Islam as a "world system" and stress economic links from Iberia to the Indus but that de-emphasize bitter sectarian conflict and political fragmentation.

The volume is well organized and presented. Each of the three parts begins with a clear introduction and each chapter opens and closes with a nice summary. The maps are helpful and are tied closely to the text, that is, each map shows exactly the place names discussed nearby in the text. Numerous illustrations, including 16 color plates, reveal the beauty and complexity of Muslim art and architecture. Because Muslims hold the Arabic Qur'an to be the words of God, etymology has always been central to understanding Islam. The author has done a fine job to explain the meaning of certain key words and prefixes and the volume contains a helpful glossary. While American university students will always have some trouble with the names and places of the Muslim world, this volume offers them assistance even as it successfully introduces the basic narrative of the history the Muslim peoples made.

Robin W. Winks and Teofilo F. Ruiz. *Medieval Europe and the World: From Late Antiquity to Modernity, 400-1500*. Oxford University Press, 2005. 302 pp + xvii; Clifford R. Backman. *The Worlds of Medieval Europe*. Oxford University Press, 2003. 462 pp + xiv.

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The European Middle Ages haven't always had the easiest time. Petrarch condemned them as the

dark ages between the light of classical antiquity and his own age of rebirth and renewal. Flavius Biondo (d. 1463) was the first to label them as medieval (*medium aevum* = "middle age"). When students spell the time period phonetically, with the result "mid-evil," I sometimes think that Petrarch and Biondo would have approved! Burckhardt described medieval Europeans as only "half awake beneath a common veil," a charge answered in the 1920s and '30s by the "revolt of the medievalists," who defended the vitality of the European Middle Ages. Today, world-historical approaches also tend to marginalize medieval Europe. For the period between 300 and 1050 (at least), Europe is treated as a backward and rural zone on the edge of Eurasia. The dar al-Islam is the star while Europe is little more than a peripheral appendage.

Although the legacy of the Western Civ paradigm (among other very valid reasons) guarantees a continued interest in the Middle Ages, academic publishers have realized that histories of medieval Europe can be re-packaged and marketed with a global emphasis. This review looks at two recent textbooks on medieval Europe and asks the question: how does the concept "world" function in their approach and presentation? Before I address that, let me quickly say that both books are strong; they each offer a solid, reliable interpretation. Oxford publishes both of them and, as one would expect, the maps, illustrations and tables are top notch. One of the texts is quite a bit longer than the other and one is more traditional. Both volumes are reasonably priced and suitable for classroom use.

Medieval Europe and the World, by Winks and Ruiz, is part of a series of new textbooks published by Oxford. Robin Winks' venerable Western civilization text has been divided into seven segments and co-authors signed on to revise the narrative in order to produce compact, accessible treatments of European history. Two other volumes also stress the word "world" in their titles: *The Ancient Mediterranean World* (Winks / Mattern-Parkes, 2004) and *Europe in a Wider World, 1350-1650* (Winks / Wandel, 2003). At its core then, the Winks / Ruiz text is a Western Civ narrative, and, despite the book's title, the authors make that point clear in the introduction: "This is not a book about the history of the world or Europe in a global context. It is a book about the history of western Europe in the Middle Ages ... but European developments did not take place in isolation" (7).

Chapter 1 addresses early Christianity from a Roman and Mediterranean perspective. Chapter 2 addresses Byzantium and Islam over half a millennium, 500-1000. Byzantium is presented as a gateway and bridge to the wider world of the east, while Islam is treated quite briefly in 13 pages (60-73). Chapter 3 moves to the west and unfolds the story through the Carolingians. Chapter 4 then picks up the narrative at the year 1000, with the title "Medieval Society: Warriors, Peasants, and Merchants," and the question "What was western Europe like around the year 1000?" Before receiving an answer, the reader is led through an obviously inserted interlude, "Europe and the World Around 1000" (107-08), which closes with the question "posed again, ... what were the social and economic structures of the West?" What follows is a treatment of feudal Europe, rural and urban life, and short sections on Jews, Muslims, and women. The authors provide examples from throughout western Europe (Spain, Sicily, France, England, German lands). Indeed, what becomes clear is that, while regional variations are acknowledged (112), "Europe" is conceived as a sufficiently generic society that

examples can be drawn from almost anywhere in it. The remainder of the volume addresses "those who pray" (the church, monks, and the Crusades), "culture and learning" (with a long section on medieval literature), "the origins of kingdoms and communities" (esp. the centralized monarchies of Castile, France, and England), and the crises of late medieval society (plague, war, revolts, and the strengthening of the state in response). Aside from these traditional topics, Chapter 8, "Political Communities: Center and Periphery" offers a treatment of diverse alternatives to the nascent Western national monarchies: the fall of Byzantium, the Ottomans, eastern European principalities (appearing for almost the first time), the Mongols, the Holy Roman Empire, and Italian city-states. Medieval Europe and the World is a fairly conventional presentation of Western Europe in the Middle Ages: social history yields to political developments and discussions of "literature and learning." The "world," in the form of Byzantium and Islam, appears at the edges but the core narrative focuses on the development of western traditions. This is no surprise given the genesis of the volume.

Clifford Backman's *The Worlds of Medieval Europe* is a much longer and more detailed analysis of medieval society (160 pp longer than Winks/Ruiz, with a smaller font). It also employs distinctive modes of analysis. Backman plays on the concept "world," using it both to describe regional systems (the Roman world, the Carolingian world) and also a mind-set, a medieval world view, which held the world, the cosmos, to be a rationally ordered place (231). Medieval civilization "regarded itself as an organic whole" (2) and "medieval people sought to recognize heterogeneity and difference while seeking to create a meaningful unity." (3) Backman argues that this desire to create unity and discover order amidst plurality is what united "the medieval worlds" (327). In turn, he places this distinctive trait in a broad political and cultural context. Revealing the influence of Peter Brown's world of late antiquity, Backman stresses the "lingering sense of European and Mediterranean unity" up to the seventh century (86). This solidarity was broken between 600 and 800 as three politically-united (but culturally amalgamated) societies arose: the Byzantine, Islamic 'Umayyad, and Carolingian empires (86, 106). After 800, the trend was towards fragmentation as Europe came to be marked by local decentralized rule, ending the "experiment" of Christian, Classical and Germanic amalgamation (137), while the effective rule of the 'Abbasid caliphs was undercut by splinter states across the Mediterranean from Spain to Egypt (168). Backman sees the eleventh century as a revolutionary time when Europeans developed new agricultural and commercial systems that allowed them to bridge the gap between political fragmentation and economic and cultural participation in a greater organic whole: the various worlds learned to function together (155, 175). In this way, Backman brings together the European-Mediterranean world system and the medieval world view.

Throughout the volume, Backman distinguishes between two Europes: the North (really the northwest, as northeastern Europe rarely appears) and the South, the Mediterranean. In a sense, Backman combines a Western Civ focus on northern Europe (but with detailed sections on social and cultural history) with a Mediterranean emphasis inspired by Brown and Braudel. The sea is treated in its totality, as a complete system. It is the commercial world where cross-cultural encounters occur. To this, Backman then adds a

cultural twist on traditional intellectual history: the medieval quest to define a rationally ordered world.

The book is very detailed and full of fascinating nuggets. Backman writes with a light touch and a sharp wit, sometimes irreverent, sometimes ironic or humorous: on several occasions his personal enthusiasm shines through. Dozens of long quotations from primary sources are imbedded into his narrative (rather than presented in separate boxes) in such a way that students can't help but to read them. This is an excellent and creative introduction into the "worlds" of the European Middle Ages.

John A. Lynn, *Battle: A History of Combat and Culture from Ancient Greece to Modern America*, Westview Press, Revised and Updated Edition, 2004. 369 pp.

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John Lynn's *Battle* is a series of cultural studies spanning Ancient Greek hoplite warfare to modern Iraq and terrorism. The linkages between these diverse armies spread across time is found in Lynn's model of practice and correction between the realities of war and the cultural expectations, military theory, and discussion of war at the time. While the historical belief that any army reflects the culture which creates it has been long established, John Lynn revisits this by developing his discourse model. Within each chapter, Lynn also chooses to demonstrate inaccuracies within recently accepted scholarship, stretching from Curtis Hanson's *The Western Way of War* which emphasizes close infantry combat to John Dower's *War without Mercy* on racism in the Pacific theater of WWII. Lynn's criticisms always have some foundation, but in covering the full sweep of Western military history Lynn cannot thoroughly disrupt any one thesis. The later chapters are the most telling. Given Lynn's broad approach covering all Western military experience, the book would not be helpful for undergraduate classes. It requires broad basic knowledge and reading in military history from the reader. While many of Lynn's points are well founded, the difficulties of modeling history also appear. Seeing the Elephant in all its guises is a difficult matter for any one book or model.

WHA membership, which includes subscriptions to the *Journal of World History* and the *World History Bulletin*, runs on a calendar year basis. Now is the time to renew for 2006 to make certain that there is no interruption in publication delivery.

Student Teacher Preparation: World History Textbook Historiography Assignment

Prof. Rick Warner
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As is well known, world history in the high school curriculum has grown impressively in recent years, mirroring the rise of changes in the field that have been called "the new

world history."¹ Teacher preparation for Advanced Placement and other world history courses is challenging, since relatively few teachers of world history at any level have received specific training in the field.² The following assignment was developed for a class entitled "Theory and Craft of World History," offered to Teacher Education students who plan on teaching world history at the secondary level. As they are approaching their student teaching days, these students become increasingly active in the planning activity of the classroom. For this reason, the details of this particular assignment were constructed largely by seminar participants.

Goal of Assignment -- The course as a whole makes connections between recent scholarly literature in the field of world history, and the practice of world history in the high school classroom. Students are encouraged to analyze world historical narratives, in this case in the form of written textbooks, based on key themes and questions that emerged in seminar discussions. The critical skills that are honed in this textbook analysis can and should be applied in developing a high school world history course. Furthermore, in allowing the assignment to percolate from the seminar itself (rather than in advance by the instructor), it is hoped that this modeling of "constructivist teaching" can also be integrated into the classroom strategies of the student teacher.³

Research Preparation -- The first six weeks of the seminar were spent working through the historical theory and debates in Ross Dunn's *New World History: A Teacher's Companion* and Patrick Manning's *Navigating World History*.⁴ Read together, these books are a solid primer of developments in world history scholarship over the past generation. The Manning book presents a fine 100-page history of the "evolution" of World History, and discusses many of the creative tensions within the field, such as the problem of scale, modeling frameworks, the place of social and cultural history and world history as a research field.

The Dunn volume features a variety of chapters, many of which are condensed or reprinted versions of important world history texts, by important figures in the field. Readers are thus introduced to world historical arguments by pioneers McNeill, Curtin, Stavrianos, and Hodgson; and by innovators Christian, Manning, and Bentley, among others. Lynda Shaffer argues that the world has developed through "southernization," as opposed to westernization. Judith Zinsser and others argue for the "gendering" of the field and the survey. Even Jared Diamond (*Guns, Germs, and Steel*) makes an entrance by the end of the book.⁵ In sum, a close reading of this reader amounts to a short course in recent world historical thinking, at least as it has taken place in WHA circles.⁶

As we proceeded through this section of the course, we decided as a group to create a

set of “master questions” that could be used to analyze world history textbooks and pedagogical plans. In essence, we attempted to see beyond the obvious features of the world history stories to think critically about the “plots,” “hidden agendas” and unquestioned assumptions in the field. All this was to be done with an eye toward pedagogy. How should our world history teaching be influenced by our critical analyses of narrative patterns? By the fifth week, the students had utilized the lessons from Dunn and Manning to edit and polish this list of “master questions.”

