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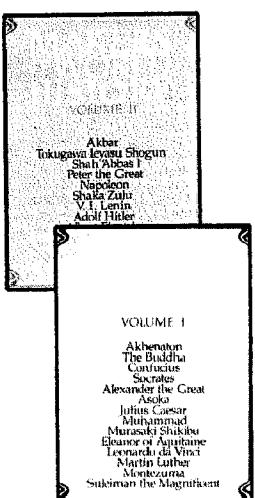
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NOTICE: See important membership information on the back cover.

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NEW MAKERS OF WORLD HISTORY

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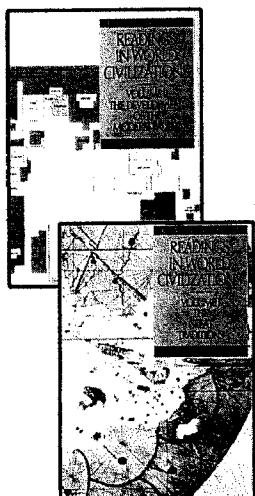
Makers of World History takes a biographical approach to the study of world history: it examines the careers and impact of 28 figures (14 in each volume) who have either significantly influenced world history or embodied much that is significant about the periods in which they lived. Each chapter focuses not only on a single individual but on one important interpretive issue that is basic to an understanding of that person's place in history.

VOLUME I

Paperbound. 302 pp. Publication: November 1991

VOLUME II

Paperbound. 334 pp. Publication: November 1991



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VOLUME I: The Great Traditions

Paperbound. 368 pp. (probable)

Publication: January 1992

VOLUME II: The Development of the Modern World

Paperbound. 384 pp. (probable)

Publication: January 1992



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WORLD HISTORY BULLETIN **Newsletter of the World History Association**

WORLD HISTORY ASSOCIATION Activities

at

**The Convention of the
American Historical Association
Chicago, 27-30 December 1991**

Friday, 27 December, 4-9 PM in the Parkview Room
of the Congress Hotel

THE EXECUTIVE COUNCIL MEETING

Saturday, 28 December 5:00 PM in the Washington
Room of the Congress Hotel

THE WHA BUSINESS MEETING

Saturday, 28 December at 6:00 PM
in the Washington Room of the Congress Hotel

THE WHA RECEPTION

Sunday, 29 December, 9:30 - 11:30 AM in the
Conference Room 4C, of the Hilton Hotel

Joint Session of the WHA, AHA, & the History
Teaching Alliance

**"WHEN WORLDS COLLIDE: TRANSLATING
QUINCENTENARY SCHOLARSHIP
INTO EFFECTIVE TEACHING"**

Sunday, 29 December, 2:30-4:30 PM, Washington
Room of the Congress Hotel

"HISTORY AND ETHNIC AUTOBIOGRAPHY"

Monday, 30 December, 1:00-3:00 PM,
Boulevard Room B, the Hilton Hotel
WHA & AHA Joint Session

**"STANDARDIZED TESTING
IN WORLD HISTORY"**

FIRST NATIONAL CONFERENCE

OF

THE WORLD HISTORY ASSOCIATION

24-27 June 1992

in

Philadelphia, PA

Join Alfred W. Crosby, Philip D. Curtin,
William D. Phillips, and the rest of us
at the first national meeting of the WHA!

The program will be based on
the Columbian Quincentenary.

* * * * *

Members are encouraged to set these dates aside. In
the near future, WHA members will receive details
about the program, about lodgings, about travel, and
more. (As usual, members outside the continental
limits of the USA will receive the materials via air
mail.)

The Big Change Annual Meetings Schedule of AHA

The December 27-30, 1991, annual meeting of the
AHA will be held in Chicago, Illinois, with the
Chicago Hilton (*ci-devant Conrad*) serving as
headquarters hotel. As we have previously reported,
the 1992 meeting, the last of our series of annual
meetings held December 27-30, will be held in
Washington, D.C., headquartered in the Sheraton and
Omni Shoreham hotels.

The there was no annual meeting in 1918 because of
the flu epidemic, and to further confuse our
enumerators, there will be no meeting in 1993.
The AHA will go meetingless for 372 days and
convene again January 6-9, 1994, in the San
Francisco Hilton.

The Columbian Quincentenary

Nineteen ninety-two is the 500th anniversary of Columbus' first voyage to the Americas. The voyage of Columbus is a much too significant event in human history for the nation's schools and colleges to ignore or treat romantically or trivially. The most fitting and enduring way in which educators can participate in commemorating the quincentenary is to examine seriously the available scholarship to enhance our knowledge about 1492 and, in turn, to enhance the knowledge of our students. Specifically, educators should

- help students comprehend the contemporary relevance of 1492, and
- provide students with basic, accurate knowledge about Columbus' voyages, their historical setting, and unfolding effects.

Sixty years after Columbus' first landfall in the Americas, Francisco Lopez de Gomara wrote: "The greatest event since the creation of the world (excluding the incarnation and death of Him who created it) is the discovery of the Indies." In the year the thirteen English colonies declared their independence from Britain, Adam Smith observed: "The discovery of America, and that of a passage to the East by the Cape of Good Hope, are the two greatest and most important events recorded in the history of mankind."

Although these two famous assessments of the significance of 1492 in human history may be overstatements, it is certainly true that the world as we know it would not have come to be were it not for the chain of events set in motion by European contact with the Americas.

The Contemporary Relevance of 1492

One of the most significant and visible features of the contemporary United States is its multiethnic and culturally pluralistic character. Scholars describe the United States as one of history's first universal or world nations—its people are a microcosm of

humanity with biological, cultural, and social ties to all other parts of the earth. The origin of these critical features of our demographic and our civic life lies in the initial encounters and migrations of peoples and cultures of the Americas, Europe, and Africa.

Another significant feature of the United States is the fact that the nation and its citizens are an integral part of a global society created by forces that began to unfold in 1492. Geographically, the Eastern and Western Hemispheres were joined after millennia of virtual isolation from one another. Economically, the growth of the modern global economy was substantially stimulated by the bullion trade linking Latin America, Europe and Asia; the slave trade connecting Africa, Europe, and the Americas; and the fur trading joining North America, Western Europe, and Russia. Politically, the contemporary worldwide international system was born in the extension of intra-European conflict into the Western Hemisphere, the establishment of European colonies in the Americas, and the accompanying intrusion of Europeans into the political affairs of Native Americans, and the Native Americans' influence on the political and military affairs of European states. Ecologically, the massive transcontinental exchange of plants, animals, microorganisms, and natural resources initiated by the Spanish and Portuguese voyages modified the global ecological system forever.

Basic Knowledge about the Historical Setting and Effects of Columbus' Voyages

Educators should ensure that good contemporary scholarship and reliable traditional sources be used in teaching students about Columbus' voyages, their historical settings, and unfolding effects. Scholarship highlights some important facets of history that are in danger of being disregarded, obscured, or ignored in the public hyperbole that is likely to surround the quincentenary. Particular attention should be given to the following:

1. Columbus did not discover a new world and, thus initiate American history.

Neither did the Vikings nor did the seafearing Africans, Chinese, Pacific Islanders, or other people

WORLD HISTORY BULLETIN

Editor • Raymond M. Lorantas
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The *World History Bulletin*, newsletter of the World History Association, is published twice per year: Fall/Winter and Spring/Summer. The *Bulletin* is sent to all members of the World History Association. Dues are U.S. \$25.00 per year for regular members (U.S. \$12.00 for students, unemployed, disabled, and senior citizens) and should be sent to Richard L. Rosen, Executive Director, Department of History/Politics, Drexel University, Philadelphia, PA 19104. The World History Association is a scholarly, nonpolitical, nonprofit, professional association and is open to all persons interested in world history. Notices, announcements, and short articles dealing with world history should be sent for consideration to the Editor, *World History Bulletin*, Department of History/Politics, Drexel University, Philadelphia, PA 19104. The editorial committee and staff reserve the right to edit all material submitted for publication.

who may have preceded the Vikings. The land that Columbus encountered was not a new world. Rather, it was a world of peoples with rich and complex histories dating back at least fifteen thousand years or possibly earlier. On that fateful morning of October 12, 1492, Columbus did not discover a new world. He put, rather, as many historians have accurately observed, two old worlds into permanent contact.

2. The real America Columbus encountered in 1492 was a different place from the precontact America often portrayed in folklore, textbooks, and the mass media.

The America of 1492 was not a wilderness inhabited by primitive peoples whose history was fundamentally different from that of the people of the Eastern Hemisphere. Many of the same phenomena characterized, rather, the history of the peoples of both the Western and the Eastern Hemispheres, including: highly developed agricultural systems, centers of dense populations, complex civilizations, large-scale empires, extensive networks of long-distance trade and cultural diffusion, complex patterns of interstate conflict and cooperation, sophisticated systems of religious and scientific belief, extensive linguistic diversity, and regional variations in levels of societal complexity.

3. Africa was very much a part of the social, economic, and political system of the Eastern Hemisphere in 1492.

The Atlantic slave trade, which initially linked western Africa to Mediterranean Europe and the Atlantic islands, soon extended to the Americas. Until the end of the eighteenth century, the number of Africans who crossed the Atlantic to the Americas exceeded the number of Europeans. The labor, experiences, and cultures of the African-American people, throughout enslavement as well as after emancipation, have been significant in shaping the economic, political, and social history of the United States.

4. The encounters of Native Americans, Africans, and Europeans following 1492 are not stories of vigorous white actors confronting passive red and black spectators and victims.

Moreover, these were not internally homogeneous groups but represented a diversity of peoples with varied cultural traditions, economic structures, and political systems. All parties pursued their interests as they perceived them—sometimes independently of the interests of others, sometimes in collaboration with others, and sometimes in conflict with others. All borrowed from and influenced the others and, in turn, were influenced by them. The internal diversity of the Native Americans, the Africans, and the Europeans contributed to the development of modern American pluralistic culture and contemporary world civilization.

5. As a result of forces emanating from 1492, Native Americans suffered catastrophic mortality rates.

By far the greatest contributors to this devastation were diseases brought by the explorers and those who came after. The microorganisms associated with diseases such as smallpox, measles, whooping cough, chicken pox, and influenza had not evolved in the Americas: hence, the indigenous peoples had no immunity to these diseases when the Europeans and Africans arrived. These diseases were crucial allies in the European conquest of the Native American. The ensuing wars between rival European nations that were played out in this hemisphere, the four centuries of Indian and European conflicts, as well as the now well-documented instances of genocidal and displacement policies of the colonial and postcolonial governments further contributed to the most extensive depopulation of a group of peoples in the history of mankind. Despite this traumatic history of destruction and deprivation, Native American peoples have endured and are experiencing a cultural resurgence as we observe the 500th anniversary of the encounter.

6. Columbus' voyages were not just a European phenomenon but, rather, were a facet of Europe's millennia-long history of interaction with Asia and Africa.

The "discovery" of America was an unintended outcome of Iberian Europe's search for an all-sea route to the "Indies"—a search stimulated in large part by the disruption of European-Asian trade routes occasioned by the collapse of the Mongol Empire. Technology critical to Columbus' voyages such as the compass, the stempost rudder, gunpowder, and paper originated in China. The lateen sail, along with much of the geographical knowledge on which Columbus relied, originated with or was transmitted by the Arabs.

7. Although most examinations of the United States' historical connections to the Eastern Hemisphere tend to focus on northwestern Europe, Spain and Portugal also had extensive effects on the Americas.

From the Columbian voyages through exploration, conquest, religious conversion, settlement, and the development of Latin American mestizo cultures, Spain and Portugal had a continuing influence on life in the American continents.

The Enduring Legacy of 1492

Certain events in human history change forever our conception of who we are and how we see the world. Such events not only change our maps of the world, they alter our mental landscapes as well. The event of five hundred years ago, when a small group of Europeans and, soon after, Africans, encountered Native Americans is of this magnitude. Educators contribute to the commemoration of the quincentenary in intellectually significant and educationally appropriate ways when they assist students in becoming knowledgeable about this event and about its critical role in shaping contemporary America as a universal nation within an interdependent world.

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- Boorstin, Daniel J. *The Discoverers: A History of Man's Search to Know His World and Himself*. New York: Vintage Books, 1985. A best-selling and prize-winning account of "man the discoverer" which contains an excellent analysis of the historical and geographical background and the intellectual context of Columbus's voyages.
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- Hoxie, Frederick E., ed. *Indians in American History: An Introduction*. Arlington Heights, Ill.: Harlan Davidson, 1988. A collection of essays by leading scholars dealing with the role of Native Americans in various episodes and eras in American history.

studies of European exploration, which also includes *Admiral of the Ocean Sea: A Life of Christopher Columbus*, all providing specific information on the explorations and on the lives of the explorers, particularly Columbus.

Nash, Gary B. *Red, White, and Black: The People of Early America*. Englewood Cliffs, NJ: Prentice-Hall, 1982. An unusual and welcome approach to American colonial history which stresses the scope and significance of interactions among the indigenous peoples of North America, the Europeans, and the Africans.