Master Questions:

- 1.) What is the role of the “West” in this construction? What meaning is ascribed to the “West”/“Western Civilization”?
- 2.) What types of explicit connections between regions are demonstrated in the narrative?
- 3.) What types of patterns or comparative studies are employed?
- 4.) Are there multiple perspectives offered?
- 5.) Is this history *implicitly* about progress? Or another plot?
- 6.) How/why is this history periodized?
- 7.) How is culture shown to change: diffusion, independently, syncretism/fusion, accommodation, invention from resistance?
- 8.) How are gender, race, and ethnicity issues dealt with? Are these “added on” as “cameos” or are they central to the narrative?
- 9.) How are the Earth and the environment important?

For their paper, I asked the students to look over several world history textbooks, using these questions as guidelines. I suggested using at least one “dated” world history treatment, such as that of the Durants or earlier.⁷ Would they see how “new” the “New World History” has become? I offer the assignment sheet as received by the students below, without due dates or other technicalities.

Narrative Analysis Assignment

This week we will be firming up our list of “master questions” for the analysis of world history texts that we have derived in our ongoing discussions of the Manning and Dunn texts. These group questions will define the direction for the following analytical paper.

Step One: Library Research -- Spend a few hours looking over several different world history textbooks. Modern world history texts are on two hour reserve. Spend some time with the 19th and early 20th century world history texts on the Library lower level. These are multi-volume works that represent another period of world history writing. While you are looking at traditional and modern texts, keep the master questions at hand, taking notes for your analysis.

Step Two: Analysis -- Using at least three different textbooks, construct an analytical argument based around the master questions. How do these texts differ from or resemble one another in terms of these issues? Rather than trying to answer all of the questions for several books, be selective as to how several of the key issues emerge in the texts. How do these findings relate to the views of various world historians who we have been studying? How might these texts be revised to take into account some of the theoretical viewpoints that we have seen in Manning and Dunn?

Step Three: Paper -- Write an organized essay, clearly argued and supported by course books and the textbooks. The paper should be 5-7 pages (though I will read more if you care to write more). We will be discussing the papers in class.

Outcomes -- Most students were able to identify the “Western bias” of earlier texts, and a few were able to see its subtle continuation in recent publications. Some were interested in issues of periodization. Others wrote about the lack of social history that continues to challenge world history textbook producers. A few students focused on the role of the environment, which they concluded was usually afforded “cameo status.” All of these students made connections between the history textbooks as narratives, and the “narratives” of their emerging syllabi and course plans.⁸

In sum, I do believe that the assignment was a success for several reasons. The questions for the assignment were contrived by the students themselves, or rather as a collective, placing them in the active role that they will play as educators. Textbooks as a genre, like the television news, adopt a sort of “matter-of-fact” or “objective” voice; identifying the continuity and changes in these perspectives proved to be a good critical skill to develop. At semester’s end, I noted that several of the final classroom projects, which were presented as micro-teaching sessions, indicated a high level of intentionality that mirrored their earlier attempts to critique the textbooks. Education students reported to me a sense that they now felt the necessity to think more proactively, or “outside the box,” as they constructed their course plans for high school world history. Theory and practice were linked. A few of them even promised to join the WHA!

¹ Ross E. Dunn, ed., *The New World History: A Teacher’s Companion* (Boston: Bedford/St. Martin’s, 2000).

² See part V of Patrick Manning, *Navigating World History: Historians Create a Global Past* (New York: Palgrave/Macmillan, 2003).

³ On constructivism, see Ina Claire Gabler and Michael Schroeder, *Constructivist Methods for the Secondary Classroom: Engaged Minds* (Boston: Pearson, 2003).

⁴ As cited in notes 1 and 2.

⁵ The following chapters are in Dunn, ed.:

William H. McNeill, “Beyond Western Civilization: Rebuilding the Survey, 82-87 and “The Changing Shape of World History,” 146-157; Philip D. Curtin, “Depth, Span, and Relevance,” 138-146; L.S. Stavrianos, “The Teaching of World History,” 76-81; Edmund Burke III, “Marshall G. S. Hodgson and the Hemispheric Interregional Approach to World History,” 164-174; David Christian, “Inner Eurasia as a Unit of World History,” 197-205 and “The Case for ‘Big History’,” 575-587; Patrick Manning, “Migrations of Africans to the Americas: The Impact on Africans, Africa, and the New World,” 206-221; Jerry H. Bentley, “Cross-Cultural Interaction and Periodization in World History,” 376-384; Lynda Shaffer, “Southernization,” 175-191; Judith P. Zinsser, “And Now for Something Completely Different: Gendering the World History Survey,” 476-478; Jared Diamond, “The Future of Human History as a Science,” 587-591.

⁶ We were reminded by some international attendees of the recent WHA conference in Morocco that our scholarly circle is still rather parochial, perhaps even Anglocentric.

⁷ Will and Ariel Durant, *The Story of Civilization* (New York: Simon and Schuster, 1935).

⁸ For example, one student noted that while textbooks for world history since 1500 typically start with a chapter on Europe, he would rather begin the course with an examination of the Indian Ocean world, since the mature trading system found there was, after all, the reason for Iberian voyages of the late 15th century.

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Questions About the History of Georgia in the Georgian Emigrant Literature

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Introduction: *Despite the fact that several works have been published recently in Georgia on the distinguished representatives of the Georgian political emigration, research of different issues reflected in the literature of emigrants have remained as “white spots” until today. How Georgian history has been reviewed in the emigrant literature is one of these issues. Research of this and other issues from this point of view is extremely significant for the Georgian historical science. Namely, it will contribute to the correction of the gross “mistakes” which had been made by the so-called “Soviet historiography” during 70 years of Soviet domination. The objective of the present work is to fill the existing gap. Namely, this work explores how the issues of the history of Georgia and the Caucasus of the 18th through 20th centuries were presented in the Georgian emigrant literature.*

I. About the methods of source studies of Georgian emigrants. The methods of source studies of the Georgian emigrant authors and the basis of their source studies are considered. Specifically for this purpose, works of the following authors have been studied: Mikheil (Mikhako) Tsereteli, Zurab Avalishvili, Samson Pirtskhalava, Alexandre Asatiani, Ivane

Zurabishvili, Kalistrate Salia, Shalva Amirejibi, Alexandre Manvelishvili, Petre Surguladze, David (Data) Vachnadze, Konstantine Kandelaki, Markoz Tugushi, Victor Nozadze, Tamar Papava, Elise Pataridze, Isidore Mantskava, Ivane Nanuashvili, Karlo Inasaridze, etc.

The Georgian emigrant authors used the following sources while considering the first topic: Chronicles of the Collection of old Georgian historical chronicles "Kartlis Tskhovreba" ("Life of Georgia"), the work of Ioane-Zosime "Kebay da Didebay Kartulisa Enisa" ("Praise and glory of the Georgian language". 10th century), the work of Giorgi Merchule "Life of Grigol from Khandztida" (8th century), the correspondence of the last King of Kartl-Kakheti (Eastern Georgia) Giorgi the XII (1798-1800) with the Russian military figures. Among modern Georgian and foreign authors they use works of Ilia Chavchavadze, Niko Marr, Ivane Javakhishvili, Giorgi Javakhishvili, Alexandre Javakhishvili, Iv. Jabadari, Giorgi Zdanovich (Maiashvili), Niko Khizanishvili, A. Bergson, O. Bauer, E. Nyss, E. Reclus, W. Zombardt, P. Manchini, R. Springer, W. von Freigangs, H. De. Mann, A. Bailly, H. Spenser, I. Leconte, C. Huysmans, K. Renner, L. Le Four, J.-J. Rousseau, Von List, Von Ulmann, etc.

When reviewing the history of Georgia and the Caucasus, the emigrant authors referred to the works of M. Brosset, Vakhushiti Bagrationi, Al. Tsagareli, "Georgievsk Tractate" of 1783, Russian-Georgian Treaty of 1920, Kars Treaty of 1921, the "Acts of the Caucasian Archaeographical Commission" in many volumes, the collection published by B. Butkov, travel notes of E. Spenser, the scientific works of Ivane Javakhishvili, Simon Esadze, Giorgi Gozalishvili, and Mikheil Tamarashvili.

II. Some issues of the history of Russian-Georgian relations of the 18th - 19th centuries and first quarter of the 20th century. Significant attention was paid to different aspects of some issues of the history of Russian-Georgian relations of the 18th - 19th centuries and the first quarter of the 20th century in the publications and works of the following distinguished representatives of the Georgian political emigration: Ekvtime Takaishvili, Zurab Avalishvili, Mikhako Tsereteli, Alexandre Manvelishvili, Ivane Nanuashvili, David (Data) Vachnadze, Karlo Inasaridze, etc. [1-7].

We have basically reviewed the legal aspects of the Russian-Georgian treaties of 1783 and 1920 years and the violation of these treaties by Russia, which twice annexed and occupied Georgia; unknown and less known information proving the genocide implemented against the Georgian people, and so forth.

As to a legal evaluation of the "Georgievsk Tractate" of 1783 in accordance with the standards of International Law, different works of the Georgian authors Z. Avalishvili, K. Inasaridze, Gr. Veshapeli, M. Tsereteli, Al. Manvelishvili as well as the views of the distinguished foreign scholars in the field of International Law of those times Louis Le Four, Otfid Nipold, Ernest Niss and Vattel are reviewed [2-4, 7-12].

As to the 1783 treaties, the majority of the authors observed that the Kingdom of Kartl-Kakheti (Eastern Georgia) had not lost its status on the subject of International Law by means of the abovementioned treaty, but due to this treaty a certain regime of the limited protectorate had been established between Russia and Georgia. The famous European scholars in the field of International Law, such as professors Otfid Nipold and Louis Le Four, member of the French

Academy of Sciences, as well as others who have confirmed the same [9-10]. But Dr. Karlo Inasaridze did not agree with them [7]. According to his view, the status of full protectorate was established between Russia and Eastern Georgia, and the Kingdom of Kartl-Kakheti did lose its status as being covered under International Law.

Most of the works of the Georgian emigrant authors, as well as of the above-mentioned European scholars, enable us to conclude that by means of the Georgievsk Treaty of 1783 the Kingdom of Kartl-Kakheti had not lost its status of the subject of International Law. The analogous situation took place in February-March, 1921, when the Bolshevik Russia had occupied and actually annexed the Democratic Republic of Georgia (1918-1921) grossly violating the standards of International Law.

III. Some issues of the history of Georgia in the 1990s on the pages of the Georgian emigrant magazine *Gushagi*. In 1973-1984, while the magazine *Tavisuplebis Tribuna* was being published in Paris, Giorgi Tsereteli, the distinguished representative of the Georgian political emigration (1917-1993) was the editor in chief. The total number of the published issues of the magazine was 42. In 1944, on the basis of this magazine the new magazine *Gushagi* was created by Tsereteli, who became its editor-in-chief as he had been in Paris. It is necessary to mention that *Gushagi* was beyond party politics, and did not serve the interests of any party or political trend.

Of course, *Gushagi* couldn't calmly observe the military's criminal *coup d'état* that took place in Georgia in December-January, 1991-92, and the events that took place after that. How the abovementioned events have been reflected on the pages of this magazine is the topic of this subsection. With this purpose the issues of *Gushagi* from number 27 to 30 have been reviewed [13-16].

It's necessary to note that its editorial staff took a very principal position with regards to the *coup*. G. Tsereteli himself was in Georgia in autumn, 1991. The editorial staff of *Gushagi* was very principal when assessing the events that took place after the *coup*. It would be enough to mention their assessment of the parliamentary election of 11 October 1992: "The elections of October the 11th was the mockery at democracy. It promoted neither legitimating of the State Council nor the political unity of the Georgian people, what should have been the main objective of parliamentary elections."