Phillips, J. R. S. *The Medieval Expansion of Europe*. New York: Oxford University Press, 1988. A careful and detailed analysis of the medieval background and context of fifteenth century European expansion with attention given to Europe's relationship to Asia, Africa, and North America.

Sale, Kirkpatrick. *The Conquest of Paradise*. New York: Alfred A. Knopf, 1990. A recent widely cited critical study of the effects of post-Columbian Europe on the culture of the Native Americans and upon the ecology of the Americas.

Thornton, Russell. *American Indian Holocaust and Survival*. Norman, OK: University of Oklahoma Press, 1987. A recent and extensively documented examination of the demographic history of Native Americans from 1492 in what is now the continental United States with a particularly useful analysis of the importance of four factors in Native American mortality: disease, warfare, genocide, and the indigenous ways of life and migration.

Verlinden, Charles. *The Beginnings of Modern Colonization*. Ithaca, N.Y.: Cornell University Press, 1970. A classical study of the medieval background of European expansion with special attention on slavery and the slave trade.

Viola, Herman J., and Carolyn Margolis, eds. *Seeds of Change: A Quincentennial Commemoration*. Washington, D. C.: Smithsonian Institution Press, 1991. A collection of essays tracing Old and New World exchanges of sugar, maize, potatoes, wine, horses, and other common plants and animals as well as disease, over the course of five hundred years.

Weatherford, Jack. *Indian Givers: How the Indians of the Americas Transformed the World*. New York: Ballantine Books, 1988. A well-written and detailed account of the contributions of the indigenous peoples of the Americas to world civilization in several areas including food, medicine, engineering, architecture, and politics.

Winke, Robert J. *Patterns in Prehistory: Mankind's First Three Million Years*. New York: Oxford University Press, 1980. Contains three extensive chapters on the development of complex societies in Meso-America and Peru and on cultural change in North America.

Wolf, Eric R. *Europe and the People without History*. Berkeley: University of California Press, 1982. Includes three chapters focused on the bullion trade, the slave trade, and the fur trade linking the Americas and Afro-Eurasia which emphasize the involvement of Native Americans and Africans in these exchanges and the consequences for their economic, political, and cultural life.

Signatories to the National Council for the Social Studies Columbian Quincentenary Position Statement

American Anthropological Association
 American Association of School Administrators
 American Association of School Librarians
 American Council for Teachers of Foreign Languages
 American Historical Association
 American Indian Heritage Foundation
 Association for Childhood Education International
 Association for Supervision and Curriculum Development
 Association of American Geographers
 Council of the Great City Schools
 International Education Consortium—Collaborative for Humanities and Arts Teaching
 International Reading Association
 National Association for Bilingual Education
 National Association of Elementary School Principals
 National Association of Secondary School Principals
 National Catholic Educational Association
 National Council for Geographic Education
 National Council for Teachers of English
 National Council of Teachers of Mathematics
 National Education Association
 National History Day
 National Middle School Association
 National Science Teachers Association
 Organization of American Historians
 William J. Saunders, Executive Director of National Alliance of Black School Educators
 Social Studies Development Center
 Society for History Education
WORLD HISTORY ASSOCIATION

WHA

The *World History Bulletin* accepts and publishes at no cost all employment opportunities and all available positions dealing with any aspect of and on any level of world history.

The ACLS Fellowship in Elementary and Secondary School Curriculum Development

July, 1991

The American Council of Learned Societies is pleased to announce that it has just received word of the approval of its proposal to the Pew Charitable Trusts for a four-year fellowship project to design K-12 curricular materials and strategies in the humanities and social sciences. The Pew grant will provide funding for a planning and implementation process during the 1991-1992 school year, and partial support for three operational years, 1992-1995. Additional grants from other funders will be sought as the project design is elaborated in the next several months.

ACLS and its 51 constituent societies have been deeply involved with elementary and secondary school development throughout their histories, and especially over the past 30 years. When ACLS surveyed its societies in 1989 to see precisely what K-12 programs they were operating, we found that 19 (including all of the largest) of the societies were actively involved. ACLS itself was one of the founding organizations of the National Humanities Faculty, and one of the pioneers of summer training institutes for high school teachers in the 1960's.

The Board of Directors of ACLS decided several years ago to respond to increasing concern about the character and quality of elementary and secondary education in the United States. ACLS has long felt responsible for humanities education at all levels, and our sense is that "education" in the United States needs to be thought of as a kindergarten through college, if not a lifetime process. School teachers and professors are engaged in comparable, related activities. Our project thus attempts to actualize this perception by identifying curricular needs in the schools, and mobilizing teams of school teachers and professors, school systems and universities to address them.

The underlying assumption of the ACLS Project is that higher education faculty have for some time been successfully involved in developing new academic subjects, particularly those aimed at understanding the complexities of American culture. They are also exploring new methods for teaching them to undergraduate students. Ironically, these new subjects and methods are even more badly needed in the schools, where steadily increasing demographic diversity creates crushing curricular and pedagogical needs, than in the more slowly diversifying colleges and universities. We have in mind, for instance, ethnic, gender and racial studies, international area studies, and religious studies. The lag time in the transmission of such new academic fields from university to school curricula is much too long in an era of public pressure for change in the schools. The ACLS fellowship program will create teams of

teachers and professors to facilitate this essential transfer of knowledge.

ACLS is now beginning to form an advisory panel, composed of school teachers and administrators, as well as college and university professors active in the new fields, in order to determine which new humanities and social science subjects deserve priority treatment. The panel will also help us to identify urban universities (each linked to its local school systems) to serve as the sites for the four curricular projects to be undertaken each year, 1992-1995. Later this year, after the topics have been identified, we will appoint a selection committee to award 24 fellowships for 1992-1993 — to four school teachers and two professors in each of the four locations. The teachers will be selected from the school systems in the area in which the university site is located; the professors will be chosen on a national basis. Fellowship stipends will be sufficiently generous to permit full-time work on projects.

The process will work in the following way. The University of X will agree to sponsor a project on, for example, the teaching of religion in schools. The University and the X school system (who may already be cooperating with each other) will reach agreement on the release of four teachers during 1992-1993 to participate in the project, and permission for the teachers to use the materials they develop during the subsequent school year. The University of X and ACLS will recruit a specially competent faculty member in the Religious Studies Department to lead a seminar for the six ACLS fellows during the fall term, and to help them create teaching materials and strategies.

In the spring term (or at some suitable point in the school year), the teacher fellows will return to their classrooms part-time, in order to test the materials developed in the fall. They will be assisted by the professorial fellows, with whom they will continue the university seminar. We hope that the fellows, individually and as a group, will also make themselves available for teacher development workshops and consultancies in the region.

In the summer of 1993, the fellows from the University of X religion project (and their mentor) will attend a two-week institute — along with the fellows and mentors from the other three 1992-1993 projects, and school administrators from the several systems involved. They will compare materials and strategies, evaluate their work, and help to plan the 1993-1994 projects. They will also participate in the 1994 and 1995 summer institutes.

During the current year, ACLS and its advisory panel will begin to devise appropriate methods of evaluation for the individual curricular projects and for the ACLS project as a whole. We will also continue our planning for dissemination of the curricular materials, so that they can be made available on a national basis. We have in mind a variety of on-demand, selective modes of publication

(utilizing new technologies) as well as innovative formats, so that materials can be cheaply, widely and quickly made available to those teachers and schools who desire them.

We are aware of the success of the school-university alliances in such traditional academic fields as foreign language teaching, geography, and history. We also acknowledge the vitality of NEH (and other) summer institutes for teachers, as well as curriculum development projects in particular fields (such as classical studies). Our aim is somewhat differently focused. We hope to bring some of the excitement and insight of innovative academic fields in the humanities and social sciences to bear upon K-12 curricular gaps that teachers confronting novel pupil demography and changing public demand have begun to identify.

Details of the ACLS project will be made available on a continuing basis after the ACLS program officer and the Project office are in place, on or about September 1, 1991. To be placed on the Project mailing list, simply send your name and address to: ACLS-Pew Curriculum Project, ACLS, 228 E. 45th Street, New York, NY 10017.

WHA

Fellowships in Military History



The United States Army Center of Military History offers two fellowships each academic year to civilian graduates preparing dissertations on subjects relating to the history of warfare on land, especially the history of the U.S. Army. Possible topics include military biography, campaigns, military organization and administration, policy, strategy, tactics, training, technology, logistics, and civil-military-social relations. Each fellow receives an \$8,000 stipend and access to the Center's facilities and technical expertise. Applicants must be American citizens and have completed by September 1991, all requirements for the Ph.D. except the dissertation. Interested candidates should contact Dr. Clayton Laurie, Executive Secretary, CMH Dissertation Fellowship Committee, U.S. Army Center of Military History, S.E. Federal Center, Bldg. 159 - 5th Flr., Washington, D.C. 20374-5088, telephone (202) 475-2589/7868.

The deadline for applications and supporting documents is February 1, 1992.

Two News Releases from NHPRC

1) The twenty-first annual Institute for the Editing of Historical Documents is scheduled for June 15-26, 1992, in Madison, Wisconsin. Jointly sponsored by the National Historical Publications and Records Commission (NHPRC), the State Historical Society of Wisconsin, and the University of Wisconsin, the institute will provide detailed theoretical and practical instruction in documentary editing. Further information and application forms are available from the NHPRC, Suite 300, National Archives Building, Washington, DC 20408 (phone 202/501-5605).

Application deadline is March 15, 1992.

* * * * *

2) Contingent on funding, the National Historical Publications and Records Commission (NHPRC) will offer up to four history fellowships in 1992. Partial funding will be provided by the Andrew W. Mellon Foundation. Successful candidates will receive a stipend of \$25,000 and spend 10 months at a documentary publication project beginning in the summer of 1992. Participating projects are The Papers of Martin Luther King, Jr. (Stanford University), Naval Documents of the American Revolution and The Naval War of 1812 (the fellow will spend some time at both of these projects at the Naval Historical Center, Washington, DC), The Journals of Diego de Vargas (University of New Mexico), and The Papers of Ulysses S. Grant (Southern Illinois University). Applicants should hold a Ph.D. or have completed all requirements for the doctorate except the dissertation. Further information and application forms are available from the NHPRC, Suite 300, National Archives Building, Washington, DC 20408 (phone 202/501-5605).

WHA

CHANGE OF ADDRESS

Send notification as soon as possible to Dick Rosen, Executive Director, World History Association, Department of History/Politics, Drexel University, Philadelphia, PA 19104.

The Rise and Spread of Christianity and Islam as Historical Phenomena

Gladys Frantz-Murphy
 Regis College
 Denver, Colorado

When do new religions appear and why do they spread? Are there some common occurrences which can account for their appearance and spread? Is there a common set of historical circumstances which would have explanatory powers with regard to the appearance and spread of any religion, anywhere, any time?

The following will make three points about the rise and spread of Christianity and Islam. 1) The historical conditions in which each appeared apparently do have explanatory power. 2) Neither represented an entirely new religion but rather a new synthesis of a preexisting religious culture. And, 3) each spread in discrete waves, each wave for discrete reasons.

What do we know about conditions in Arabia at the time of the initial spread of Islam? Based on historical traditions and supported by the text of the Qur'an we can reconstruct the following.

The rise of Islam coincided with a quarter-century-long "world war" between the Byzantine and Persian empires. Because of that war, "world" trade routes were disrupted. Asian trade was rerouted from the Persian Gulf to the Red Sea. From the coast of Arabia the Asian route traveled North through Mecca, the Prophet's birthplace. Mecca, situated about midway between the Yemen and the Mediterranean coast, thus became a prosperous entrepôt.

In order to encourage students, I always stress that history repeats itself, and that there are some laws of history. One of those laws is that if the economic order is changed, the social order will be affected. And if the social order is affected, the political order will also change. It doesn't matter if economic change is positive or negative; economic change will have repercussions on the social and, ultimately, the political order.

In Arabia, the rise of an urban commercial economy caused a breakdown in traditional socioeconomic organization. This in turn subverted traditional social values. A "subsistence economy" was becoming a commercial economy. Whereas previously one's economic and social well-being was a function of one's membership in a tribe, now some members of the tribe prospered in the new commercial economy and some did not. This gave rise to a level of individualism previously foreign to tribal society.

Some of those families which prospered in Mecca

apparently no longer felt honor bound to contribute to the sustenance of their less successful country cousins. Hence, the exhortations in the earliest verses of the Qur'an to provide for widows and orphans, not to consume their wealth.

No indeed; but you honour not the orphan, and you urge not the feeding of the needy, and you devour the inheritance greedily, and you love wealth with an ardent love. (*Qur'an* 89, 17-20, trs. Arberry)

These early Qur'anic verses would not have inveighed against these abuses if such abuses had not been widespread at the time of the verses' revelation.

The Qur'an, as well as historical sources, gives us the picture of a Meccan society unraveling at the seams. The Qur'an establishes a new God-given moral and socioeconomic order which all members of the society are to follow. The reward for so doing would be the afterlife. This was God's new covenant with Muslims (those who submit to the will of God).

But those who believe, and do righteous deeds, those are the best of creatures; their recompense is with their Lord -- Gardens of Eden, underneath which rivers flow, therein dwelling for ever and ever. (*Qur'an*, 98, 6-7, trs. Arberry)

I need not dwell on conditions in Palestine at the time of the rise of Christianity. Jewish social, economic, and political organization had been totally disrupted as a result of the Roman conquest. Christianity was one of several responses at that disruption.

The appeal of Christianity is apparent in, for example, the Beatitudes:

Blessed are they that mourn, for they shall be comforted.
 Blessed are the meek, for they shall inherit the earth.
 Blessed are they which do hunger and thirst after righteousness, for they shall be filled.

...

For I say unto you, that except your righteousness shall exceed the righteousness of the scribes and Pharisees, ye shall in no case enter into the Kingdom of Heaven.

In order to fully account for the appeal of any new religion, we must also take into account the available alternatives. What other religions were available to

pagans of the Roman Empire? Judaism, of course. Christianity presented itself as reformed Judaism. What was the appeal of reformed Judaism?

The Jewish community under Roman rule had splintered into at least four major factions, none of which was apparently effectively meeting the spiritual needs of the overall community, spiritual needs which were increasing due to the tensions caused by Roman rule.

Which leads us to the second point about the spread of "new" religions. Christianity did not represent an entirely new religion. It was a reworking, a synthesis, of preexisting religious ideas, customs, and culture.

What of the case of Islam? Christianity and Judaism were both known in Mecca. Judaism had obvious appeal; Muhammad apparently expected Jews to acknowledge him as the last of the Abrahamic prophets. But the Jews refused to acknowledge him as a prophet, rejecting his claims as incompatible with the Scriptures.

What of the culture of Christianity was known in pre-Islamic Arabia?

With those who say, we are Christians, we made a covenant; but they forgot a part of the admonition. So we stirred up enmity and hatred among them until the day of resurrection. (Qur'an 5.14)

The Arabs were surrounded by Christian territories on three sides. Consequently, not only were the Arabs familiar with Christianity, but they were also familiar with sectarian conflict between Greek, Syrian, and Egyptian Christians. Therefore, while Christianity was in the air in pre-Islamic Arabia, it was also tied to sectarian politics.

Islam's role was to supersede Christianity, as Christianity had superseded Judaism.

We gave Jesus the gospel... and in the hearts of his followers set kindness and mercy, and the monastic state, but that they invented — we did not prescribe it for them — [it was] only out of a desire to please God, but they did not observe it aright. (Qur'an,

To turn to my third point, that new religions spread in discrete waves for discrete reasons, the great wave of conversion to Christianity came in the sixth and seventh centuries, at approximately the same time as the second wave of the spread of Islam in Arabia. As discussed, new religions have appeared in time of dislocation — economic, social, cultural. In late sixth, early seventh-century northwestern Europe, the notable development was the establishment of rival Germanic kingdoms, some pagan, some Christian. But those who were Christian were Arian, heretical Christians.

Clovis was the chief of one such pagan Germanic tribe. We hear of his conversion to mainstream Christianity directly from paganism under the influence of his Christian wife. His conversion is

related to us by his contemporary, Gregory Bishop of Tours, who equates his conversion with the conversion of his tribe. The conversion of other Germanic chiefs was similar.

After his conversion Clovis did what he had been doing prior to his conversion, waging war with his rivals. But now he did so with the blessing of the church. His rivals were heretics, Arian Christians. Clovis was now the champion of the Church. Conversion gave Clovis religious sanction for what he wanted to do anyway. As Gregory quite sanguinely relates, "Clovis himself regarded Christianity as a kind of magic to help him win battles, but the church supported him as a hero of Christian orthodoxy" (Hollister, p. 32).

We hear of similar phenomena in seventh century Arabia. Upon the death of Muhammad, many tribal leaders who had personally submitted to Muhammad, and whose tribes had thus converted, apostacized. Tribal conversion in Arabia had been similar to tribal conversion among the Germanic tribes of Gaul. When the leader converted, his tribe converted.

Arab tribal leaders represented the second wave of conversion in Arabia. The first had been the conversion of the people of Mecca. Why did Arabic tribal leaders from all over Arabia convert? Was it to do more successfully what they had been in the habit of doing — raiding non-related, neighboring peoples, preying on caravans, raiding settled peoples' territories?

To sum up, in the case of both Christianity and Islam, conversion went on in discrete waves, each of which was motivated by discrete phenomena. The first wave of conversion in each instance took place in the context of dislocation, economic, social, and political. The old religions had failed in meeting the socio-spiritual needs of a society in flux. The new religions reordered peoples' lives around their new conditions.

The later spread of Christianity and Islam, beyond their respective cultural and geographic origins, was for different reasons than had been their initial rise and spread. In both sixth century Gaul and seventh century Arabia, the new religions spread because they conferred higher authority, greater purpose, sanction, for doing what the group wanted to do. In these later waves of geographic spread, religion became the handmaiden of economic and political interest groups.

And in each case, the "new" religion was, in fact, not so new. Both Christianity and Islam represented a reworking of older religious traditions and beliefs into a new synthesis.

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Book Reviews

A World History. By Helen Howe, Dr. Robert Howe, Harriette Flory, and Samuel Jenike. White Plains, New York: Longman. 1988, \$40.00 hardbound.

"How dull looking!" exclaimed a colleague noting on my desk the world history text I was about to review. With that encouragement it hardly seemed necessary to review the book at all. Upon further examination, Longman's text, *A World History*, has some positive features. Despite the comprehensive title, it is NOT a world history.

The bright red cover has a colorful picture of "King Tut," although only a student with a thorough knowledge of Egypt or the ability to ferret out picture credits would know that. The interior format is uninspired, although many of the black and white pictures (including cartoons) are interesting upon close inspection. Two sections of color pictures in the first volume and one in the second are of use but disconnected from relevant text. No color pictures in the first volume are of non-Western subjects. One page of color pictures in the second volume includes agricultural scenes of Asia and Africa with the caption, "Despite their long contact with European imperialists, most developing countries lack an industrial base and depend instead upon traditional agricultural techniques for their subsistence" (facing p. 273). No hint is given of either the tremendous variety of development or the integration of tradition and technology.

Longman states that this text is aimed at the brighter student. The material does have potential interest for the good reader. Primary source materials are integrated into the text especially in the ancient and medieval sections. Topics are explained that many texts leave hanging; for example, why the Medici banks were successful and a coherent account of the impact of Queen Victoria. Frequent references to specific humans and their activities add interest. Unusually effective is the prehistory section which concentrates on the process of discovery of the evolving early man rather than a didactic and easily outdated summary of the origins of man. In later chapters archaeological discovery is frequently included giving an ongoing sense of discovery.

The only claim this text can make to world history is an occasional attachment of a piece of the non-Western world. In volume one a bit of non-Western material is stuck at the end of the first five units. After eighty pages of Near East civilization, eight pages of India are affixed. Similarly 144 pages of Greece and Rome have a ten-page China trailer. Fifty pages of Christianity and Islam have ten pages of Japan tagging along, a most illogical juxtaposition. The Middle Ages have a brief Mayan attachment and European nation-states are followed by seven pages of West Africa. By the time

the Renaissance is reached the editors apparently ran out of scissors and paste or world. These attachments include primary sources separate from the text and time lines (the only ones in the text) comparing them with Europe and the Near East.

In volume two the non-Western world becomes a bit more integrated, though a student must complete 290 pages before anything more non-Western than Russia is mentioned. Imperialism and world wars begin European recognition of the globe. Some Asian history of the nineteenth and twentieth centuries is included. Unfortunately the material on China does not include the Pinyin transliteration so students will have difficulty relating the material to current sources of information.

Maps seem adequate though uninspired. Unfortunately, the presumably up-to-date Middle Eastern map does not include countries like Oman, Bahrain, and Kuwait. In my experience it is always the country that I don't require students to learn that has the next crisis! In the first volume there are forty-two maps of which five involve areas other than the Middle East and Europe. The second section has a better representation once European interests become more global.

As a practical matter the Longman program can be organized into a single rather hefty tome or two hardback parts: *The Ancient and Medieval Worlds* and *The Modern World* (beginning in 1450). Available in softcover are two texts, *The Ancient World* and *The Medieval World*.

Ancillary materials include *A World History Sourcebook* of readings and *Teachers Handbook*. The sources include seventy-one brief but useful Eurocentric readings. One two-page section on discovery and exploration includes material from 1492 to 1870. Readings from the arrival of Columbus are face to face with an East Indian's interpretation of the British without the slightest hint that all documents might not refer to the same place. The final two readings reflect contemporary South Africa and the experience of Winnie Mandela. The handbook includes supplementary information, bibliography, teaching suggestions, and a few sample exercises. In summary, this text has value as a European history or Western civilization work but it is not a world history.

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The West and the World: A History of Civilization by Kevin Reilly. 2nd ed. New York: Harper & Row, 1989. Vol. 2 (post-1500). xix, 444pp., maps, illustrations, index. \$16.95, paper. Instructor's Manual.

This review takes a personal perspective, a search

for a textbook for a course in world history since 1500 which hopes to be part of a new general education requirement. In recent years I have used texts by the pioneering world historians L. S. Stavrianos and W.H. McNeill and the geographically more comprehensive one by Anthony Esler. Kevin Reilly, a former president of the World History Association, offers a book which differs from its competition in several ways: an emphasis on topics rather than on chronology, a willingness to court controversy to stimulate students to think, and a modest marketing package, black-and-white illustrations (and no supplementary materials other than a short instructor's manual). Reilly writes clearly as well as provocatively, and through short quotations, anecdotes, and statistics avoids excessive abstraction. Thirteen topical chapters present modern world history as a series of moral problems to encourage reflection and discussion. The three major divisions in the book, 1500-1800, 1800-1914, and 1914 to the present, are introduced by chronological surveys.

The first topical chapter asks too much of me, a world historian out of enthusiasm rather than training. Reilly compares individualism in early modern Europe with aspects of neo-Confucianism in China. I am better able to cope with the chapters which follow, mostly on Western political and economic ideologies, supplemented by ones on ecology and racism. (In his post-1500 volume Reilly pays less attention than I would to other themes, for instance, religion, gender, and technology.) A few chapters are almost conventional, such as that on nineteenth-century nationalism and imperialism. The final chapter on the Cold War suffers from the rush of events which has left the practice of Marxism-Leninism near collapse and an outdated version of relevance which examines Ronald Reagan's foreign policy in detail. (Will there be a separate chapter organized around the Cold War in world history texts written twenty-five years from now?) Even for one copyrighted in the already distant year 1989, this book sometimes misses the way history was moving. Most blatantly, in a chronological table for the years since 1945 Reilly lists as the last major event for Europe, "Socialist, communist party gains in W. Europe 1974-1976." Perhaps this is a carry-over from the first edition (1980). There are, for me, some minor irritations: the omission of publication dates from books in chapter bibliographies (but not in footnotes) and, as in other world history texts, the lack of the kind of index pronunciation guide which appears with less need in some Western civilization textbooks. More important, the book is surprisingly Eurocentric, typified by a chapter on Machiavelli, Hobbes, and Locke and one on Marx and his European socialist precursors. I recognize that this is world history for Americans and that the theme in the title of Reilly's book subordinates the non-West, but I long for a different kind of topical chapter, perhaps a comparison of industrialization in Japan and India or

of peasants in Mexico, Egypt, and China.

Despite these gripes, I am leaning toward experimenting with Reilly because I suspect that he would make my students talk and, as he intends, begin to think historically. What else matters?

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A Global Perspective: Source Readings from World Civilizations, Vols. I and II. Edited by Lynn H. Nelson. Vol I: 3000 BC to AD 1600. 430p. \$13.00, paper; Vol. II: Since 1600. 464p. 1989. \$13.00, paper.

As world history becomes more established in the university curriculum, the sources available to scholars and students also become more sophisticated. Lynn H. Nelson's readers, A Global Perspective: Source Readings from World Civilizations, Vols. I and II, provide one such example. Early surveys of world history were chronological starting with Mesopotamian civilization, followed by the Egyptian empire, and then lesser empires. If a thematic study, then ideas of progress might have been applied with a Western bias. But as scholars grew increasingly aware of the world's economic interdependence and rich cultural diversity, the study of world history changed. Now world history texts abound stressing the importance of lesser known civilizations in Africa, the Americas, and Asia. Yet the format remains usually chronological, with no unifying theme.

Nelson deviated from the pattern and has prepared two readers with selections that revolve around the themes "Love," "Death," "The Good Life," "War and Peace," and "Virtue and the Individual." These headings represent certain universals in people's lives. After reviewing his five categories, Nelson divides each reader into three chronological sections, with each section preceded by a chart that lists the major historical events during that time period, followed by the separate readings. Nelson introduces each selection and provides discussion questions and a brief bibliography. At the end of each chronological section Nelson includes discussion questions that integrate all of the excerpts. In Volume I, which covers the years 3000 B.C. to A.D. 1600, Nelson divides the period into the following parts: the ancient world, 3000 B.C. to A.D. 300; the Middle Ages, 300 to 1200; the premodern era, 1200 to 1600. The second volume covers: the early modern world, A.D. 1600 to 1789; industrialism and democracy, 1789 to 1914; the twentieth century, 1914 to the present.