IV. About Turkish-Georgian relations of the first quarter of the 20th century. Many Georgian emigrant-authors (Victor Nozadze, Grigol Uratadze, Archil Donauri, Elise Pataridze, Alexandre Manvelishvili, etc.) examined the history of Turkish-Georgian relations in 1918-1921. They all came to the unanimous conclusion on the basis of the analysis of these relations: Having come to an agreement with Bolshevik Russia, behind Georgia's back, Turkey played a very negative role in the history of Georgia in the 1920s. With the support of Turkey, Bolshevik Russia occupied and actually annexed Georgia in February-March 1921. The so-called Russian-Turkish "Kars Treaty" constituted an obvious violation of the territorial integrity of Georgia. According to this treaty, Turkey had received about 13 thousand square kilometers of historical Georgian territory, which was another gross violation of the standards of International Law [17-21].

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Bradley University's annual Berlin Seminar will be held from May 28 through July 3, 2006. This program is intended for academics interested in the history and contemporary culture, society, economy, and politics of Germany and Europe. Centered at the European Academy in Berlin-Grunewald, the seminar activities include discussions with leaders from the realms of academia, culture, business, and politics. There will also be guided trips to points of historical and cultural interest, including Dresden. All sessions are conducted in English or with a professional translator. The cost is \$1300, which includes room and board in Berlin, the seminar program, and day trips. Applications are due by January 30, 2005. For further details and an application form, please visit our website at www.bradley.edu/academics/las/his/Berlin or contact Prof. John A. Williams at johnw@bradley.edu or 309-677-3182.

WHB Issue Focus

“The Question of Medieval World History”

Wilfred Bisson

Guest Editor

In these two essays, two historians explain their use of the term “medieval” as an umbrella term for the thousand year period in global history before the Columbian Exchange. Leonora Neville is Associate Professor of History and Associate Director of the Center for the Study of Early Christianity at The Catholic University of America. A specialist in Byzantine history, she recently published Authority in Byzantine Provincial Society, 950-1100 (Cambridge University Press, 2004). She teaches classes on World History, Byzantine history, the Crusades and early Islam. Wilfred Bisson is a Professor Emeritus in World History at Keene State College. Since then he has published Global Connections: The World in the Early Medieval Age 600 – 900 CE (Xlibris Press, 2003). Presently he is the editor for Era 4 (300-1000 CE) of The World History Encyclopedia to be published in late 2006 or early 2007.

[Editor’s Note: See also the first three book reviews by Peter Dykema.]

Toward a Definition of Medieval World History

Leonora Neville

Enough scholars of non-European pre-modern history describe their fields as medieval that we cannot doubt the usefulness of medieval as a term for non-European history. If the term were only appropriate for European history, the Association of Middle East Medievalists would not exist and scholars of Medieval China and Japan would talk about themselves differently. Simple utility is not necessarily the best argument for a term, however, and it is worthwhile considering how we can develop a reasoned, world-historical definition of “medieval.”

One approach is to take certain salient characteristics of the European medieval experience as definitional of any medieval period and then call all societies medieval that largely share in those characteristics. For example, in this reasoning medieval is often considered to be defined by mounted

warriors, castles and strong vertical ties of individual loyalty. Japan under the Shoguns then passes muster as medieval. Other societies and eras are considered more or less medieval depending on how many characteristics they share with Medieval Europe. The problem with this approach is that we are not justified in taking the European experience as definitional for all humanity.

Rather, we need a theoretical definition of medieval that does not depend on the traditions of European scholarship and the heritage of Latin Christendom. The approach I would prefer stems from large-scale global periodization and fits the European experience into the same conceptual framework as the rest of the world. If we do not take a few cultural or social particularities as definitional, how would “medieval” be defined? The strongest challenge to the traditional Ancient-Medieval-Modern periodization so far has come from world-system theorists disputing Wallerstein’s premise that a unique modern world-system arose in the 16th century C.E., and hence the significance of that century as a turning point. Abu-Lughod argues for a 13th century world-system.¹ Frank has argued for a millennia-old world system.² In these conceptions of world history, “medieval” has little meaning.

Another attempt at global periodization was presented by David Northrup in his presidential address at the 2004 World History Conference. An expanded version of the address, “Globalization and the Great Convergence: Rethinking World History in the Long Term,” is forthcoming in the next issue of the *Journal of World History* and professor Northrup has kindly shared an advance copy with me. Put briefly, he proposes considering human history as divided into two major eras: that of divergence and that of convergence. The first epoch of human history was characterized by the growing differentiation of humanity in terms of location, language, religion, society, culture, political organization, and technology. As humans spread across the globe they developed different languages, cultures, religions with increasing divergence. The second major phase of human history, which Northrup calls the Great Convergence, is characterized by the opposite trend of con-

vergence of all those factors that had differentiated human societies. What is now called “globalization” had its origins several millennia ago as some languages, religions, cultural and technological ideas became more dominant, claiming a larger share of humanity in their influence. Northrup put the shift from the dominance of forces of divergence to those of convergence very approximately at 1000 C.E.

Northrup’s periodization seems entirely sensible and has at least two particular strengths: it is truly global in embracing the experience of the whole of humanity without reference to the particular experiences of one group, and it integrates world-systems with the rest of human history. World-system theory is a means of discussing forces of integration and convergence regardless of when one sees a system starting. Northrup’s idea of an initial era of divergence gives a meaningful appositional context to the moments of integration posited by world-systems historians. World-systems developed slowly over time because the integrating, convergent, events were set against inclinations to diversity and individuation. Northrup’s two part scheme of history covers the whole of human history from the initial spread of humans across the globe up to our own era, fitting our experience of globalization in a deep historical context.

While Northrup considers the fact that it “eliminates the most problematic categories, medieval and early modern, and their fixed Eurocentric timeframes” as one of the strengths of his proposal, it is also possible to build on the Great Convergence periodization concept to create a truly global definition of medieval that is in fact not so problematic. If the tipping point between divergence and convergence is placed around 1000 C.E., then the medieval period is that of most intense competition between those forces; or more precisely the period of relative equipoise between divergence and convergence characterized by simultaneous movement toward both. A millennium straddling the tipping point is a reasonable transitional period which may be called humanity’s “middle age,” a period characterized by the commingling and contesting of trends toward greater individuation and trends

toward greater convergence of polity, language, culture and society.

Well and good, but is this merely a word-game? Does the "period of intense competition between trends of divergence and convergence" correspond to anything one would call "medieval?" Does this competition have anything to do with mounted warriors and castles? Particularities of military technology aside, a castle is a force for political integration when the ruler is using it to extend central authority and a force for individuation when local potentates are using it to resist central authority. Both cases point to a contestation between central and local authority characteristic of contention between trends toward political integration and individuation. Other central tensions of the Medieval European experience—regarding, for example, the use of vernacular languages, conversion, suppression of heresy, investiture and control of religious authority—can be interpreted meaningfully using the idea of contention between trends of divergence and convergence as an explanatory rubric.

In addition to working sensibly for the European experience, this definition of "medieval" has explanatory power for discussions of non-European history. It speaks well to the central tensions of Byzantine history between the steady extension of an Orthodox cultural discourse and increasing political fragmentation and cultural differentiation within the Byzantine "commonwealth." A similar tension between growing commonality of religious culture and political individuation is evident in the Medieval Abode of Islam.³ To my eye the definition seems potentially useful elsewhere as well.

While the millennium of transition surrounding 1000 C.E. provides a fine round number, conveniently corresponding to the traditional periodization of the Middle Ages, more meaningful temporal boundaries of the medieval period may arise from this definition. Societies that maintain individuated forms, that are less integrated into the modern world, are often called medieval well past 1500 C.E. This is the reason why Medieval Japan ends in 1868 and why David Morgan ends his history of Medieval Persia in 1797.⁴ Use of the term medieval in these contexts highlights lingering aspects of cultural and political individuation and divergence; enduring characteristics of the first era of human history. Concerning the beginning of the medieval era, the traditional idea that it began with the "fall" of the Roman Empire has been eroded by scholarship on Late Antiquity which emphasizes continuities and gradual changes across what had been seen as the great divide between the Ancient and Medieval Worlds. Taking the emergence of forces of convergence as the beginnings of the Medieval world, then the Roman formation of a pan-Mediterranean empire was a trend toward the medieval. Similarly the establishment of a stable tribute relationship between the Han dynasty and the Xiongnu confederation, by creating

significant bonds between two geographical, socially, and culturally disparate societies can be seen as a significant step toward Eurasian economic integration and hence eventual convergence. The development and spread of Buddhism, Christianity, and Islam were clearly major forces for convergence of the medieval world. Fixing firm start and end-points on the medieval world remains an elusive—and largely pedantic—goal, because some trends toward convergence are seen in the Bronze Age and the human capacity for divergence is not yet depleted. Looking beyond Eurasia and taking account of the continued vitality of forces of divergence in Oceania and the western hemisphere through the second millennium C.E. However, it does seem that the humanity on aggregate switched to experiencing more convergence than divergence some time between 500 and 1500 C.E.

Some may argue that even with the backing of a definition based on global periodization, the term "medieval" is too tightly bound to a tired Eurocentric viewpoint to be salutary. Why not fully accept Northrup's division of human history into only two phases? I submit that the era of maximal competition between roughly matched trends to divergence and convergence has a particular character sufficiently unlike those before and after to be worthy of its own name. A new, culturally neutral term could be invented to describe this middle era. But in light of the currency enjoyed by "medieval" and its literal meaning of "middle era," endeavoring to dethrone it in favor of a synonym seems pedantic if not obscurantist. Thus while further research clearly is needed to confirm the ideas presented here, I remain for the moment a scholar of Medieval World History.

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The Relevance and Legitimacy of Medieval World History.¹

Wilfred Bisson

In this essay, I argue that it is desirable for World Historians to use a common plan of periodization for all regions of the world. Historical periods have little more intrinsic reality than the centuries in any dating system or the chapters in a book, but as imaginary constructs, they are useful in packaging and explaining the past.

While regional specialists may prefer regional periodization systems because they allow them to concentrate more intensely on their particular region, the world historian must think and speak in terms of the big picture; the world historian can't afford the tunnel vision that can afflict the regional specialist. As William A. Green wrote, "The theoretical requirements of regional historians are not identical with those of global historians. World historians must identify conditions and forces that provide common denominators for all regions of the globe"² A global system of periodization is an aid to the careful generalization that is the hallmark of good world history.

Not only is global periodization useful in constructing broad generalizations, but it is also necessary for establishing what I call *contemporarality*, the quality of events taking place at the same time. It is important for the student of world history to know that, while Charlemagne's armies were stamping out paganism among the Saxon tribesmen, craftsmen in Baghdad were learning to make paper while the Tang Dynasty was recovering from the An Lu-shan Rebellion, which had nearly toppled the dynasty. The perennial series of wars between the rulers of Tikal and Kalakmul were winding down and the Polynesians were about to discover Easter Island.

Establishing contemporarality is also important to avoid making anachronistic comparisons between the Eastern and Western Hemispheres. It is sometimes said, for example, that there was a "time warp"³ between the two hemispheres; that the development of Andean and Mesoamerican civilizations recapitulated that of Sumeria of 4000 B.C.E. While I am not an Americanist, I suspect that idea reflects an inadequate appreciation for the uniqueness of pre-colonial American civilizations and is, in fact, Eurocentric in the sense of Western Civilization as the heir to the ancient Middle East. Certainly, there was nothing in ancient Sumeria to compare with the Inca's great empire and achievement.

Many civilizations have their own systems of historical periodization. The Chinese, for whom compiling histories was a sacred duty, until recently chronicled their past by dynasties. Chinese history was organized into ten to fourteen major dynasties; with inter-dynastic periods of varying lengths. For the Classic Maya, history as

well as time was measured by the “Long Count” calendar, a very complex system of interlocking long and short cycles spanning thousands of years. For the Muslims, the most significant division in human history was between The Age of Ignorance (before Islam) and the Islamic Age. The great Muslim historian, Ibn Khaldun, like the Chinese, was interested in the rise and fall of dynasties, and that played a large role in his periodization.