The organization of the readers is excellent and the discussion questions are useful for the student and the instructor, especially in this area of critical thinking methodologies. The only criticism stems from certain

excerpts that were chosen and the discussion questions that introduced the selections.

In both volumes, regardless of the civilizations and despite previous knowledge of a patriarchal world, this reader was struck by the lowly status of women. Although Nelson occasionally directs attention to the role of women, often he fails to address the most blatant examples of the demeaning roles assigned to women. For example, in his selection of "Pericles' Funeral Oration" from *The Peloponnesian War*, Nelson does not refer to Pericles' ending comment regarding the conduct of war widows, in which Pericles stated, "the greatest glory of a woman is to be least talked about by men, whether they are praising you or criticizing you." Or in Molière's play, *Love's the Best Doctor*, Nelson overlooks another opportunity to emphasize the powerlessness that pervaded women's lives. In Molière's work, women were held in small regard and were forced into schemes and manipulations to secure their ends. Nelson could acknowledge the circumscribed lives that women led either through a discussion question or his introduction to each excerpt—he does neither.

Another substantial omission is the lack of interest in the environment. In selections such as *Black Elk Speaks* or *The Interesting Narrative of the Life of Olaudah Equiano*, Nelson might direct attention to the relationships certain cultures have with their physical surroundings. Finally, although Nelson explores such abstract themes as death and war and peace, he does not include any readings examining the Holocaust, or the bombing of Hiroshima and Nagasaki. But these are minor criticisms, for Nelson's text serves as one of the better examples of what world history readers should be striving toward. Nelson not only offers the student a glimpse of the past but through his introductions and questions ensures a deeper understanding of it as well.

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Twentieth-Century World (Second Edition), by Carter Vaughn Findley and John Alexander Murray Rothney. Boston: Houghton Mifflin Company, 1990. 543 pages. Maps, Time Chart, illus. \$24.00, paper.

Findley and Rothney made the right choices in structuring the new edition of their 1986 textbook. Maps and a time chart give students a quick reference to other history they have encountered. Short bibliographies at the end of each section list major political and economic works about regions, some specialized texts, and the occasional novel and memoir. An introduction and four chronological sections—two on Europe and the United States, two on Africa, Asia, and Latin America—give a familiar framework for the prospective instructor. The chapters within the sections are twenty to twenty-five

pages in length, a nice blend of general statement and specific case study.

Their goals are also commendable. While acknowledging the need for "selectivity," they reject the purely political, and commit themselves to a "multifaceted" view of world events. Their five "themes"—"global interrelatedness," "disequilibrium among cultures," the creation of a "mass-oriented society," the triumph of technology over nature, and the search for appropriate "values"—raise key questions about the unique evolution of the twentieth century. The text's strongest features are its clear political narrative, and its descriptions of the modern interdependent world economy.

The text shares, however, two of the weaknesses of other world history surveys. 1) The massing of human experience suggests no human agency. Wars begin and end. "Demographic transitions" happen. Leaders are representative of trends not manipulators of circumstance. 2) Despite Findley's and Rothney's evident sensitivity to language and bias and their wish to avoid perpetuating stereotypes, the Western middle-class, Caucasian male remains the central observer, and his remains the basic perspective. For example, they use: "non-Western" for the cultures of Africa, Asia, Latin America; "non-white" for blacks and "coloreds" in South Africa; and "American" for the United States. The discussion of feminism appears as "The Women's Liberation Movement" in a section on the United States entitled "The Struggle in the 1970s to Re-establish Authority."

They acknowledge that "change" (the principle identifying characteristic of "Western" cultures) does not necessarily mean progress. Yet, "change-oriented" societies remain the unspoken successful model. Pictures of 1914 Berlin are juxtaposed with 1983 pictures of an Egyptian village. "Openness to new ideas," a measure of a country's success, means accommodation to or acceptance of those from the West. African leaders govern "weak" or 'soft' states." Underlying the discussions of all regions there remains the implied valuing of individual civil liberties over group or community interests, material over spiritual or ideological priorities, and a suggestion that the internal problems of the "Affluent North," have been neutralized if not solved, whereas only those of the "Hungry South" continue to plague their peoples.

The authors do make a dramatic shift in their last chapter: "A World of Interdependence amid Scarcity." Here they write admiringly of values associated in their text with Africa, Asia, and Latin America: long-term versus short-term priorities, of communal versus individual needs, and of less competitive models of nationhood. Perhaps this should be a sixth theme and be incorporated through the narrative in their third edition.

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Global Crises and Social Movements: Artisans, Peasants, Populists, and the World Economy. Edited by Edmund Burke III. Boulder: Westview Press, 1988. Pp. xi + 276. \$38.50

In 1981, the University of California, Santa Cruz, sponsored a conference, "Global Crises and Social Movements," in which political scientists and sociologists as well as historians participated. The ten essays in this book represent a selection of the papers presented and, with the exception of two, were subsequently published in various scholarly periodicals, five in the July, 1983 issue of Theory and Society. The authors of these essays feel that most previous studies of social movements have been limited by local and national perspectives. Consequently, they have adopted a comparative methodology which has as one of its chief organizing principles the belief that social movements must be examined in a global manner.

Following a short introductory overview by Edmund Burke III and Walter Goldfrank, "Global Crises and Social Movements: A Comparative Historical Perspective," the essays are divided into three parts. Part One concerns revisionist scholarship on the revolutions of 1848, nineteenth-century European social movements, and the emergence of the working class. Part Two deals with the recent debate over what is called the "moral economy of the peasant," and Part Three explores populism and fascism in several world societies.

There are several problems with this book. First of all, its price is a bit steep, especially if one takes into account the fact that a good portion of its contents were already published elsewhere. Second, if it were destined for a reasonably general audience, then the essays should have been edited with more care. Phrases like "hegemonic ascent and decline" and "casual directionality" (both on p. 3) will not go over well with anyone but specialists who are comfortable with the jargon of social science theory. Readability is not then a merit of this collection. In large measure, it represents yet another collection of published conference papers through which only a few hardy souls will wade.

All of the essays are bold and stimulating attempts to utilize the comparative method in global studies. Perhaps because they are more limited in scope, those which deal with Western Europe are the best as a group and represent useful summaries of interpretations developed elsewhere by their authors (Mark Traugott, Craig Calhoun, and Peter Gourevitch). More ambitious but less convincing, the contributions of Michael Adas, Michael Watts, and Jeffery Paige on the moral economy of the peasant are within the mainstream of the by now dated methodology of world-systems theory. Their essays cover a great deal of ground (Java and Bihar, northern Nigeria, Guatemala) but the peasant groups they analyze emerge as passive rather than active agents

with respect to the penetration of colonialism and capitalism into the countryside.

The essay which might appeal most to students, teachers, and scholars alike (if they have not already read it in the winter, 1984 issue of International Organization!) is Bruce Cumings' "The Northeast Asian Political Economy Under Two Hegemonies," a study of the economies of Japan, Korea, and Taiwan from the 1920s to the 1980s. Cumings, too, adopts a world-systems approach. But, his analysis is more effective because he limits himself in terms of time and space and does not allow his interpretation to be determined by the economic activities of the so-called core religion of Western Europe.

Whatever its failings, this collection of essays can teach us a great deal about the merits of comparative historical methodology in global studies and world history.

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WHA

Afrocentric Historical Claims: An Examination of the Portland, Oregon, African-American Baseline Essays.

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Teachers and professors of world history are likely to come in contact with the various historical claims of the Afrocentrist or African-centered [AC] educational movement. AC proponents claim that a curriculum centered on the positive historical achievements of African societies, including ancient Egypt, can elevate self-esteem and thus academic interest among African-American students. Some advocates argue that this is necessary, since African-American culture is essentially African, sharing little or nothing with a common American culture. This article, however, will restrict itself to the historical claims of AC by examining the widely circulated Portland, Oregon, African-American Baseline Essays [AABE] (1987, revised 1990). The AABE is a teacher resource consisting of six historical surveys of African and African-American contributions in the fields of "Art" [AR], "Language Arts" [LA], "Mathematics" [MA], "Music" [MU], and "Science and Technology" [ST]. the "Social Studies" [SS] essay by Prof. John Henrik Clark is a survey of African and African-American history.

The AABE might be termed "Egypt-centric" as approximately 30% of the content is devoted to ancient Egypt. Openly disdainful of professional Egyptologists, none of whom were consulted for

accuracy, most of the essay's authors, with the exception of the "Math" author, attempt a major revision of ancient Egyptian history. Although they claim to be advancing long overlooked facts and correcting Eurocentric distortions of ancient history, some of their theories and factual claims often turn out to be "Africanized" versions of long-discredited and discarded European ones.

Briefly stated, the Afrocentric historical view advanced in the AABE, accompanying lesson plans and supporting bibliography holds that: "Ancient Egypt was a Black nation" (AR-7) or "The Land of the Blacks" (MU-22); the famous Ptolemaic queen "Cleopatra VII ... was of mixed African and Greek parentage." "She was not fully a Greek." (SS-44) "[T]he original home of the [ancient Egyptian's] prehistoric ancestors was south in ... the neighborhood of Uganda and Punt" [modern Ethiopia and Somalia] (SS-22); "invasions and conquests by Asians, Europeans and Arabs ... pushed Blacks further south" (AR-7) making today's Egyptians different from the ancient Egyptians. Egypt was "the first great civilization" (SS-21) since it was only "During the Fifth and Sixth Dynasties" of ancient Egypt (i.e. after 2563 BCE) that "[t]he nations and people in the other river valley, the Tigris and Euphrates, were laying the foundation of Sumerian civilization" (SS-30). "The African origins of Greek development [were] an unquestioned reality of the Greeks" (AR-3); Olmec civilization in Meso-America and most other Old World civilizations were largely the products of an ancient African Diaspora (Van Sertima, 1976).

All of the above assertions are problematic. "Black" and "white" are hard to define. Ancient Egyptian and Greek skin color, unlike 20th century U.S. views, were not the products of a legacy of discrimination based upon skin color (Snowden 1970; 1983). These terms are a "chimera, cultural baggage from our own society that can only be imposed artificially on ancient Egyptian society" (Yurco, 1989). Studies in both physical anthropology and ancient Egyptian art suggest that:

the ancient Egyptians, like their modern descendants, were of varying complexions of color, from the light Mediterranean type (like [Queen] Nefertiti), to the light brown of Middle Egypt, to the darker brown of Upper Egypt, to the darkest shade around Aswan and the First Cataract region, where even today, the population shifts to Nubian. (Yurco, 1989)

"The Land of the Blacks" is a mistranslation by some Afrocentrist writers of the ancient Egyptian word "KMT" (Kemet). "KMT" was one of several ancient Egyptian, pre-Graeco-Roman words for Egypt. It means "the black land" (by contrast to "Deshret," "the red land," i.e. the desert) referring to the black, alluvial soil deposited by the yearly inundation of the Nile. It was never a reference to the

skin color of the ancient Egyptians.

Regarding Cleopatra VII, Howard University classicist Frank Snowden, Jr., a specialist on the presence of black Africans in Mediterranean antiquity, states that she "is well attested on coins that depict the Ptolemaic queen as white" (Snowden, 1990). Field Museum (Chicago) Egyptologist Frank Yurco points out that the Ptolemaic dynasty was "so concerned ... to retain its Greek purity that they regularly engaged in brother-sister marriages." "Though you cannot prove that Cleopatra VII had no indigenous Egyptian admixture, the probability is that she did not" (Yurco, 1991).

Linguistic, pictographic and archaeological evidence point to a Saharan origin of the ancient Egyptians from the west, not the south. This migration occurred following the gradual desiccation of the Sahara after 5500 BCE (Yurco, 1990).

There is no evidence that Egypt was a forerunner or a major factor in the formation of Mesopotamian civilization, since the beginnings of the two are approximately contemporaneous. Rather, evidence of diffusion during the fourth millennium points to some Mesopotamian influence on Egypt. While Egyptian influence on the development of Greek civilization is undeniable, Mesopotamian as well as indigenous Indo-European influences also contributed to its development.

Most of the invasions, as correctly noted in the "Math" essay (MA-29), involved only small numbers of people, often only soldiers, and did not displace the vast majority of local peoples (Kanimba, 1986).

Scholars of pre-Columbian America see the origin of the Olmec civilization as the result of indigenous, not African, influences (Feder, 1990). Furthermore, an analysis of the navigation techniques of ancient peoples demonstrates that only East Indians and Pacific Island peoples were transoceanic navigators. Their double-hulled, outrigger canoes, and navigation by star movement, wave and current patterns, cloud formations and flights of birds enabled them to sail across the open ocean and make landfall on unseen islands. Neither Africans, Egyptians, Mesopotamians, Greeks, Romans nor even Phoenicians practiced or conceptualized transoceanic sailing. Their voyages were coast-hugging—staying near to shore and going ashore each night. As Herodotus remarks, Phoenicians in this way took three years to circumnavigate Africa.