Before the Renaissance, Western European historians divided history into six ages, after the biblical six days of creation, or in four ages, from the four monarchies of the book of Daniel. During the early years of the Renaissance, Italian scholars became aware of the cultural poverty of their own times when compared with that of Classical antiquity. For them, there were only two periods in history: the Ancient Classical Age and the subsequent Dark Age, in which they believed they were living. But, by the early 15th century, shortly before the invention of the Gutenberg printing press, humanists decided they were experiencing a rebirth of the Classical Age. It was then that Flavio Biondo coined the term “medieval.” Medieval referred to the “middle period,” the benighted age between Classical Antiquity and the enlightened age of Renaissance.

The term “medieval” often implies a range of traits sometimes characteristic of Western Europe in the period between 500 and 1500 C.E. Among these are knighthood, chivalry, troubadours singing of courtly love and, especially, feudalism. Feudalism, a term first used in the 17th century, has acquired so many definitions that many historians consider it a useless term. Nevertheless, historians see in some non-European societies similarities with medieval Europe. Thus, they speak of feudal Japan or medieval India. The problem with that is that feudal Japan’s dates run from the eleventh century to 1868, and many Indian historians mean India under Muslim rule (12th to late 18th centuries) whenever they refer to medieval India.

An ideal system of global periodization would be based on global events rather than the experiences of any one culture or civilization. Perhaps climatological events, which can be discovered cores from the Greenland or Antarctic ice caps, would give us a framework. We could use the end of the Ice Age (if we could agree on when the Ice Age ended) as a baseline. Or, we could arbitrarily agree that the Holocene dates from 10,000 years before the present, so that now we are living in the eleventh millennium of the Holocene. In that case, what we call the medieval period (500-1500) would be the top of the ninth and bottom of the tenth Holocene millennia. The awkwardness of this is readily apparent.

Despite its inelegant fit in non-European contexts, many world historians use “medieval” -- for lack of anything better -- as a term to designate a global age. Andre

Gunder Frank, whom no one refers to as Eurocentric, offered a conventional scheme of periodization, the “modern period since 1500 C.E., the medieval period from 500 to 1500 C.E., the classical period from 500 B.C.E. to 500 C.E., the period of late antiquity or ancient history from 1500 to 500 B.C.E., and the periods of earlier antiquity before 1500 B.C.E.”⁴ We are more and more hearing about the Chinese medieval age, or the West African medieval period.

But the use of medieval as a global age is by no means universal, and historians in some areas are offended by its use in their specialties. Mesoamericanists, in particular, are appalled to hear about Medieval America because what actually corresponds to the Early Medieval Period in Europe is the Classic Period in Mesoamerica. Many historians object to thus discussing global history always in reference to Europe. As one remarked, to speak about Medieval China or Medieval Japan is kind of like saying Ming Era Africa or Tokugawa France. What about Europe during the Classic Maya Period? But there is no other word that has wide usage for the millennium before Columbus. Inelegant and inaccurate as it is, we are stuck with “medieval” until a consensus on a new term emerges.

In my book,⁵ the 1000- to 1200-year period that straddles the turn of the first millennium is called the medieval age for all areas of the world. It is my contention that these 1000 – 1200 years constitute a natural unit, or several parallel natural units of global history, but perhaps the term “medieval” is very poorly tailored to describe it.

In that thousand years before Columbus, regardless of the title by which we refer to it, there was coherence. As Jeremy Bentley points out, 500 – 1500 C.E. was a period of hemispheric integration in the Eastern Hemisphere⁶. A parallel historical period was transpiring independently in the Western Hemisphere. Similar historical processes were taking place on a global scale. Populations were growing, areas of sedentary agriculture were becoming more extensive, cities were being founded and growing, new states were emerging, and regional civilizations were expanding.

During this global medieval period, most civilizations and cultures in the Eastern Hemisphere were part of or had some connection with the *ecumene*, a zone in which a continuum of cultures and civilizations interconnected and interacted, and were influenced culturally by four significant civilizations: Chinese, Indian, Islamic, and Christian European.

This *ecumene*, called the North African-Eurasian *ecumene* or sometimes the Afrasian *ecumene*, spanned the Eastern Hemisphere from Ireland to Bali, and from the Sahara Desert to the Central Asian steppe and Siberian forests. In that zone, technologies, mathematics, sciences, trade, agricultural techniques and crops, religious concepts, art motifs, musical instruments, dance forms, and much else diffused to and modified civ-

ilizations throughout the *ecumene*. Though paper, gunpowder and printing originated in China and Arabic numerals in India, they became the cultural property of the whole *ecumene*.

The medieval period in the North African /Eurasian *ecumene* can be organized into three or more phases.

The first phase, roughly 300 - 650 C.E., has been called the Age of Southernization.⁷ During this period India was the dynamic center from which Buddhism, and systems of religious organization, such as monasteries as well as motifs in religious art, such as the halo, emanated. India was the center of a vast system of intra-hemispheric trade, stretching from the Mediterranean and the East African coast, to the peninsula and islands of Southeast Asia by sea; and through the mountains of Central Asia to China by overland caravans. Over these routes, traveled industrial technologies, such as methods of making cotton fabric, granulated sugar and even distilled alcohol. From India, Southeast Asian as well as Indian crops began to disseminate to the West as well as to China: spinach, cotton, sugar cane, coconuts, bananas, taro, and the like. In Southeast Asia, in particular, Southernization was pronounced as Southeast Asian peoples founded states modeled after those in India, and used Hindu ideas of kingship as royal ideologies.

In much of the age of Southernization, India may have been the wealthiest area in the world. At the same time, China, although technologically dynamic, was disunited and beset by barbarian invaders. The Mediterranean world was suffering the trauma accompanying the decline and fall of the Roman Empire and repeated military defeats.

In the second phase, roughly from 650 - 1200, of the medieval millennium, the *ecumene* had two centers: China during the Tang-Song dynasties and the Islamic world during its Golden Age. China was the wealthiest, the most populous, the most literate, and often the most powerful civilization in the *ecumene* and probably the world. It was also the fount of many, if not most of the technological innovations in the *ecumene* during this age. Gunpowder, paper, printing, and porcelain were only some of China’s technological gifts. During this age, Chinese civilization was mimicked over much of East Asia, including Korea, Japan, and Vietnam.

But the most extensive and expansive Eurasian civilization during the second phase of the medieval millennium was Islamic civilization. This was, in many ways, the central civilization of the Eastern Hemisphere, and has been called the first “world civilization.” It was contiguous to each of the other three leading Eurasian civilizations, and traded and interacted with the whole *ecumene* as well as the Western Sudan and the East African coast. Islamic civilization was heir to Hellenistic Greece as well as Sasanian Persia. The Muslims created a new

civilization by synthesizing elements from Greece, Persia, India, and China. From Greece, they took classical Greek philosophy; from India, they acquired mathematical concepts and scientific ideas; and from China, came alchemy as well as many technological innovations. Islamic civilization, in its role as the central civilization, served as a transmission belt for the diffusion of crops, technology, and ideas among the other Eurasian civilizations.

The diffusion of papermaking from China is a case in point. In 751, an army of the Tang Dynasty, commanded by a Korean general fought a Muslim army for the control of Central Asia at the Battle of Talas in the Ferghana Valley in modern Kyrgyzstan. The Muslims, by skillful use of their Turkish cavalry, defeated the Tang army and took the Chinese soldiers captive. Some of the Chinese prisoners showed the Muslims the art of papermaking. Soon, papermakers appeared in the metropolis of the Muslim world, Baghdad. It was readily introduced into all the Muslim territories. Christian West Europeans learned the mystery of paper making from the Muslims in Spain in the eleventh century.

During this second phase of the AfroEurasian medieval period, the civilization of the Christian West experienced a contraction. The Roman Empire was seriously truncated. Germanic tribes had, in the previous phase destroyed the imperial structure in Western Europe. In the seventh century, the Islamic juggernaut conquered many of the most urbanized and prosperous Roman provinces. These provinces, from Spain through North Africa and Egypt to western Asia now contributed their wealth and creativity to the rising Islamic civilization. Most of the remainder of Christian Roman Empire suffered declines in population as well as de-urbanization. This was the situation until late in the tenth century, when the European population began a slow but continuous rise, the area under the plow began to expand, and new surplus wealth was produced. However, it would require several more centuries for the Europeans to catch up with the other high civilizations of the *ecumene* in technology and sophistication.

By the last phase of the AfroEurasian medieval period, 1200 – 1500, Europeans had made great strides in closing the technology and sophistication gap between Europe and the other high civilizations of Eurasia. But the differential was never completely erased in the medieval age, in many respects it continued until the seventeenth century.

During the late medieval period, the Islamic world continued in its dual role as the central civilization of the AfroEurasian *ecumene* and the transmission belt for diffusing cultural traits among the civilizations of the *ecumene* and beyond into Africa south of the Sahara. Despite the loss of most of Spain at the battle of Las Navas de Tolosa in July of 1212, the area of influence of Islam continued to expand. While Muslim forces

were losing Spain, other Muslim groups from Central Asia were conquering India, where, as South Asia, about half of the world's Muslim population live today. Muslim kingdoms and empires had emerged in the Western Sudan and, in the Eastern Sudan, they had overrun the Christian kingdoms of Dongola and Marcuria on the Nile. In Europe, Turkish Muslims toppled the venerable Byzantine Empire and took over its former territories in the Balkans. Intra-hemispheric commerce increased under Muslim auspices, especially during the thirteenth and part of the fourteenth centuries, when Mongol conquests created a *Pax Mongolica* from Hangzhou to Novgorod and Beijing to Baghdad.

The Indian Ocean became a Muslim lake, with Muslim ports dotting its shores from East Africa to, by the fifteenth century, the Malay Peninsula and Java.

During the Medieval millennium, then, civilizations and peoples from North Africa and most of Eurasia were interconnected into a single historical unit. To speak of a single historical period for these peoples and civilizations might be justified, but can this periodization be extended to the rest of the world? Let us examine the two largest areas in “the rest of the world”, Africa south of the Sahara and the Americas.

Although Africa south of the Sahara was only peripherally connected with the North African-Eurasian *ecumene*, important changes occurred in this region which makes the period 300 - 1500 a natural period for that region. Trade and the diffusion of cultural influences with the Mediterranean and Eurasian world, both across the Sahara Desert and the Indian Ocean were becoming more important than before. Camels were becoming more numerous in Africa since the beginning of the Common Era, which, with the introduction of dates from western Asia, promoted the growth of camel pastoralism and oasis farming in the Sahara.

Although the peoples south of the Sahara continued to develop their civilizations according to their own internal dynamics, the wider and more frequent connections with the AfroEurasian *ecumene* modified them in important ways:

Islam and Islamic culture spread across the savannahs north of the forested area, and in the city states along the East Coast, bringing with it not only religious ideas, but also important systems of political organization. Much of Africa, in being Islamized, joined the Islamic world, the central civilization of the *ecumene*.

New food crops, such as Asian rice, bananas, Asian yams, coconuts, sugarcane, taro and so forth, diffused from the East Coast across the continent to West Africa. The Indonesians, who settled Madagascar early in the Common Era, probably introduced some of these crops. Diffusion across the continent, along the Zambezi valley, north along the chain of Great lakes, across the Equatorial forest to the West African forested area constituted a process requiring

centuries, but it was substantially complete early in the second millennium.

Wherever these new crops, especially bananas, appeared, they stimulated an impressive rise in populations, resulting in the growth of numerous city-states and small kingdoms in the West African forest, the Great lakes area, and the southern edge of the Equatorial forest.