Inaccuracies in the AABE include both facts and interpretations. Characteristics with worldwide distribution (pentatonic scale, use of prophecy, body language, creation stories, rock art) are often treated as if they diffused from an African center, while other traits that might be considered Africa-specific, such as trickster stories, are not highlighted. Some essays do mention important attested African contributions to worldwide culture: the mention of call-and-response in the music essay is one example, and the Egyptian origin of Euclidian geometry is another.

The richness of cultural diversity within Africa is generally ignored in the AABE. In the LA essay, the “unity” of African languages (which number more than 8090 mutually unintelligible languages) is established by referring only to the “Bantu” language “family” (actually a subgroup of one of the 5-6 African language families), and by an incorrect assertion that most of the ancestral languages of the slaves were tonal.

Dates and dynasties are confused. In the Social Studies essay, almost all the dates associated with human evolutionary stages are incorrect according to current evidence. In addition, dates and periods overlap and contradict each other and are not consistent among the six essays. Contrary to assertions in several essays (AR-14-16, MU-3-6) the earliest pottery (Japan, 12,000 years), sculpture (Germany, 34,000 years) and musical instruments (Hungary, 31,000 years) are not found in Africa, at least not according to current knowledge. On the other hand, early southern African rock art and the Ishango “calendar” bone, used variously in the essays to represent the beginnings of literature, art and mathematics have actually been redated to a much older period, between 20,000 and 30,000 years ago, about the same time as similar manifestations in Europe, Siberia and Australia, which are only mentioned in the “Social Studies” essay.

The “Social Studies” essay has another serious deficiency. According to Johns Hopkins African history scholar Philip Curtin, “The fundamental problem is that [the author] puts forward racial theories that have been long ago abandoned by mainline scholars of Africa or any other continent.” These theories “sometimes take the form of claims to superiority for people from sub-Saharan Africa, against claims by others for the superiority of the ‘Caucasians’ ” (Curtin, 1991).

The “Science and Technology” essay endorses such concepts as the “extra-terrestrial origin of the Nile theory,” whereby “water-laden micro-comets ... were the source of the oceans’ waters” and “of rivers’ water like the Nile” (ST-15). Mystical powers are attributed to the pyramids, and the author misinterprets such artifacts as bird effigies to prove the ancient Egyptians experimented with aeronautics, antennas and electricity. This essay also states that “for the ancient Egyptians as well as contemporary Africans worldwide, there is no distinction and thus no separation between science and religion” (ST-14). While the pursuit of scientific knowledge in the West and the earlier flourishing of Islamic science have certainly been deeply affected by religion and cultural values, most scientists, including African scientists, would accept that science seeks to describe the material world, and that scientific propositions must be testable (potentially falsifiable) through observations of natural phenomena.

The science essay’s perspective is reflected in its list of “the first set of scientific paradigms: the basis

from which the ancient Egyptians did all types of scientific investigations” (ST-12). These paradigms include “acknowledgement of a supreme consciousness,” “divine self-organization,” “consciousness survives dissolution of the body,” “transmaterial cause and effect,” etc. None of these propositions are testable. This essay’s approach to science is inconsistent with accepted scientific methodology as it is practiced worldwide.

How do we establish historical affinities or ancient contacts using archaeological data or oral histories? When does a contact reflect human migration on a large scale, versus the voyages of a single traveler or even indirect trade at a distance without direct contact? Archaeologists suggest that when we attempt to suggest direct links between two ancient societies, the traits used to establish the tie must consist of related complexes of traits, and must reflect similar complexes of behavior in the two societies being compared. Isolated traits such as pyramids, circumcision, and stringed instruments are too generalized to be used for this purpose, since such traits could easily have developed separately (Feder 1990: 64-5). On the other hand, the presence, in two societies, of pyramids associated with an elaborate funerary ritual involving mummification and belief in a material afterlife constitutes fairly strong evidence of direct continuity.

When we trace people by their biology, we must recognize the variability inherent in all human populations, and that single biological traits do not establish historical ties. For example, the ancient ice-age “migrations out of Africa” do not “account ... for the appearance of African physical-type people in widely scattered areas outside of Africa” (SS-18). According to genetic evidence, Europeans and east Asians are at least as closely related to these ancient African migrants as are Australian Aborigines or other non-African dark-skinned peoples. In each case local environmental adaptation (microevolution) has caused some ancestral features to be retained and others to be lost. For example, Australian Aborigines differ biologically from tropical Africans in many traits other than skin color.

The authors of the Portland essays and their consultants are, for the most part, not scholars of ancient Egyptian or African history, and many of the references they cite are outdated secondary sources. Other writings often cited by these authors derive from an earlier group (ca. 1900-1925) of mostly British anthropologists and historical theorists, the extreme diffusionists or “Heliocentric” school. These theorists asserted on the basis of widely distributed single traits that Egypt was the center of all basic human invention. Citations of their work (especially Breasted) in the AABE do not reference the numerous criticisms which caused the Heliocentric School to be discredited. Recent Egyptological and archaeological scholarship is not generally reflected in the essays, even when it would support the assertions of the authors.

"Science and Technology" essay author Hunter Havelin Adams III is listed in the AABE as a "research scientist of Argonne National Laboratories, Chicago." According to the Director of Public Information at Argonne National Laboratory Mr. Adams is an "industrial-hygiene technician" who "does no research at Argonne on any topic," and whose "highest academic degree is a high school diploma." One is left wondering how the Portland curriculum supervisor and chief consultant Dr. Asa Hilliard III could have chosen such an unqualified writer for a survey essay on science.

Educators, parents and students are justified in wanting multicultural curricula that reflect the achievements of the world's diverse cultures, including those of Africa. Older curricula do reflect a bias that often denied or neglected the achievements and contributions of Africa. Indeed, when viewed from the perspectives of current archaeological, anthropological and linguistic research, the ancient cultures of Mesopotamia, the Levant and ancient Africa, including Egypt, as well as Greece exhibit a long and rich experience of multicultural development. In their cultures, Sumerians, Akkadians and Old Babylonians, Elamites, Indo-Europeans and South Indians interacted. Egypt linked the Mediterranean and Sudanese Nilotc cultures and ancient Somalia-Ethiopia.

This article is adapted from an earlier one by the author in the Spring 1991 Anthro-notes, the bulletin for teachers published by the National Museum of Natural History (Smithsonian Institution). The latter article was based on detailed written critiques of the AABE and editorial assistance by Egyptologist Frank Yurko of Chicago's Field Museum of Natural History and Alison Brooks, Professor of Anthropology (African archaeology) at George Washington University. Additional written critiques of Afrocentrist historical claims have been provided by Philip Curtin, Professor of African history at Johns Hopkins University, Frank Snowden, Jr., Professor emeritus of classics at Howard University, and Bernard Ortiz de Montellano, Professor of Anthropology at Wayne State University.

Both this and the earlier article reflect one of the goals of the World History Association, the need to develop and cultivate collaborative networks linking non-specialist history teachers and curriculum writers with the academic specialists in universities and museums. The popularity of Afrocentric historical claims has many causes. Certainly one is the absence in many public school districts of world history curricula that give adequate coverage to African history. In fact, many school districts do not have required world history courses. It is this vacuum that is readily filled by inaccurate AC materials, such as the Portland African-American Baseline Essays.

Erich Martel teaches World History and AP US History at Woodrow Wilson High School in Washington, D.C.

Teachers wishing copies of Frank Yurko's and other detailed critiques of the Portland essays, the packet "Ancient Egyptians: Were They Black?", or critiques of Martin Bernal's Black Athena can write to Erich Martel, c/o Wilson H.S., Nebraska & Chesapeake St., NW, Wash., D.C. 20016.

There will be a small charge for copying and postage.

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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.

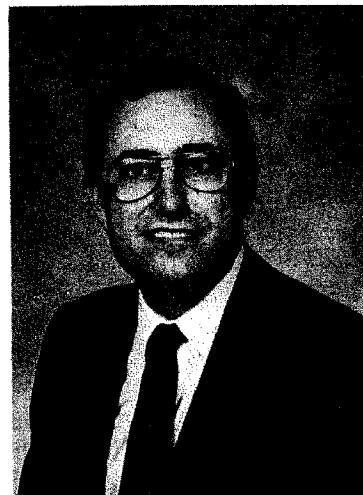
First, plan and organize. Planning enables you to make the most of your limited time and arrange your priorities so that you don't spend time on activities of lesser importance at the expense of the more important ones; organizing means that a little extra time spent today (filing, for instance) will 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.



Ronald Wiltse

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
(Dick Rosen, Executive Director
Department of History/Politics
Drexel University
Philadelphia, PA 19104)

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

divisions 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's 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, whiting 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.

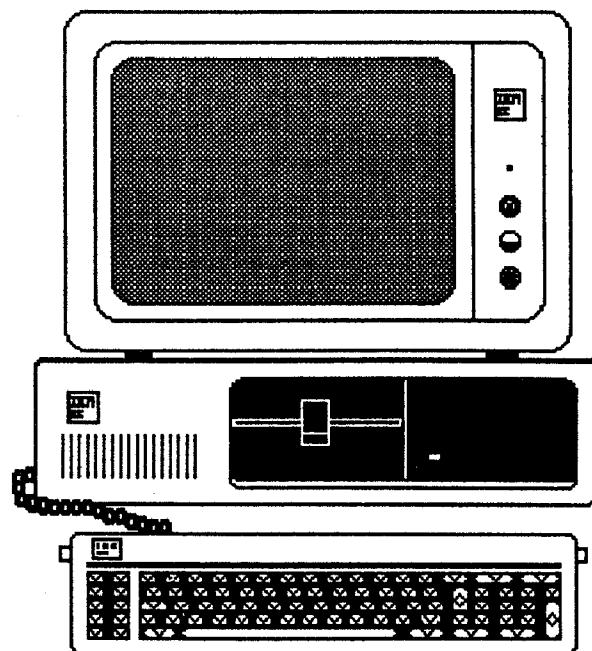
9. Create a series of chalkboard (or markerboard) drawings, maps, and diagrams. This old-fashioned approach can get students' attention because they are not used to seeing carefully done drawings on the board. They can be your original work, or copies, or something you modify. Keep the artwork on transparencies (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. And you will wonder how you ever got along without it. Don't think computers: think of one individual software program. That makes the whole idea less daunting. Many teachers have already come into contact with computers through publisher-supplied test generators. But today's test generators are babies compared to what's available, from word processing programs, to grade books, to graphics programs. They vary from simple to complex, but increasingly they are easier to use and able to do more and more. Just as the invention of printing from movable type

made possible reference works that could be set in type and then corrected as errors were discovered, so the computer allows us to correct errors, typographical or substantial.

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.



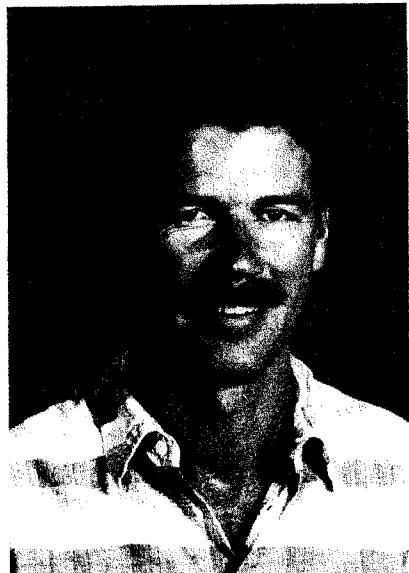
1989 Central European Independence*

Two Secondary Teaching Activities

Andy Aiken
Boulder High School

Teacher Overview

Soviet and communist control over Central Europe crumbled with surprising speed in 1989. How and why did this happen?



Andy Aiken

The two activities that follow are designed to challenge secondary students to analyze data and events leading to the dramatic collapse of Soviet and communist control of Central Europe. Both lessons assume basic student knowledge of the history and geography of the USSR and Central Europe after World War II and the Cold War.

Both lessons require active student participation. Research indicates that students better comprehend and retain knowledge by active participation, including discussion and the development and comparison of student hypotheses. Readings, discussions, lectures and films provide important background data, but these activities culminate in the students' own analytical and critical thinking.

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Teachers may make copies for use in their building only.

Teacher Directions - Lesson #1:

How did post World War II events influence the independence of Central Europe in 1989?

Time Needed:

Two class periods of 45-55 minutes

Additional Suggested Materials:

Previously completed Central European map/geography assignment

Wall or overhead map of Central Europe

Pictures, slides, posters, or videos of events to be discussed

Possible Anticipatory Set:

Ask your students if they remember when the Berlin Wall began to be dismantled in 1989. Show them pictures from magazines, slides, or video clips, if possible. What seemed to be the emotions of the East Germans? What were the reactions of your students? Did most observers and commentators find Central European independence surprising or not? Why or why not?

What earlier events may suggest that independence from the Soviet-influenced communist leadership in each of the Central European states was possible?

On the blackboard or overhead, list and briefly discuss their ideas. (Reminder: This activity assumes appropriate student background knowledge.)

Tell the students to jot down their colleagues' ideas and to refer to them as they review a time line of selected events that relate to Central Europe and the USSR.

Teacher Procedure:

1. Teacher background reading.
2. Add to or delete data from time line.
3. Anticipatory set.
4. Pass out copies of "Central Europe and the USSR After World War II: Selected Events" to each student.
5. Ask the students to think about which of these events may have influenced the fall of communism in Central Europe in 1989. Ask them how the events they select may have influenced this independence. On the blackboard or overhead write:

1. Which events may have influenced the fall of communism in Central Europe in 1989? Why?
2. How might those events have influenced the 1989 fall of communism?
6. After the students have read the time line, ask them if they have any questions about any of the events. (You may want to add or delete events.)
7. Divide the class into groups of three to four students.
8. Pass out one or two copies of "What effect did specific earlier events have on Central European independence in 1989? Cause and Effect Activity #1" to each group.
9. Remind them that a historical event can influence or affect later events.

**WHA MEMBERSHIP
NOW OVER 1300!**

10. Tell them:

Even though the fall of communist governments in Eastern Europe came quite suddenly, many previous decisions and events led to the dramatic events of 1989. Like professional historians, you will be asked to draw some conclusions from this information about how and why these revolutions took place. Good Luck!

11. Ask them to read the introduction and first two examples. Answer any questions they may have.

12. Ask them to select one person to write down the effects the other six events may have had on the fall of communism in Central Europe in 1989.

13. Tell them that you will select one person from their group to report their findings back to the rest of the class, but they won't know who it is until they have completed their analysis as a group.

14. Walk around and answer questions as they work.

15. After they finish, select one person from each group to write the effect of one of the events on the board. Make sure each event is covered. All the representatives write their ideas on the board at the same time.

16. Have the representatives explain their ideas in turn. Question them and ask the other groups whether or not they agree.

17. On the board or overhead write what you consider to be the best ideas and discuss.

"Central Europe and the USSR After World War II: Selected Events"

1948 - Finland Neutrality Treaty - Finland gained independence from USSR - promised neutrality, to not threaten USSR militarily, after fierce WWII combat

1948-49 - Berlin Crisis and airlift

1955 - Austrian State Treaty - separated eastern Austria gained independence from USSR - reunited Austria pledged neutrality and to not join NATO

1956 - Hungarian Revolt crushed by USSR - 30,000 Hungarians, 7,000 Soviets killed

1961 - Berlin Wall built after 3,000,000 East Germans escaped to West Berlin

1968 - Czechoslovakia "Prague Spring" uprising suppressed by Soviet military

Mid 1970s - increased cynicism of Soviets and Central Europeans about corruption of political leaders - worker productivity continued to decline - Central European and Soviet workers' joke: "We pretend to work and you pretend to pay us."

1979 - USSR war in Afghanistan started - USSR supported Karmal overthrow of anti-communist government

1979 - Polish and anti-communist Pope John Paul II cheered by large crowds in Poland-first post WW II visit by a pope to a Central European country

1980 - Life expectancy of Soviet males dropped from 67 years in 1964 to 62 years (71.5 in U.S.)

1981 - Polish Solidarity movement driven

underground - Lech Walesa jailed

1982 - Israeli flown U.S. fighter planes destroyed 80 Soviet built MIGs flown by Syrians in conflict over Lebanon - no U.S. built planes downed - Israelis easily destroyed new Soviet built tanks with U.S. planes

Early 1980s - Growing Soviet realism that USSR could not match large U.S. increases in defense spending and SDI (Star Wars) research

1983 - Soviet General Secretary Andropov initiated popular anti-corruption campaign, then suddenly died

1983 - Number of personal computers per 1,000,000 people - U.S. 4,273 - USSR 80

1984 - Chernenko ruled USSR less than a year - open complaints by Soviet people about economic crisis, military failures in Afghanistan

1985 - Gorbachev new general secretary of USSR - read secret KGB report that economy in much worse shape than he suspected - initiated Perestroika (restructuring) and Glasnost (openness)

1988 - Gorbachev declared that Central European satellite countries could "go their own way," in U.N. speech - promised not to interfere in independence movements - ended Brezhnev Doctrine (no state can ever retreat from communism)

1988 - Poll of Soviets by Moscow News - majority did not believe social justice existed in USSR - political leaders' corruption and wealth main explanation

1989 - USSR war in Afghanistan ended in withdrawal of Soviet troops after unexpected fierceness of Afghan resistance-Afghan rebels aided by the U.S.

1989 - Solidarity won 99 of 100 Senate seats in Poland - first free elections in post WWII Central Europe - Gorbachev encouraged Polish communists to accept majority government control by Solidarity

1989 - Gorbachev admitted invasions of Afghanistan and Czechoslovakia wrong

Student Activity #1: What effect did specific earlier events have on Central European independence in 1989?

The events described in the "Central Europe and the USSR After World War II: Selected Events" will provide some background information to help you understand the overthrow of communist rule in Eastern European countries in 1989.

For each event listed below, try to determine how it may have encouraged or affected the 1989 revolution in Eastern Europe. Don't worry about being absolutely correct. Historians often disagree in their interpretation of events, but be sure you have good reasons to support your conclusions. Identify two or three effects that each event had on the USSR or Central Europe. Be ready to support your analyses.

Two examples are completed for you.

EventEffects on USSR or Central Europe

1956 – Hungarian Revolt crushed by Soviets – 30,000 Hungarians, 7,000 Soviets killed

1. Soviets showed they would use force to maintain an Eastern European buffer against perceived threat of Western European invasion.

1980 – Life expectancy of Soviet males dropped from 67 years in 1964 to 62 years (71.5 in U.S.)

2. Soviet brutality led to tremendous bitterness against USSR by Hungarians and desire for future (1989) freedom from communist control.

1980 – Solidarity union workers movement opposed Polish communist government

1. This dramatic drop indicates a severe decline in medical and social services, probably reflecting the weakening Soviet economy.

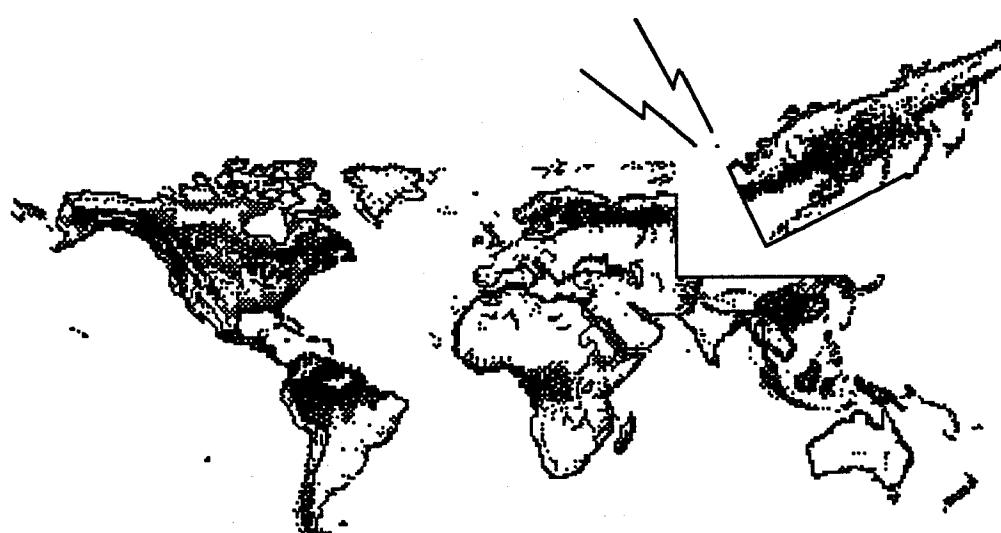
1982 – Israeli flown U.S. fighter planes destroyed 80 Soviet built MIGs flown by Syrians in conflict over Lebanon - no U.S. built planes downed – Israelis easily destroyed new Soviet built tanks with U.S. planes

2. This may be an example of the overall failure of a Marxist-Leninist centralized, command economy forced on Eastern European satellite countries. This failure could be an important factor for wanting to end communist control over Eastern Europe in 1989.

1985 - Gorbachev new leader and general secretary of USSR - read secret KGB report that economy in much worse shape than he suspected – initiated *Perestroika* (restructuring) and *Glasnost* (openness)

1988 - Gorbachev declared that Central European satellite countries could “go their own way” in U.N. speech – promised not to interfere in Central European independence movements

1989 – USSR war in Afghanistan ended in withdrawal of Soviet troops after unexpected fierceness of Afghan resistance



Teacher Directions: Lesson #2:

What were the most important factors that led to the fall of communism in Hungary, Czechoslovakia and the German Democratic Republic in 1989?

Time Needed:

Two class periods of 45-55 minutes

Additional Suggested Materials:

Wall or overhead map of Central Europe

Pictures, slides, posters, or videos of events to be discussed

Possible Anticipatory Set:

Review student answers to activity #1. Tell them that they have had a chance to hypothesize about how some of the events of the Cold War may have influenced the overall collapse of communism in Central Europe.

Do they believe that the fall of communism would have occurred in the same way and at the same pace in each country? Discuss. Tell them that they will get a chance to test their hypotheses by examining three case studies: Hungary, Czechoslovakia, and the German Democratic Republic.

Teacher Procedure:

1. Add to or delete data from time line.
2. Anticipatory set.
3. Pass out **"Student Activity #2: What were the most important factors that led to the fall of communism in Hungary, Czechoslovakia, and the German Democratic Republic in 1989?"**
4. After the students have read it, discuss any questions they may have.
5. Show and discuss any pictures, slides, or videos.
6. Divide students into groups of three or four. These may be the same groups as in activity #1 or new groups.
7. Ask them to use the data from the first time line, **"Central Europe and the USSR After World War II: Selected Events,"** and the events from the three case studies to attempt to determine the three to five main factors leading to the independence of each of the three Central European countries.
8. Stress that historians often disagree on the interpretation of available information and evidence, but most would agree that a variety of factors influenced the nonviolent revolutions of the three countries. The best student hypotheses will be based on the available data.

9. Ask them to have their recorder write their hypotheses down, but everyone in the group should be able to defend their conclusions.
10. Use discussion procedure from activity #1 or lead general discussion.
11. Consider collecting and grading. Your students will take future group activities more seriously if you grade their work.

Tentative Answers:

A panel of university historians and the U.S. State Department Central European specialists discussed this question at the 1990 University of Colorado World Affairs Conference in Boulder. They disagreed, of course, but believed leading factors of the fall of communism would include:

- bitterness towards communism as a result of massive economic problems and political oppression in Central Europe
- Gorbachev's actions
- the courage of the opposition groups and individual dissenters
- access to media and subsequent knowledge of opposition events in other Central European states, Western Europe (and Tiananmen Square)
- influence and inspiration of Pope John Paul II

Student Activity #2: What were the most important factors that led to the fall of communism in Hungary, Czechoslovakia, and the German Democratic Republic in 1989?

No single decision, person, or event led to the downfall of the communist governments of Hungary, Czechoslovakia, and the German Democratic Republic (East Germany) in 1989. The explanation of how and why complex historical events occurred generally demands careful analysis of a variety of factors that influenced the event.

Working in a small group, do your best to try to determine what were three to five of the most important factors leading to the fall of communist governments in Hungary, Czechoslovakia, and the G.D.R.

On a separate sheet of paper, **list in order** what you think are the **three to five** most important factors for the 1989 change of governments in each of the three countries. Briefly explain **why** you believe each of your decisions, actions, or events affected the 1989 changes.

Remember that those who opposed the communist governments were aware of what was happening in other countries as they had access to TV, radio, and print media. (Hint: Review the first time line **"Central Europe and the USSR After World War II: Selected Events."**)

Good Luck. Be prepared to defend your decisions and conclusions.