The growth of intra-hemispheric trade both across the Sahara and the Indian Ocean promoted the aggrandizement of trading states and empires, such as Ghana and Kanem in the western Sudan, and Maputo and Zimbabwe in the southern savannahs.

Thus, the histories of AfroEurasia and Africa south of the Sahara during the medieval millennium have many connections, some of which are only now being discovered. But that is not the case with the Americas.

The Americas during this period existed in their own solitudes, with only fleeting and unimportant contacts with the AfroEurasian *ecumene*. Though there was no significant connection between AfroEurasia and the Americas during this period, there were some interesting parallels. Among these parallels are the spread of agriculture, the growth of cities, and the formation of states. An interesting coincidence is the parallel development of Hindu and Maya mathematical ideas, including, perhaps, the concept of zero.

100 - 1000 C.E. and 1000 - 1500 C.E. are the natural phases of the medieval period the Americas. The first of these phases witnessed the rise and fall of the Tiwanaku, Wari, and the Classic Maya civilizations. In southeast North America and the Mississippi Valley, a series of mound-builder civilizations flourished as maize, beans, and squash, the three sisters of Native American agriculture, were progressively adapted to shorter and shorter growing seasons.

In the second of these phases, Andean civilization flourished again with the emergence of the Chimu kingdom and later, the Incan empire established its brief but spectacular hegemony over much of the Andes. In Mesoamerica during this phase, first the Toltecs and later, the Aztecs enjoyed their times of glory, while urbanized agrarian civilization spread to the Mississippi and Amazon valleys as well as to the *pueblos* of the North American Southwest.

The existence of some parallel development has not been well explained; it manifestly did not happen by diffusion from the Eastern Hemisphere, nor do global climate patterns seem to hold the key. The Medieval Warm Period (ninth through thirteenth centuries), during which the climates of the earth were perceptibly warmer than before or since, had differing consequences in Eurasia than in much of the Americas. While in Europe, the area under cultivation steadily expanded, in the Andes, Mesoamerica, as well as in the North American southwest, the Medieval Warm Period was accompanied by centuries of drought, destruction of cities,

and famine. These centuries of repeated drought were among the main causes for the collapse of the Classic Maya civilization.

If there was scant or no connection between the Americas and the civilizations of the Eastern Hemisphere, does it make sense, despite the parallels, to speak of a single global Medieval Millennium (or perhaps millennium and a quarter)? Instead of imposing a uniform periodization on pre-modern world history, wouldn't it be better to speak of two and possibly more regional periods?

If the thousand or twelve hundred years before the Columbian Exchange makes a coherent historical period in the Eastern Hemisphere, and a parallel one in the Western Hemisphere, and in order to see the "Big Picture" we wish a common periodization throughout the globe, what shall this period be known as? The term "medieval" is gaining currency and, unless those who object to its use agree on a substitute, it will win the field. We do not define the terms we use; their definitions are thrust on us by usage. Although the term, "Medieval World History" may be illegitimate, the content is relevant.

¹ A modified and shorter version of this paper was presented at the Southeast World History Association Conference, Virginia Military Institute, October 14, 2005

² William A. Green: "Periodization in European and World History" in *Journal of World History* 3,1 (Spring 1992) 51

³ Green, 51

⁴ Andre Gunder Frank: "A Theoretical Introduction to 5000 Years of World System History" in *Review*, 13, 2 (Spring 1990) 155-248

⁵ Wilfred Bisson: *Global Connections, the World in the Early Medieval Age 300 - 900 CE* (Philadelphia: Xlibris Press, 2003)

⁶ Jeremy Bentley: "Hemispheric Integration, 500 - 1500 C.E." in *Journal of World History*, 9, 2 (Fall 1998) 237-254

⁷ Linda Shaffer: "Southernization" in *Journal of World History*. 5, 1 (Spring 1994) 1 - 22

Reporting From the Morocco

Deborah Smith Johnston

On of the most interesting developments at the WHA meeting in Morocco was the evolution of a discussion about how to further internationalize the association. The conference attracted participants from at least five continents (if we are to fall into that myth of organization:!) The two part discussion on Historiography in part evolved into debate about what the WHA can do to make itself more attractive to researchers and teachers outside of the United States. As a result, a spontaneous roundtable emerged near the end of the conference that sought to initiate this dialogue. The WHA hopes that this discussion will continue in the coming months. What was clear from the discussion is that a small organization such as the WHA cannot take on these initiatives by themselves. These need to be individual initiatives in large part though the WHA is of course willing to provide an electronic forum and conference time to help facilitate these efforts.

Suggestions Offered:

A high level meeting of 26 international should be convened to discuss the state of the field abroad. (Anand Yang)

Using Pan-Africanism as a model, world history scholars might hope to begin a movement that is not bound by any one particular national boundary. (David Northrup)

There should be continued publications in *World History Connected* and the *Journal of World History* on historiography and the continued global gap between world history that is taught in the schools and the research that occurs in universities. (Peter Stearns)

An effort for global publication in world history in languages other than English. (Sharon Cohen) (Note: the conference did have papers delivered in both French and English).

Initiate a dialogue around what the ten best world history articles are so that they might be translated into French and Spanish (and...). International graduate students might be recruited to do the translations. (Jeffrey)

Use personal networks to help push the research agenda forward abroad, creating inter-disciplinary and international connections for publications. Markus Weiner could edit for future publication a collected works from different countries. (Pat Manning)

Personal contacts and email announcements to specialized list serves and at teacher training institutes can help to promote this agenda. (Nancy Jorczak)

There needs to be a commitment to a multi-lingual approach. On H-World there are 300 out of the 1500 subscribers from out of the United States. The discourse is in English but it is essential that citations be given in all relevant languages.

Future conferences might utilize inter-

national art collections and/or issues that are locally available. (art museum connections for example).

At the WHA conference, consider spending plenary speaker funds instead on bringing in people who cannot afford it and involving them in the meeting in meaningful ways. (Anand Yang)

More meetings should be held in "third world" locales in order to address the lack of access to books, conferences, materials, and archive access due to political and financial problems that many scholars in the developing world have. (Ravi Palat) (Note: there were ten historians at the WHA conference from Morocco as part of the hosting agreement. D.N.)

Identify international scholars, create an international advisory board, and initiate correspondence between a group of scholars. (Peter Stearns)

Compose a survey to be placed on the WHA and *World History Connected* websites that would address how best to accommodate international efforts. (Deb Johnston)

" Realize that this is a long term project. There is a gap between the US and abroad in terms of where people are at.

Make an effort in publications to cite and utilize publications from abroad as well as make use of the historiography from elsewhere. (Rick)

Encourage editors of the *Journal of World History* to ask authors whether or not they have considered globally diverse sources? (Pat Manning)

Improve the quality of the web site in order to attract more international use. (Leslie Witz)

Be aware of differing political and curricular restrictions in different locations.

Questions Raised:

What is the nature of the World History Association? Is it a national or international organization? Presuming it is international, further contacts with UNESCO and World Heritage as well as having a visible museum/ public history presence would benefit the organization. For example, the Goree slave site.

How do we get in touch with secondary education and departments of education abroad? Need to solicit global educators in Japan, China, Europe around these areas. (Nancy Jorczak)

How do we involve public historians, museums, and others involved in the cultural wars in the debate? For example, the controversy over the Timbuktu manuscripts in Rabat would have been interesting at this conference. (Leslie Witz)

Is World History a research or a teaching field? (Pat Manning)

We can assume that Moroccans are doing world history, but who is doing world history in India? No-one...it is all happening out of India. (Anand Yang)

How do we bring in new membership? [given the predominance of North American members, (stemming from the area studies

VOLUNTEERS NEEDED

The *World History Bulletin* is seeking volunteers to review books and videos for future issues. For more information, or to request available titles, contact either Peter Dykema (Book Review Coordinator) at peter.dykema@atu.edu or Micheal Tarver (*Bulletin* Editor) at bulletin@thewha.org

background in the states]

How can we increase cross-fertilization between researchers? Can the Journal of World History make more of an effort to solicit articles that cite from global historiography?

Is there an international audience for seminal books in the field? Publications in Hong Kong, Singapore, Japan and India for less. Can we look into this? (Howard Dooley)

In summary,

1. Through independent initiatives, consider research agendas which require global contributions.

2. Personal contact and networks, amongst public historians, secondary school teachers and research historians, are important in this next stage of expanding our membership base.

3. Use our existing publications and electronic forums to encourage more non-English submissions.

4. Ensure that there is an opportunity at the annual meetings, particularly those that are not in North America, for dialogue and outreach to international scholars.

5. Actively recruit in order to gradually diversify the WHA.

WORLD HISTORY CONFERENCE IN BEIJING

On October 12-13, Capital Normal University in Beijing hosted a large scale conference titled, "Teaching World History in the World". The conference convenor was Professor Liu Xincheng, Vice-President, Capital Normal University and Director of its Center of Global History.

With well over 150 in attendance, the conference featured 17 main speakers, eleven of whom came from overseas, and six round-table workshops. Simultaneous translation, and the fluency in English of many of the leading Chinese scholars, helped considerably with the exchange of ideas and information.

Of the foreign scholars present, three came from the United States: Tom Taylor (Seattle University), Anne Perez Hattori (University of Guam), and Jerry Bentley (Hawaii), who was instrumental in organizing the conference. Two came from Canada, also strangely enough from the Pacific Rim: Luke Cossey (Simon Fraser University) and Ralph Croizier from Mayne Island, a place even smaller than Guam. Paul D'Arcy (James Cook University) was from Australia, while Europe was represented by Luigi Cajani (Rome University), Eckhardt Fuchs (Mannheim University), and Igor Danikevski from Russia. Paola Andrea Castano Rodriguez (Andes University, Colombia) rounded out the list of foreign invitees.

The hosts' desire to have a sampling of world history as practiced around the world, not just in the United States, was further indicated by invitations to scholars in South Africa and Norway who had to cancel at the last minute.

The keen interest in world, or as many Chinese prefer, "global history", was further manifested by the large attendance, the warm hospitality, and the presence of scholars from many parts of China and many of its most prestigious academic institutions.

At a time of rising nationalism in China, it is significant that cosmopolitan currents, and a desire to connect with like minded colleagues around the world, are also running strongly in the country with the world's soon to be second largest economy.

Ralph Croizier, University of Victoria

WHA Teaching Prize

The World History Association enthusiastically invites submissions for its 2006 Teaching Prize. Developed to encourage the use of current world history research in classroom practice, the prize recognizes lesson plans either inspired by or directly related to historical scholarship published within the last ten years in books or journals like the *Journal of World History*.

The prize in the amount of \$500 is presented at the WHA Annual Meeting in June, and the winning lesson plan is published in the Fall issue of the *World History Bulletin*. **See page 15 in this issue for the winning lesson plan of the 2005 Teaching Prize, "Is There Really Something New Under the Sun?" by Monica Bond-Lamberty, James Madison Memorial High School, Madison, Wisconsin.**

Submissions from all grade levels are welcome. For more information, please visit <http://www.thewha.org>

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A Look Back

The following essay by Ronald Wiltse appeared in the Fall/Winter 1991-1992 issue of the World History Bulletin (Volume VIII No. 2).

Suggestions for a Beginning Secondary World History Teacher

Ronald Wiltse

As a recent college graduate beginning a career teaching world history to junior or senior high school students, you have reached a ledge on your upward climb toward the goal of becoming a competent, effective, and occasionally- perhaps - exciting world history teacher. Up to this point you have presumably had good guidance toward this end; from now on you will probably receive no more. This lack of future guidance, coupled with little time to prepare (and that includes just thinking about what you are studying), is an inherent dilemma of the world history teacher, apart from any difficulties that may be encountered (such as the particular students being taught and a lack of understanding and cooperation by administrators).