Events Leading to the Fall of Communism in Three Central European Countries — 1989

Hungary

- 1956 — Hungarian Revolt crushed by Soviets — 30,000 Hungarians, 7,000 Soviets killed
- 1988 — Janos Kadar, placed in power by USSR after the 1956 revolt, forced from office by Hungarian communist reformers
- June, 1989 — Several top communist reform leaders participated in funeral to honor 30,000 killed in 1956 Soviet invasion — hardline communist leaders furious
- Sept., 1989 — Hungary tore down "Iron Curtain" — opened borders to Austria — thousands of East Germans moved to West Germany — Soviets consulted, but did not object
- March, 1990 — Communists handily defeated in first round of national elections

Czechoslovakia

- 1968 — Czechoslovakia "Prague Spring" uprising suppressed by Soviet military — about a dozen Czechs killed
- 1968 - 1988 — No significant public protests
- 1988 — Mild protests by small groups began — no political banners allowed by police
- Jan., 1989 — Police used tear gas to break up nonviolent demonstration of 5,000 to honor death of student martyr of 1968 Soviet invasion
- May, 1989 — opposition playwright Václav Havel released after nine months in jail
- July, 1989 — Gorbachev urged Czech communist leaders to reform
- Nov. 16, 1989 — Soviets admitted 1968 invasion of Czechoslovakia wrong
- Nov. 17, 1989 — 3,000 nonviolent protesters with political banners and posters in Prague attacked and beaten by riot police — one student rumored dead (rumor later proved to be false)
- Nov. 18-24, 1989 — Reacting to police violence, the number of peaceful demonstrators in Prague increased each day from 25,000 to 500,000 — demonstrations took place in other Czech cities — protesters shook keys and demanded resignations of Milos Jakes and other Czech communist leaders — protests organized by Civic Forum, led by playwright Havel — Gorbachev asks Jakes not to use violence
- Nov. 24, 1989 — "Prague Spring" leader Alexander Dubcek addressed nonviolent demonstration of 500,000 in Prague in first public appearance since 1968 — Jakes and other top communist leaders resign
- June, 1990 — Havel elected president in free election
- March, 1990 — Soviet troops started leaving Czechoslovakia — 73,000 total

- German Democratic Republic (East Germany)
- 1948-49 — Berlin Crisis airlift
- 1953 — East Berlin demonstrations against economic problems and restrictions — 267 protesters killed — East German communist government later tried and executed 165 protest leaders
- 1961 — Berlin Wall built after 3,000,000 East Germans escaped to West Berlin
- 1982 — Weekly prayer "meetings for peace" started at St. Nicholas Lutheran Church in Leipzig — numbers participating increased each year
- 1980s — East Germans watched TV newscasts and read magazines from the Federal Republic of Germany (West Germany)
- 1989 — Leipzig prayer meetings evolved into street demonstrations of thousands of nonviolent protesters
- Sept., 1989 — Hungary tore down "Iron Curtain" — opened borders to Austria — thousands of East Germans moved to West Germany (Federal Republic of Germany), traveling through Hungary and Austria
- Oct., 1989 — East German communist leader Honecker ordered police to break up demonstration and attack 70,000 peaceful protesters in Leipzig — Leipzig communist leaders and police refused to obey orders to open fire
- Oct., 1989 — Gorbachev visited East Germany — encouraged Honecker to reform or resign — "A leadership that isolates itself from its people will no longer enjoy the right to exist."
- Oct. 18, 1989 — Honecker resigned
- Nov. 9, 1989 — Berlin Wall gates opened — 720,000 East Germans moved to West Germany by end of 1989
- March, 1990 — Free elections — most East German communists voted out of office

END NOTES

Elie Able, The Shattered Bloc: Behind the Upheaval in Eastern Europe (Boston, 1990).

Timothy G. Ash, The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin and Prague (New York, 1990).

"The Collapse of Communism in Eastern Europe," Washington Post National Weekly Edition (January 22-28, 1990), pp. 9-13. A useful, introductory summary of each country.

Current History, vol. 9 (December 1990). The entire issue is devoted to Central Europe.

William Echikson, Lighting the Night: Revolution in Eastern Europe (New York, 1990).

1992 High School Younger Scholars Awards

How Would You Like To Do An Independent Research Project Next Summer?

If you think this might be an interesting way to spend nine weeks, you ought to find out more about this unique program sponsored by the National Endowment for the Humanities. Our High School Younger Scholars Awards support full-time work on projects in literature, history, and other fields of the humanities. Award winners work under the supervision of a teacher who advises them on their research paper. Awards are \$2,000, which includes \$400 for the project adviser.

Who May Apply?

Any high school student may apply. You have to be a citizen of the United States, or a foreign student who has lived here for at least three consecutive years at the time of application.

We also sponsor a College Younger Scholars program for full-time undergraduate students below the level of senior.

What Are The Humanities?

The term humanities refers to disciplines such as history, literature, philosophy, languages, comparative religion, the history, theory, and criticism of the arts, and those aspects of the social sciences that employ historical or philosophical approaches. Projects have to be firmly grounded in one or more of these disciplines. Successful proposals have ranged widely over topics that interpret important works of literature and the arts, explore historical questions, or analyze philosophical and religious texts.

Special Competition: 1492 And All That

In 1992, High School Younger Scholars will have an optional theme, as part of the international observance of the 500th anniversary of Christopher Columbus' voyage to the New World. You need not focus on this theme, and proposals reflecting it will not receive special priority, but some students might welcome the opportunity to explore this topic.

If you are interested in this special theme, you could write on a subject related to:

- the history of Native American culture in the New World prior to 1492
- the establishment of new societies in North and South America
- new forms of cultural expression that arose through encounters among Native American, European, and African peoples
- the political, religious, philosophical, and scientific ideas that shaped the transformation set into motion by Columbus' momentous voyage.

EEO Statement

Endowment programs do not discriminate on the basis of race, color, national origin, sex, handicap, or age. For further information, write to the Equal Opportunity Employment Officer, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. Deadline

Your application must be postmarked no later than November 1, 1991.

The deadline for 1993 awards is November 1, 1992.

WHA

The Columbian Quincentennial

1492-1992

A
Critical Investigation
at
Bucknell University
Lewisburg, PA

The Columbian Quincentennial program at Bucknell University will examine the sequence of transformations that followed from the initial voyages of exploration and colonization of the Americas. Focusing on the interactions of Native and Euro-American people, rather than on Columbus himself or the event of his landfall, the program will investigate regional mid-Atlantic, North American, and selected examples of hemispheric encounter. A goal of the program is to clarify the role of religious world views in the meetings of these peoples.

The investigation includes lectures, conferences and workshops, visiting scholars, Center Gallery exhibitions, and publications.

1) LECTURES

November 6, 1991

7 p.m., The Forum, Langone Center

Like Pollen in the Wind: Native American Responses to 500 Years of Religious and Cultural Exploitation

Professor Ines M. Talamantez, *Department of Religion, University of California, Santa Barbara (currently visiting professor at Harvard)*

Additional lectures will be announced in the spring.

2) CONFERENCES AND WORKSHOPS

February 7-8, 1992

Terrace Room in the Langone Center

Religion and World View: The Interaction of Native American and European Symbol Systems from Early Contact to the Present

A workshop for faculty and invited guests from Bucknell and the Central Pennsylvania Consortium of Colleges. As Europeans and indigenous peoples of the Americas came into contact they brought with them their world views, especially their holistic visions of the unity of cultural activities and spiritual experiences. This two-day workshop will explore the ongoing effect of the encounter on particular indigenous symbol systems. Topics such as comparative cosmology, syncretism, religious freedom, and archaeological controversies will be discussed from a variety of academic examples from North America as well as South and Meso-America.

Presenters from the Native American Studies Program at Colgate University include:

Anthony Aveni, *archaeoastronomy*
 Nigel Bolland, *sociology*
 Richard Frost, *history*
 Jordan Kerber, *archaeology*
 Gary Urton, *anthropology*
 Christopher Vecsey, *history of religions*

June 28-July 2, 1992

**Summer Workshop for High School Teachers:
 The Teaching of Native American Culture and History in the High School Curriculum**

The Columbian voyages of exploration set in motion political, social, cultural, and ecological changes that are still reverberating through the continents bordering the Atlantic. Both the pre- and post-contact history of Native North American populations are surprisingly absent from textbooks for high school students. This workshop explores the history and interaction of Native and Euro-American peoples beyond warfare so that a more constructive approach might be used for understanding this major segment of American history. Special attention will be given to providing materials and examining teaching techniques for including Native American studies in courses such as art, drama, history, literature, science, and social studies.

Facilitators:

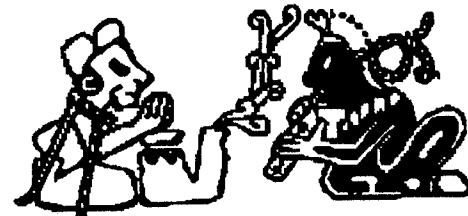
Jerry Bentley, *University of Hawaii*
 Ona Fleming, *Pottawatomi Nation*
 John Grim, *Bucknell University*
 Lynda Schaffer, *Tufts University*
 Margie Sturm, *Lewisburg High School*
 Carlton Tucker, *University High School*
 Denise Watermann, *Haudenosaunee (Iroquois) Nation*

October 9-10, 1992

Terrace Room in the Langone Center

The Columbian Quincentennial and Inter-religious Dialogue in America

This conference will be an occasion for exploring contemporary religious attitudes that inform indigenous and dominant American relations. Building an agenda based on the concerns and written statements of those attending, the conference will bring together participants engaged in interreligious dialogue, academics studying religious traditions, and practitioners of diverse religions in America. Enhancing communication and understanding between the diverse traditions, the conference seeks to explore plurality within traditions as well as among religions in America.



Two figures from the Great Treaty Wampum Belt used in William Penn's treaty with the Delaware Nation.

For further information, please contact: John A. Grim, Department of Religion, Bucknell University, Lewisburg, Pennsylvania 17837.

WHA

News from Affiliates

WHA of California

The following information comes from the first Newsletter, Spring, 1991

WHA of California Established

On November 17, 1990, a group of seventeen history teachers met at the National Council for Social Sciences convention in Anaheim to form a California branch of the World History Association. The group discussed goals for the organization and agreed to seek affiliate status from the national WHA. It also agreed to meet annually at the California Council for the Social Sciences conventions. Plans were made to offer a program in world history at the spring, 1991 CCSS meeting in Santa Clara. (See below) The group also decided that a newsletter was needed to communicate the organization's activities to the members. This edition is the first attempt to produce such a publication. David Smith of the Cal Poly, Pomona, History Dept., 3801 W. Temple Ave., Pomona, CA 91768, volunteered to serve as secretary of the organization and to edit the newsletter.

CCSS PROGRAM

At the CCSS convention in Santa Clara on March 16, 1991, the WHA of California offered a program entitled "World History for California's Students."

Carol Marquis presented an introduction to the WHA and explained its goals and the benefits it offers to teachers. Two collaborative programs between universities and school districts were described: Donna Leary and Marilyn Matosian discussed UC Berkeley's program with the Walnut Creek Intermediate School; David Levering described Cal Poly Pomona's work with the San Bernardino County Schools. David Smith offered a presentation on learning through discussion using the method developed by William F. Hill in his *Learning Through Discussion* (Sage Publications, P.O. Box 5084, Newbury Park, California 91359).

Plans for 1992 CCSS Convention

The WHA of California is planning to present another program and hold a business meeting at the spring 1992 CCSS convention in San Diego, Feb. 27-March 1. Frank Huyette suggested that we hold a half or full day's workshop on topics such as the "Columbian Exchange," in light of the 500-year anniversary of the discovery of America, and the Silk Road from its beginnings to the present. At present these plans are merely tentative and members are invited to submit ideas for topics or workshops to the secretary. Similarly, anyone willing to make a presentation should submit a proposal.

Affiliate Status Granted

On April 25, 1991, the World History Association Executive Council approved affiliate status for the WHA of California. This means we will have an ex officio representative on the Executive Council and the support of the national organization in our activities. Reports about our organization will also appear in the *WHA Bulletin*.

Benefits of National Membership

The national WHA presents programs at the annual WHA meetings, co-sponsors conferences with the Rocky Mountain Regional, and publishes the *WHA Bulletin* and the *Journal of World History*. It offers a national voice to promote the teaching of world history at all educational levels. We believe that all our members would benefit by joining the national organization. Dues are \$25 per year and application for membership may be sent to Richard L. Rosen, Executive Director, World History Association, Department of History/Politics, Drexel University, Philadelphia, PA 19104.



Please send notices of meetings, conferences or symposia to the editor on or before April 1st and October 1st.

New York Council for the Humanities Seeks Speakers for Public Humanities Lectures

The New York Council for the Humanities seeks applications from humanities scholars interested in participating in its **SPEAKER IN THE HUMANITIES** program. Since 1983, **SPEAKERS** has sponsored hundreds of lectures on humanities topics at museums, libraries, historical societies, and community groups throughout New York State. The current **SPEAKERS** booklet includes lectures on topics as varied as "Nomads in the Ancient Near East," "The History of New York's Latino Community," "100 Years of Landscape Photography," "Shakespeare and Aging," "Women and the Law," and "How an Art Critic Makes Choices."

How To Apply: Scholars interested in applying should send a title and short description (up to 250 words) of a single hour-long humanities lecture they wish to present through the program. The description should reflect whether you are able to lecture in any language other than English or if you intend to use audio-visual materials. (When considering possible topics, please keep in mind that **SPEAKERS** is intended for public audiences and topics that are esoteric or specialized will not be selected.) Applications should be submitted in six (6) copies accompanied by (1) 6 copies of your resumé, and (2) a single letter from a colleague or other individual attesting to your skill as a lecturer. This letter should be sent to the Council under separate cover. Applications should be postmarked no later than **January 24, 1992**.

A scholar whose proposal is selected by the independent review committee will have his/her lecture listed in the revised edition of the **SPEAKERS** booklet, scheduled to appear in Summer 1992. These booklets are mailed to hundreds of New York-based non-profit organizations, which then apply to the Council for funding of up to two individual **SPEAKERS** programs each year.