The purpose of this article is to give some suggestions to beginning secondary world history teachers. Most of these will apply to teachers of other secondary history courses, and some might even apply to young college instructors whose training is primarily in the subject itself, rather than in the effective instruction of it. Without some direction and plan, the secondary history teacher is probably going to remain bound to the text, dependent on publisher-supplied support material, frequently asking, "What am I going to do tomorrow?" and doomed to becoming bored with the subject. These suggestions are not aimed at the young history teacher who sees teaching as a step toward achieving the actual goal of becoming a school administrator, but at the teacher who truly intends to teach world history for the next forty-odd years.

During your first year of teaching you will probably have about all you can do trying to stay afloat, yet even then you can be thinking in terms of long-range goals. To emphasize their importance I wish to present two points first, and separately, before proceeding to general and specific suggestions. Please note that these suggestions are not meant to be comprehensive.

First, **plan and organize**. Planning enables you to make the most of your limited time and arrange your priorities so that you don't spend time on activities of lesser importance at the expense of the more important ones; organizing means that a little extra time spent today (filing, for instance) will spare redoing or looking for misplaced work next year. The amount of physical material you will gradually accumulate, whether notes, articles, maps, or anything else, demands a well thought out system of organization. Most teachers, in my experience, are not very organized.

The second point cannot be overemphasized: **consider your students to be all the students you will ever have**, not just those assigned to you this term. Thus you need a long-range strategy because you are not planning for just this year's classes. Let us say by way of example that you have four major lessons to plan for the following week. You do not have time to prepare all four adequately, much less really well. If you are thinking only of the students currently assigned to you, you will probably decide to prepare all four equally, and therefore none really well. This may be the best solution for your current students. If, however, you think of what is best for all your students present and future, you may find it best to prepare one of these four lessons really well, and virtually ignore the other three. If such a procedure is consistently followed, each year the number of quality lessons more-or-less permanently added to your memory (or at least to your lesson plan file) will grow. And, well prepared lessons tend to stick in the memory better, enabling you gradually to become more independent of notes and lesson plans and better able to answer students' questions as they arise.

GENERAL SUGGESTIONS

1. Try to teach a well-balanced course. The temptation, when the text is too long to cover adequately (and my opinion is that most are), is to skip those sections which are of little interest to the teacher, or about which the teacher knows little (a teacher was once heard to remark, "I don't teach China because I don't know anything about Chinese history"). This might be justified in the first year of teaching, when the initial demands of class preparation seem overwhelming. But as soon as possible, teach exactly those parts you would just as soon skip. You may not do a very good job the first time, but you will never become a well-balanced teacher (that means, in part, not overemphasizing your particular interests to the detriment of the whole) unless you become conversant with the whole subject matter. The other temptation is to begin the year without a constant eye on the time remaining, and then to find at the end of May that you have only reached, say, the French Revolution. This common sin-and it is more than just a peccadillo-prevents your students from seeing how the past is connected to the present (a specific suggestion on how to avoid this will be given later).

2. Don't present a false image of what you are. Don't try to pass yourself off as an expert in any area unless you really are. Admit to your students that you, too, are a student, if a more advanced one than they are. Practice saying, "I don't know." And if a student catches you in a mistake, don't be defensive about it-you might thank the "lowly" student for helping you learn something. At least for the first years of teaching, you should be learning more each year than most of your students.

3. Develop a professional attitude toward your subject. World history is a specialty, despite the reluctance of many professional historians to recognize this. It is difficult to present the history of the world as a cohesive, comprehensible whole (as opposed to merely a long string of events). World history is therefore not a subject that anyone on a faculty can teach well, though it seems so to many administrators, and recent

texts come with so many helps that it is possible for just about anyone to muddle along in a way that appears adequate to an outsider (and if most professional historians are outsiders to this specialty, certainly most administrators are). At the university level it is the unusual professor, like Crane Brinton of Harvard of the last generation, or William McNeill (University of Chicago) of the present, who actually specializes in world history. And likewise, most world history textbooks on the secondary level are written by history professors for whom world history is not a specialty. No one should be surprised, therefore, that most secondary history textbooks reflect an attitude by their authors that any trained historian is qualified to write a world history textbook—after all, the process involves little more than listing “x” number of past events. The world of secondary history texts is not the same as that of the college history texts you are used to. Rarely, as far as I know, does a secondary world history book reflect a mastery of the whole subject matter to the degree that is useful to present a coherent picture of the whole. The best I know of—William McNeill’s *Ecumene* (the current title is *A History of the Human Community*)—was not nearly as successful in the marketplace as it should have been.

Part of the professional attitude is realizing that interpretation of the subject matter is not optional, that interpretations change, that trends in teaching world history change, and that even the known facts change. To keep up with the state of history and history teaching after leaving college basically means joining a professional association. For the secondary world history teacher there are three important organizations.

The American Historical Association, (400 A Street, S.E., Washington, D.C. 20003) is the general academic historical association in the United States. Its journal, *The American Historical Review*, contains useful book reviews and monographs.

The Society for History Education, (Cal State University, Long Beach, 1250 Bellflower Blvd., Long Beach, CA 90841) is concerned with the teaching of history and publishes the journal, *The History Teacher*.

The World History Association ... publishes the *Journal of World History*, and the *World History Bulletin*, the only two publications devoted specifically to the subject of world history, and reflect a growing interest in world history as a specialty.

The publications of these three overlapping organizations provide a way of keeping

up with the profession.

4. Make long-range growth plans.

There should never come a time when you will know enough history to “coast,” although you certainly can get away with it after a while. Long-range growth will keep the subject alive for you, as your course will then change every year. The alternative is not growing, and teaching basically the same course forty times (no wonder teachers burn out). There is also the joy of gradually mastering the subject, a joy which need not be the exclusive privilege of university professors with their naturally higher level of research. Long-range growth for the secondary teacher means, primarily, careful short-term lesson preparation with long-range goals in mind (as suggested above) and reading books and articles that have long-term value for your growth, even though such books may not have any immediate value for lesson preparation. This holds before you the complexity and depth of world history, and helps counteract the lifelessness of most world history texts. With careful planning, you should be free enough from the daily demands of lesson planning after a few years of teaching to afford to spend much of your available class preparation time on reading. And it is reading—widely, thoughtfully, and according to an organized plan—which will give a secondary history teacher superior understanding and insights; otherwise, the teacher remains captive to the text, freed only slightly by knowledge imperfectly remembered from student days.

And just as you didn’t remember everything you read as a student, you won’t now either. To make it possible to review what you read (who has time to read a good book twice?), take notes or highlight your books. That will eliminate most of the need to reread totally a good book years later if you need to reconsider its contents. Highlight in light blue if there is any chance you will be photocopying the page, as light blue is invisible to copy machines. Make light vertical pencil lines along the margins if you are worried about defacing your book. Although a poorly highlighted book is a nuisance to read, a well-highlighted one is more valuable, in my opinion.

5. Develop an intellectual and emotional sense of independence. Although daily contact with students can be exciting and will help you grow, it cannot replace interaction with your peers. Through face-to-face contact with other history teachers,

your knowledge, understanding, and teaching approaches can be challenged, corrected, refined. Realistically, however, teaching twenty-five hours a week and planning lessons, reading, and grading papers much of the other time, will give you precious little time for peer contact. And, you probably will not teach with others who share your dedication; if you do, they will most likely be too busy themselves to talk regularly. That means you are not likely to get much stimulation or feedback from your colleagues on campus. Seek then, interaction through books (all good reading involves interaction between author and reader), professional meetings, and additional course work. And learn, thereby, to be intellectually independent, self-critical, self-challenging.

If you do all this and steadily improve as a teacher, it is still possible that you will not get commensurate positive response from superiors or your students. Lack of support from your boss(es) doesn’t mean you aren’t doing a good job; lack of measurable feedback from your students doesn’t mean you aren’t affecting their lives. In such a case you need to be emotionally self-confident and relatively independent of external approval. Much of this sounds pessimistic, and you may never find yourself in such a dilemma, but if you do, you need not lose heart; you are not the only history teacher in this situation. The danger is that you quit trying and settle for being less than you can be. This lack of positive student, peer, and administrative feedback is one source of teacher burnout. You need not be a victim.

SPECIFIC SUGGESTIONS

1. Organize your material. All your material. Most material can be placed into file folders or three-ring notebooks. What matters is that you devise a system of categories adequate for your needs so that each time you have a piece of material in your hand, you can know quickly where to place it, and retrieve it later with equal ease. Here are some file folder categories for your consideration:

* Handouts in development (I find that handout ideas sometimes come in spurts, so that a handout may take weeks or months to gestate)

* Errors to correct (here you can place corrected copies of handouts when errors are discovered in class, to remind you to correct your copy master later)

* Handout master copy file

* Clippings, filed by categories (often it is better to copy clippings, as originals fade, but be sure to include the source and date)

* Items to refile later

* Dump file (items to look at or classify later)

* Transparencies for immediate lessons.

Your categories, of course, would be logically organized and much more extensive, but the point here is that any piece of paper you can set down on your desk can probably be better placed in a categorized file that will save you time in the long run.

I recommend hanging files because they are easier and more flexible to use than conventional manila folders (they can hang loose without falling over; the labels are neater, easier to read, and can be easily rearranged for changing needs). You can convert your school-supplied file cabinet for hanging file use by buying inexpensive rail kits (under three dollars per drawer at discount office supply stores). The folders themselves are more expensive than regular file folders (check for discounts!) but last a long time because the label never damages the folder (I have some still in good condition that are over twenty-five years old). If you need the ability to move files around easily, you can set Rubbermaid brand QuickCrates (which have built-in file rails) in any legal width file cabinet drawer at least twenty-five inches deep. Periodically you should examine your file classification system to see that it meets current needs and to improve the logic of your categories.

Three-ring notebooks can also be valuable for many kinds of material, such as a student handouts sample notebook, lesson plans, and overhead transparencies. Always buy notebooks with page lifters to protect the end sheets.

Card files can be useful for certain types of materials.

A flow chart prepared at the beginning of the year, with a page for each week (and a box for each class every day), enables you to keep track of what you actually do each day in each class. This should not be confused with the lesson plan, which is the record in detail of what you plan to do, with the estimated time perhaps indicated. The flow chart records in brief what was actually done (with a few indicating words written at the end of each class), and can include one-time occurrences, such as planned or unplanned class interruptions (you never need worry about forgetting that the counselor will be

visiting two of your classes in three weeks!). Of course if you are able to force each class into a Procrustean bed and cover exactly the same amount of material in each class each day, one function of the flow chart falls away.

The flow chart can do something additional for you: at the beginning of the year, after marking off all holidays and other known interruptions, you can plan your timing for the entire year, marking unobtrusively in the corner of each daily box (or Mondays, or whatever) where you plan to be at that time. Then, as the year progresses and you mark each day where you actually are, you can see if you are falling seriously behind (getting ahead, in my experience, is not very likely), and make plans to catch up, rather than discovering at the end of the year that you are only two-thirds through the book, or realizing in April that you will have to proceed at an irresponsible pace to finish the course. If the book is too long to finish, decide at the beginning of the year what to omit or, as needed, at various points during the year. It is probably better not to leave out the last part of the text. I keep this flow chart in a three-ring notebook on my desk at all times.

The second three-ring notebook I keep in front of me contains seating charts in clear plastic envelopes. I use a grease pencil to mark certain temporary information, such as absences. Marking absences in this way is quick and helps me determine who needs to give me an absence slip. The sooner you get routine housekeeping chores finished, the more time you can spend teaching history.

2. Make really good lesson plans. Forget the minimum standards your school may require for lesson plans: that is for the average teacher. When you start teaching, and thereafter every time your school district adopts a new history text, you can design a copy master of a blank lesson plan page for each section of the book you will be using, with places to indicate the chapter, section title, and page numbers, and space to list relevant films, videos, handouts, recommended books, important vocabulary items, lecture notes, chalkboard drawings, and other activities. You might even note here whether you plan to skip the section, either in class, or as a reading assignment. Then make one copy of this page for each section of each chapter, punch holes in the pages, place them in a three-ring notebook, and proceed to label and fill in each page with all the material you want to use for that section. Chapter divi-

sions can be indicated by tabbed index dividers, available commercially with numbers from 1 to 31 (and 1 to 50). Now you can add material (on the lesson plan page itself or on separate pages behind it) for as long as you are using the text. Samples of planned or possible handouts should be filed behind the appropriate lesson plans. Films and videos should be rated after the first use to remind you of the ones you especially like. Additionally, whenever you receive a film which has an accompanying film guide, photocopy the guide and place it in your lesson plans—it may not be in the film can the next time you borrow it. When you change texts, you can rearrange and transfer the material from your old lesson plan notebook(s) onto your new lesson plan blanks—just when the old lesson plans are getting crowded and wearing out. Over the years your lesson plans will probably expand from one three-inch binder to two or three. Because each notebook is too large for convenient daily use, I take lesson plans for one testing period out of the notebook and put them in the smaller binder which also contains the flow charts for the year. These lesson plans will eventually become one of your most valued possessions and form a record of your growth.

3. Teach a point-or points-of view. Not for decades have historians seen their task as finding “just the facts, ma’am.” Granted, many secondary world history books present their narrative as if they were doing just that, but if you teach from such a book, it is all the more important that you have a view of world history; otherwise, you are in danger of being just a propagator of antiquarianism—teaching a collection of old facts, much as one might collect old farm implements. You need not have a grand explanation of history; several more limited points of view will suffice. If your attitudes conflict with those of your text, so much the better. That helps the students see that neither the text nor you have The Historical Truth: even on this elementary level they need to know that there is no historical narrative without interpretation. If you don’t point out that the text you use, by the very events it includes and omits, is interpreting history, the students will not realize it, because most secondary texts say nothing about interpretation. By approaching the material differently from the way the text does, you give your students a binocular view of world history, two courses for the price of one. Your approach will depend on your understanding of history and is part of

the individuality that makes you a history teacher; otherwise, if you merely follow the text, can you claim to be more than just a proctor?

Here are some examples of themes and approaches that can be consistently or occasionally applied to your course. Not only will such recurring themes make it easier for the students to learn the material by providing them a framework to give the material meaning, it will help you focus your study and your teaching.

- * Use Lord Acton's well-worn dictum (but new to your students!) that power tends to corrupt, while absolute power corrupts absolutely. Apply that twenty times during the year and some students will remember it and some of the situations to which you applied it.

- * Use Toynbee's concept of challenge and response.

- * Use geopolitics to connect geographical and political aspects of history.

- * Consider the importance of supply lines for the existence of any city.

- * Consider both the short-term and long-term effects of developments in military technology.

- * Use the growth of freedom (or "the open society," to use Karl Popper's concept) as a recurrent theme.

- * Use the growth of the rule of law as a recurrent theme.

- * Use the concept of diffusion (of customs, ideas, technology, civilization, diseases and immunities, trade, etc.).

- * Stress geographical aspects of history.

- * Use "the rise of the West" (William McNeill's phrase) as a unifying theme.

- * Stress the importance of ideas and the lag between the introduction of ultimately successful ideas and their filtering down to broader acceptance. Use the theme of the growth of control over the physical world.

- * Stress the importance of economic forces in history.

- * Emphasize the variety of ways of thinking throughout history.

- * Stress interrelationships - spatial, temporal, cultural, religious, etc.

- * Post-hole occasionally (that is, go into more detail than you have time to do consistently) to give students occasional taste of more detail than the survey approach you must normally use.

- * Start the school year at 1945 (for example), work your way to the present, and only then go back to the beginning of the book, to give your students a time period

they can more easily relate to as they get back into the swing of school.

Whatever approach(es) you use, do not fail to point out that you are interpreting. Some of your students might even develop a conscious point of view themselves.

4. Develop handouts, including maps, diagrams, charts, and drawings. Some you can write or draw yourself as you get ideas. Otherwise, whenever you run across a potentially useful and reproducible map, drawing or diagram in a book, magazine, or newspaper, photocopy it, cut it out (to get rid of black marks or unwanted material), and paste it on a clean sheet of paper (a glue stick works well). For the perfectionist, using graph paper with light blue lines to glue the copy on will help in positioning it (remember that the copier cannot see light blue). Next, mark the back of the sheet with your category identification (e.g., chapter and section), mark the front with a light blue pencil "1" to show that this is a first generation copy, make a copy for your lesson plans, and file the master according to your system. If you make a second generation copy of this cut-and-paste copy for your working master, mark it with a blue "2". Do the same for each subsequent generation, where necessary. This has two advantages: it tells you how far you are from the original (there is always some image degradation when a copy of a copy is made), helping you to keep your working master as close to the original as possible, and it puts a mark on your master that keeps you from inadvertently giving it out to a student. We all have seen barely legible fifth or tenth generation copies. When and if you decide to make a handout of it you will now never find yourself thinking, "Where was that map I ran across last year?" When customizing maps (or making your own), semi-professional looking labeling can be made by typing the labels, cutting them out, and pasting them on the map master. Dover Publications also has a series of books with images for copying. I find its Ready to Use Arrows and various alphabet books useful (the arrows for maps and diagrams, the alphabets for fancier looking titles), but don't cut anything out of the books: copy it and use the copy.

Since it is easy for teachers to ignore copyright law, take special care not to. Consult Bowker's handbook on copyright laws until you become familiar with what is relevant. For starters, however, mark every handout master you take from a currently copyrighted source with the name of the

source and the name of the copyright holder, along with the copyright symbol. A neat way of doing this is to photocopy the copyright page (if the handout comes from a book), cut out the appropriate words (such as "Copyright 1990 by Harper and Row"), and paste the words at the edge of the handout master. Alternately, you can have a rubber stamp with the copyright symbol made for three or four dollars, to stamp next to the source. Note that it is against copyright law to copy consumable materials, such as those neat worksheets from a publisher whose text you are not using. Also note that you as an individual teacher are somewhat freer to duplicate copyrighted material than an organization, such as your school, is.

If you wish to provide students with pre-punched handouts (because students tend to make punching errors) a heavy duty (i.e., \$50) punch can handle about forty sheets at a time. If you get a three-hole, nonadjustable one, you can avoid punching errors too. Incidentally, to make sure that absent students get handouts I file their handouts at the same time I pass out the handouts to the class (writing the name of the absent student on each handout). I file them in a three-ring notebook with an index divider for each class; file folders will also do the job.

You will eventually accumulate more masters than you can possibly use (especially if you look through juvenile history books for drawings), so be well organized or you will end up with an unusable mass of good handout masters. Start working on next year's handout collection in the spring, discarding those beautiful handouts that didn't quite work out, replacing good maps with better ones, adding new ones. When this process is absolutely completed, the masters can be arranged so that they can be copied on both sides of the sheet, with related matter on facing pages, rather than on the front and back of the same page.

5. Make overhead transparencies. The same map, diagram, drawing, or chart that could become a handout could also be an overhead transparency. Your copy machine will probably accept transparency blanks. The same master that you make for a handout can be used to make a transparency. The transparency can be colored with special transparency markers (they come in eight colors) to add visual interest and aid in clarity. You can use the transparency while you are discussing the handout, instead of the handout to save on copying time and costs where students don't really

need a hard copy, and in place of wall maps. I have well over a hundred historical maps at my fingertips by using overhead transparencies. Commercially published full color transparency maps (increasingly included with textbooks) can be almost infinitely supplemented with black and white transparencies made from books (especially older books where black and white maps were the rule). In fact, the only wall map I now use is an eight by fourteen foot wallpaper map of the world which cost about forty dollars from the mural department of a local wallpaper store.

The transparencies can be punched with three holes and stored in binders. The categories in the transparency binders can exactly parallel the categories in the lesson plan binders (i.e., by text chapter number). If you make a paper copy of each transparency (even those publisher supplied transparencies that come without paper copies), that paper copy will serve to mark the transparency 5 place while you have it out of the binder for use.

In addition, you can make a transparency atlas to hold current maps for quick retrieval at any time. For those few maps you want right at your fingertips, they can be placed in a file folder near the overhead projector. You now have many more large maps available than you could possibly have with space-consuming roller maps, at a fraction of the cost (in fact, you could build a large collection of maps and buy an overhead projector for less than the typical cost of a set of maps on a single roller). (If the black image on the transparencies you make can be scraped off, use this weakness to advantage by scraping off any unwanted black marks, and use the colored markers on the back of the transparencies to avoid damaging the image.) If your school argues that transparency blanks are expensive, point out that a transparency's cost can be spread out over its several year expected life; additionally, one transparency costs less than one class set of paper handouts.

For color transparencies, go to a copy shop and get one made for about three dollars.

Map quiz transparencies (or paper quizzes) can be made by taking a map, whitening out the places you want to quiz, adding numbers, and making a transparency of the result.

Incidentally, I keep a hanging file box on my desk to organize materials needed at hand, such as folders for each class to hold

papers ready to be returned to students, for world history transparencies for immediate use, for a few general reference map transparencies, for handouts about to be given out, and for classroom management materials. I also keep there the sample handout notebook and the notebook with handouts for absent students in binders that are designed for hanging files (available from Acco).

6. Make a test question file. It is becoming easier to use publisher-developed tests or test questions, especially as publishers are now putting test banks on floppy disks. But: unless you are merely a proctor guiding your students through the text, you will eventually find these tests unsatisfactory. You will probably want to write many or all of your own questions; doing so systematically at least minimizes the work. Every time you teach something you will want to test, try to write a question about it that day (on a file card, if this is the system you choose), and systematically file it. After a couple of years your tests will be mostly written, and it will now be a matter of refining your questions and making changes to meet changes in what you teach.

If you have access to a word processor, test revision is even easier, as its ability to store material on a disk means that you can revise a test without retyping those parts which will remain the same. This will prove a major time saver in the long run. If you write multiple choice questions because of the ease of grading (I won't argue their advisability here), please note that good multiple choice questions are fairly easy to write, while good wrong answers are not. Good, plausible wrong answers increase the validity of multiple choice questions. Avoid making right answers distinguishable from wrong answers in any physical way, such as length or "favored" letter; avoid writing silly or ridiculous wrong answers, except for an occasional moment of humor on a test. Bad wrong answers are easily rejected even by unprepared students.

7. If you wish to make bulletin boards, materials for one bulletin board can be stored in a large envelope, with all envelopes filed. To get bulletin board material, cut out illustrations from - forgive the sacrilege - *National Geographic Magazine* or even from that book you can't bear to throw away because of a few good illustrations, but will never use otherwise.

8. Consider reading some historical fiction to your students at least once a year.

Although historians may shudder at the liberties historical fiction takes with facts, historical fiction makes it easier for students to get a feeling for a period. Perhaps even photocopy the selection and put it in your lesson plan notebook so it will always be at hand, and don't hesitate to edit or abbreviate it. This can be especially good for students who have never read fiction for pleasure. Beware of reading very much at one sitting, unless the students themselves ask for more.

9. Create a series of chalkboard (or markerboard) drawings, maps, and diagrams. This old-fashioned approach can get students' attention because they are not used to seeing carefully done drawings on the board. They can be your original work, or copies, or something you modify. Keep the artwork on transparencies (filing it with other transparencies for that lesson). It is faster to trace using an overhead projector than to copy, even if it's your own drawing. And simply typing or pasting lettering on a sheet of paper enables you, via the transparency, to print impressively neat and straight on the chalkboard. If you want to mark on a chalk map during class, draw it before class on a wet chalkboard. When the board dries, the chalk marks will resist erasure (except with water), allowing you to erase marks made in class without destroying the underlying map. If you are fortunate enough to have a markerboard, washable markers substitute for a wet chalkboard. Neatness and care are more important than artistic talent. Students can tell my drawings because they use stick figures.

10. Get ready for computers. Even if you have no desire to use a computer, you will eventually. . . .

A couple of tangential suggestions for your consideration close out this guide. Do you want to teach? Then don't look forward to the end of the day, Fridays, or vacations. They won't come any faster if you do. Today is where we live, though you will undoubtedly be around teachers who seem to live for being away from their jobs. How can you be joyful about your job if not working is always preferable? (I don't recommend the opposite either-looking forward to Mondays or September-but there is something to be said for "Thank God it's Monday" as a corrective for this.) Second, don't fall into the trap of being a chronic complainer, even in your thoughts. Of course your situation won't be perfect, and sometimes complaints are appropriate. I'm

talking rather about the constitutional proclivity to complain as opposed to having a thankful spirit.

Careful planning will enable you as a beginning world history teacher to ask ever less frequently what you should do tomorrow, and ever increasingly what you should do this year and in the next several years; it will enable you to use your limited time to best advantage. And if you see your world history teaching career as one of continual growth apart from any outside expectations, your twentieth year can be as challenging as your first, while being more satisfying. If you believe in the importance of what you are doing, then it will matter not that you are a "mere" teacher; you will know that what you are doing is important and you will see your job-teaching a subject you believe in as vital to the development of the students you care for.

WHA Book Prize

The WHA Book Prize recognizes new scholarly studies of history from a global or transregional perspective that make a significant contribution to the field of World History. Nominations of books published in 2005 are eligible for the 2006 Prize.

Who can nominate? Authors, publishers, WHA members, or other interested parties may nominate books published in the current calendar year. Anthologies may be nominated, but single or dual-authored works are preferred.

Deadline: Nominations must be received as soon as possible (December/January) to allow time for juror evaluations. Works published after the close of the competition will be placed in the following year's pool of candidates.

The award of \$500 is normally presented at the annual summer meeting of the WHA.

For more information, please visit the WHA website at www.thewha.org.

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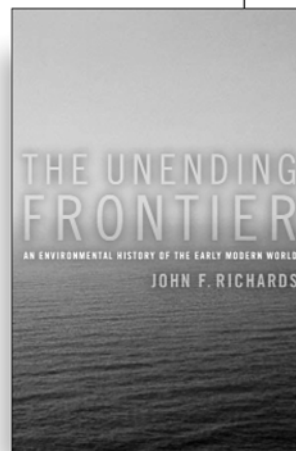
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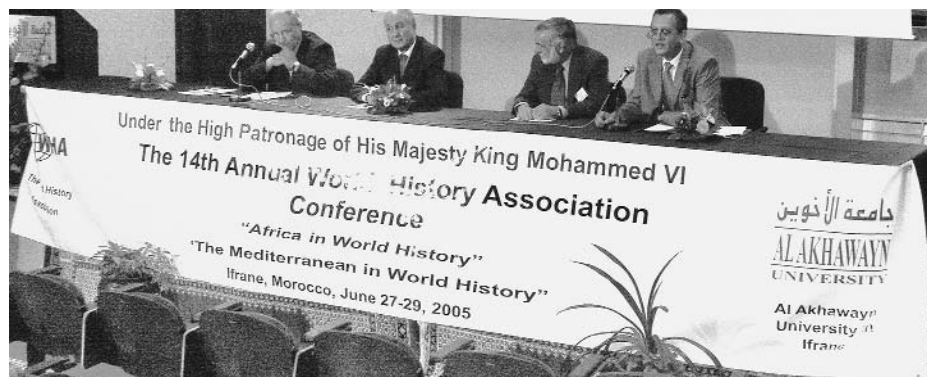
The World History Association and Phi Alpha Theta History Society, Inc. are accepting submissions for their annual co-sponsored Student Paper Prizes in world history. Two awards in the amount of \$200 will be granted for the best undergraduate and graduate-level world history paper composed during the current academic year. Abstracts of the winning papers are also published in

the *World History Bulletin*.

To qualify, students must be members of EITHER the WHA or Phi Alpha Theta and must have composed the paper while enrolled at an accredited college or university during the current school year.

Papers must be no longer than thirty (30) type-written, double-spaced pages of text, exclusive of title page, endnotes and bibliography. Submissions for the 2006 award must be postmarked by August 15, 2006.

For more information, please visit the WHA website at www.thewha.org.





The WHA at the AHA

Philadelphia, PA

Meetings, Receptions, and Luncheons:

Executive Council Meeting, January 5, 3:00 - 7:00 p.m., Marriott Room 408

Business Meeting, January 6, 5:00 - 6:00 p.m., Marriott Room 302

Reception, January 6, 6:00 - 7:00 p.m., Marriot Independence Ballroom Salon 2

Advanced Placement History Luncheon, January 7, 12:15 - 1:45 p.m., Marriott Independence Ballroom Salon 3. Co-sponsored with the AHA Teaching Division and the College Board

Sessions:

Bridging National and World History: Using the Annenberg Multimedia Project to Connect and Transcend National Histories -- Roundtable, January 7, 9:30 - 11:30 a.m., Loews Commonwealth Hall Section C. Chair: Kenneth Curtis; Panelists: Linda Black, Candice Goucher, Deborah Johnston, Linda Walton.

Integrating National Histories into the World History Survey: Approaches and Limits, January 8, 11:00 a.m. - 1:00 p.m., Marriott Room 402. Chair: Despina Danos; Panelists: Kenneth Curtis, William Everdell, Anand Yang.



Arkansas Tech University will be interviewing applicants at the AHA/WHA Meeting in Philadelphia for a tenure-track Assistant Professor of World History beginning August 15, 2006. Area of specialization should be either North Africa or the Middle East, with a secondary field in either East Asia, East Europe, or sub-Saharan Africa. Candidates must be able to teach the introductory world history survey courses and upper-level courses in his/her areas of specialization. Candidates must demonstrate teaching effectiveness, commitment to service, and research productivity with an expectation of publication. Arkansas Tech emphasizes teaching and undergraduate education, although the university has several graduate programs that include the Master of Arts in History. Applicants should bring to the Philadelphia a letter of application, resume, copies of transcripts, copies of sample exams, copies of student evaluations and/or peer reviews, and three letters of recommendation. Ph.D. in history or related field is required by August 2006. For more information, contact Dr. H. Micheal Tarver at (479) 968-0265.



World History Connected

This year World History Connected, Inc. moves from two to three issues a year. The fall issue is posted at <http://www.worldhistoryconnected.press.uiuc.edu/>. Articles are free online and can be downloaded for class use. The number of Google searches for World History Connected, Inc. has topped 90 million visitors from visitors from 120 countries. Please check the site for information concerning submissions. Back issues of World History Connected, Inc. are archived at the History Cooperative [<http://www.historycooperative.org/whcindex.html>]

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Interviews

Facing History and Ourselves: An Interview with Tom Laichas

Profiles in Teachings: An interview with Dixie Grupe by Tom Laichas

Columns

Teaching Gender in the World History Classroom, Sharon Cohen, Guest Columnist

Paper Trails: Cultural Imperialism from the Late 19th Century, Marc Jason Gilbert

Visual Literacy: Letting Our Students See the Past, Wendy Eagen

Research and Teaching, Deborah Smith Johnston

On My Desk: Pedigree and Progress, Genealogy as a Radical Teaching Practice, Tom Laichas

Articles

1789-1792 and 1989-1992: Social Movements on a Global Scale by Patrick Manning

The Successes & Challenges of Teaching World History in the Twenty-First Century: Two Case Studies from Western Michigan by James R. Palmitessa and Stephen T. Staggs

World History as a Meaningful Diversity Requirement by Susanna Calkins

R. Buckminster Fuller's "Great Pirates:" An investigation in narrative coherence and analysis in world history courses" by Kent den Heyer

Conference Report

Internationalizing World History Research and Teaching: Steps toward a Global Classroom? by Julia Miller, Sharon Muffett, and Icola Myton

Teaching Resources

What's the Use of Big History? by David Christian

AP World History Statistics: How Are U.S. Students Scoring? by Bill Strickland

Book Reviews: World History Classics

Janet Abu-Lughod, *Before European Hegemony: The World System AD 1250-1350*, reviewed by Scott C. Bailey

Michael Adas, *Machines as the Measure of Men: Science, Technology, and Ideologies of Western Dominance*, reviewed by Cynthia Ross

Philip Curtin, *Cross Cultural Trade in World History*, reviewed by David Fahey

Jared Diamond, *Guns, Germs and Steel: The Fates of Human Societies*, reviewed by Chris Ferraro

Philip Hitti, *History of the Arabs: From the Earliest Times to the Present*, reviewed by Maryanne Rhett

William McNeill, *Plagues and Peoples*, reviewed by Aaron Welchel

Frank, Andre Gunder, *ReOrient: Global Economy in the Asian Age*, reviewed by Amitava Chowdhury

Books Reviews: Recent Books in the Field of World History

Chris Brazier, *The No-Nonsense Guide to World History*, reviewed by Jon Flashnick

William J. Duiker and Jackson J. Spielvogel, *World History*, reviewed by Jack Betterly

Thomas Dunlap, *Nature and the English Diaspora: Environment and History in the United States, Canada, Australia, and New Zealand*, reviewed by Andrew Duffin

John Henry, *The Scientific Revolution and the Origins of Modern Science*, reviewed by Christopher Chatlos Strangeman

Multi-Media Reviews

Anne Roerkohl, *The Industrial Revolution: Great Britain, 1750-1850*, reviewed by Elizabeth Ten Dyke

Teaching for Thinking, *The Renaissance: The Winds of Change*, and *The Middle Ages: The Building of Nations*, reviewed by Michael Barbour

And Other Teaching News...

NCSS

The World History Breakfast at the annual National Council of Social Studies conference is Saturday morning, November 19th in St. Louis.

The guest speaker is Merry Weisner Hanks. Peter Stearns will be the conference's keynote speaker on Sunday, Nov. 20th.

Books and Teaching Materials

Teachers Across Borders, Inc [<http://www.teachersacrossborders.org>] is collecting textbooks, library books, videos, CD's, maps, and other teaching materials for schools and colleges impacted by the recent hurricanes and for schools and universities in Cambodia. This fall we have shipped 20 tons of materials and classroom supplies. A dusty, neglected world history book can become someone else's best friend. Please contact me at the email address below if you have a treasure or two to donate.

Heidi Roupp

Executive Director - World History Connected, Inc.

Heidiroupp@aol.com

[<http://www.worldhistoryconnected.org>]



Photos from Morocco by Al Andrea

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Membership in the World History Association can be achieved by mailing your name, address, and institutional affiliation, along with the applicable membership amount listed below. The WHA accepts Visa, MasterCard, and Discover (please include the type of card and expiration date) or check payable to the WHA.

Regular Membership	\$60 per year
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Life Membership	\$1200

Mail to: The World History Association, Sakamaki Hall A203, 2530 Dole Street, University of Hawai'i, Honolulu, HI 96822 U.S.A. Email: thewha@hawaii.edu

WHA dues are payable on a yearly basis. During each year, members will receive two issues of the *Journal of World History* and two issues of the *World History Bulletin*. Memberships run on a calendar year. Applications received before September 1 will receive that current year's publications. Applications received after September 1 will begin membership the following January unless otherwise requested. If your address has changed since the last issue of the *World History Bulletin*, please send notification to the WHA Headquarters.

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