Those selected to participate in the **SPEAKERS** program may give up to five (5) presentations of their lecture annually. The Council awards scholars an honorarium of \$250 for each presentation, and also reimburses scholars for travel and lodging.

Non-profit organizations applying for **SPEAKERS** programs must arrange with the scholar for mutually convenient times and dates. Although a scholar can decline an inconvenient invitation, NYCH is interested in soliciting applications only from those scholars genuinely interested in addressing public audiences, able to undertake up to five lectures annually, and willing to consider some in-state travel. If you require additional information, please contact the New York Council for the Humanities, 198 Broadway, 10th floor, New York, New York 10038 (212) 233-1131.

Minutes

World History Association Executive Council Meeting

Colorado Springs, 24 April 1991

President Marilyn Hitchens called this meeting to order at 9:00 a.m. in the Conference Room of the USAF Academy's Visitors Center. Present at first were the Secretary, Editor Jerry Bentley, Host Col. Carl Reddel, Professor Theodore von Laue, Carlton Tucker, Roger Beck, and Carter Findley. Joining the meeting later were Kevin Reilly, John Albert, and Ray Lorantas.

The minutes of the last meeting in New York City on 27 December were approved without corrections.

After some discussion about poor attendance and travel and funding problems, the President announced that the Treasurer could not be present until tomorrow. In a written report 5/16/91, the Treasurer reported a balance of \$6,985.51. Action: It was moved, seconded, and agreed that (1) a line be added to WHA dues notices asking for voluntary contributions to the WHA; and that (2) an article in the *Bulletin* should describe our financing needs and call for potential patrons.



In the absence of the Executive Director, election procedures and nominating procedures were discussed. It was agreed that the nomination process should be completed in September, the ballots should be mailed by the end of October, with a deadline for returned ballots by November 30 for acceptance. This would give time to notify winners of the Council meeting in December. Council approved the President's nomination of David Smith and Lynda Shaffer for the Nominating Committee (3 year terms to end Dec. 1993). Five other names were suggested to be passed on to David McComb for the Nominating

Committee (1992-1994 term) and for Council positions. Chairman McComb solicits from the general membership suggestions for Council and nominating committee positions.

Discussion of WHA's organizational problems (regarding an institutional home-base, internationalizing the membership, an executive secretariat, etc.) continued with no clear resolution emerging.

However, the President's idea for a WHA Retrospective-Prospective Conference in 1993 was favorably assessed, and a loose consensus developed to explore the possibilities for funding such a conference and for holding it at the East-West center at the University of Hawaii.

Two applications for Affiliate Status or regional groups to the WHA, one from the Rocky Mountain area and another from California, were next considered. Affiliate status was granted by vote of the Council to both groups. The President will notify these affiliates by mail, inviting an ex officio representative from each group to attend the next and succeeding Council meetings. In the discussion preceding the vote it was agreed that continued attention must be given to refining the procedure for affiliation and to defining the evolving affiliates' relationships to the WHA.

After a lunch break, Council reconvened to hear first Bentley's report on the status of the Journal of World History, which has recently been awarded a certificate of recognition by the Council of Editors of Learned Journals (CELJ) as the best new scholarly journal for 1990. The JWH is on schedule, growing, and in good health.

The status of the Program Committee and the process for panel arrangements were next discussed. Needs for greater solicitation of panel participants, more varied workshops, and better processes for promotion of good programs were voiced. A number of books and authors were suggested, and Council endorsed the President's efforts to revitalize the Program Committee.

Re the Membership Committee, Chair Heidi Roupp (in absentia) has requested a decision whether to redesign the brochure for later mailing or to mail a slightly revised brochure as soon as possible. Council preferred a January 1992 mailing using the same design which could include notification of the 1992 conference.

Re WHA's first solo conference for 1992, Reilly reported that the Conference Committee has decided to recommend Philadelphia as the site, Drexel University as the host, and the week of 25-29 June 1992 as the time for this conference. The theme will be "Global Impacts of 1492." The Council invites ideas for panels for this conference.

Re Awards Committee business, Ray Lorantas submitted a memo (dated 25 April) nominating Anthony Wayne Deering for honorary life membership in the WHA. Mr. Deering has been a

financial patron for the WHA during the years at Drexel, and so he was welcomed as the fourth life member (following Henry Halstead, William McNeill, and Joe Dixon). The President will write a letter, and a certificate or plaque will be prepared.

Re Prize Awards, discussion of honors to be created centered on balances between scholarly work and pedagogical work, between books and articles, and between monetary versus merely ceremonial awards. Findley agreed to draft a policy proposal for Prize Awards for consideration at the next meeting.

In the absence of Dick Rosen, Ray Lorantas distributed the Executive Director's Report (dated 25 April) showing current membership at 1,293, but 334 lapses are a cause of concern and will be investigated.

The dues structure was discussed again but not changed. Action: Rosen's request for an appropriation of \$250 for a one-time fee to support the National History Education Network (NHEN) was unanimously approved.

Re the International Committee, Council considered the needs for more non-U.S. members and for more interactive scholarship and pedagogical exchanges. The 1992 Conference Committee was encouraged to seek more foreign scholars to participate.

Re the NCSS Liaison Committee, Roger Beck reported on his latest activities in organizing panels and workshops for teacher's conferences. There remains a great demand for help in this area, and Beck distributed one of six proposals he has generated this spring for teacher workshops sponsored in part by WHA.

Re the Publicity Committee, Beck recommended that we use BitNet and Electronic Mail for advertising the WHA and its programs and conferences.

Re New Business, discussion centered on the role and position of Ex-President of the WHA in Council decisions. Action: Council accepted a motion to include ex-WHA presidents as ex officio members.

Re free advertising in the WHA Bulletin, it was agreed that exchanged ads for networking could be arranged with ancillary history newsletters and networks.

Re the next meeting of this Council, it was decided to aim for 4:00 p.m. on 27 December 1991 at the AHA Meeting in Chicago, hotel room to be determined.

Finally, it was announced that a Third Edition of the AHA Guide to Historical Literature will contain a section on "World History" that will be edited by some WHA member yet to be determined.

Council adjourned at 4:15 p.m., its members preparing to participate in the three-day Rocky Mountain Regional World History Association conference on "Our Changing World in Historical Perspective."

Respectfully submitted,

Lloyd S. Swenson

CARE Papers at New York Public Library

The Manuscripts Section of the New York Public Library would like to inform your readers that the papers of CARE, the international relief agency, are at N.Y.P.L. and are now available to researchers.

CARE was founded in 1945 to provide emergency shipments of food to European countries after World War II, but gradually expanded its scope to include long-term assistance to developing countries in nutrition education, agriculture, school and housing construction, medicine, and transportation in more than sixty countries worldwide. The 1,169-box collection includes more than 200 linear feet of country project files and reports from CARE's various missions, as well as administrative correspondence, minutes, annual reports, and public relations files. Materials date from 1945 to ca. 1985.

The CARE papers are arranged to folder level; a detailed guide, box list, and index to the collection are available. For more information, contact:

Laura K. O'Keefe
New York Public Library
Manuscripts Section, Room 324
5th Avenue and 42nd Street
New York, NY 10018
(212) 930-0801 or (212) 714-8589

WHA

John King Fairbank, 1907-1991

On 22 September, the Boston Globe informed the public of the death of John King Fairbank eight days earlier. The announcement mainly consisted of eulogies coming from nine former students, colleagues, friends, and diplomats whereby they extolled the importance of Fairbank's work in allowing citizens of the USA and beyond to have some knowledge and understanding of China. Through synthesizing, amalgamating, and injecting China into a global framework, world historians have also been the beneficiaries of this great scholar's levelheadedness and erudition in bringing to light an understanding of another area that compromised—and compromises—one of the elements that is part of the global community. From the Globe's article we extract from the longer comment of Ross Terrill:

At his last lecture at Harvard [1977], Fairbank arrived carrying his crimson Oxford DPhil gown and in a self-deprecating quip declared, 'I'm sailing off into the sunset, so why not put on a sunset gown?' His message that spring morning was the inseparability of China and the West and *the need for history to be studied as world history*. [Emphasis added by the editor.]

Message from the President

In discussing the future needs of the World History Association, it became increasingly clear to the Executive Council at its semi-annual meeting in Colorado Springs, April 24, 1991, that a major effort must be made to gain financial support for our activities from foundations, government agencies, corporate sponsors, and individuals both here and abroad. In its initial establishment and activities, the World History Association pays tribute to financial backing from the Johnson Foundation and Anthony Wayne Deering of the Rouse Company. As we look to the future, we contemplate teaching and scholarship awards, annual conferences, building relationships abroad, and a Think Tank to generate new ideas and directions. All will cost money above and beyond what our membership dues can support. It would seem that our Association's work merits support from many constituencies, from education to business to government.

We appeal, first of all, to our membership. You will note on your next dues notice that there is a place for you to check if you would like to contribute to particular projects. In addition, we would like each of you to help us attract funding from sources you might be familiar with. You may notify me or incoming president Ray Lorantas of a potential donor, or you may simply adapt the following letter in your initial discussions with those you think might support our Association.

I am continually amazed by the warm reception and applause which our work has generated in many quarters to date. I am certain that, as we identify financial support as a need and goal, such support will be forthcoming.

Dear Friends of the World History Association:

The World History Association was established in 1982 to promote teaching and scholarship in world history at the secondary and college levels. World history is defined as history which is global, cross-cultural, or comparative in nature. As such, it is responding to the needs of citizenry of the twenty-first century wherein business, government, and societies will most surely be operating in a multicultural and worldly context. The discipline of history is the best preparation for solving the

problems of the future as it gives students perspective and sensitivity to the world, and the wisdom of the past with which to move into the future. The integrity of history makes it the fundamental social science course of study, and its broad perspective enables its students to break out of the extreme specialization of present societal contours, and to think broadly.

In its early years, the organization was aided financially by the Johnson Foundation which underwrote the constitutional formation, and by Anthony Wayne Deering of the Rouse Company who supported publication of the *Bulletin* and other technical costs. The World History Association pays tribute to this initial support.

With over 1,500 members in forty-eight states, two territories and thirty-two foreign countries, the WHA is looking to continue its expansion and to move toward institutionalizing some of its existing activities and initiating others. We would like to urge you to consider contributing to our efforts by generously funding the following projects:

1. Grants for an annual book and teaching award of \$500. These may be named after the benefactor.
2. An endowment or grant to support travel to foreign conferences and to bring foreign scholars to the U.S. for our meetings.
3. An endowment or grant to support annual conferences on topics in world history.
4. An endowment or grant to support a materials resources center.
5. Grants to support growth and activities of affiliates.
6. Grants for translation of the *Bulletin* and *Journal*.
7. A grant to support major participation by the WHA at the next International Congress of Historical Sciences in Montreal 1995.

The World History Association is a nonprofit organization which reaches across gender, racial, institutional, and national boundaries. It seeks financial support for learning with the promise that its supporters will be repaid with a citizenry better able to deal with the economic, social, political, and ecological demands of the future.

Sincerely,

Marilynn Jo Hitchens

WHA

Call for Papers — 1992 Annual Meeting American Military Institute

The 1992 annual meeting of the American Military Institute will be hosted by the Marine Corps Command and Staff College, Quantico, Virginia (35 miles south of Washington, D.C.), **10-11 April 1992**. The theme of the conference will be "Joint, Combined, Amphibious, and Expeditionary Operations." This focus is all inclusive, i.e., irrespective of era, nationality, culture, location, etc. Proposals for individual papers and for complete sessions are solicited. Scholars and graduate students who are commencing work on a new research project are encouraged to submit proposals for "works-in-progress" sessions. Prospective contributors are encouraged to contact Dr. Donald F. Bittner, A.M.I. Program Chairman, as soon as possible. Dr. Bittner may be reached at (703) 640-2746, or by correspondence to P.O. Box 307, Quantico, Virginia 22134-0307.

World History
in the new Guide to Historical Literature

The American Historical Association is preparing a new Guide to Historical Literature, an annotated bibliographic guide to the best historical literature currently available. Mary Beth Norton (Cornell University) is the General Editor. Kevin Reilly and Lynda Shaffer are co-editors for the section on World History. They would very much like to have the opinions of WHA members regarding the following questions. What reference works, bibliographies, atlases, periodicals, books, and articles should be included in a list of the best literature on world history? What literature addresses the important historiographical debates within the field, and between it and other fields? Please send your responses to either Kevin Reilly, 125 Riverside Drive, Apt. 5A, New York, NY 10024; or Lynda Shaffer, Tufts University, History Department, Medford, MA 02155.

WHA

Comparative World History

Occasional Paper no. 7, of the East Asian Institute, University of Copenhagen with the title listed below has been published on a grant from the Center for Research in the Humanities at the University of Copenhagen.

MA Keyao, Asian and European Feudalism. Three Studies in Comparative History. Edited with an introduction by Leif Littrup (Copenhagen 1990; ISSN 0903-6822).

Copies are available from:

Dr. Leif Littrup
East Asian Institute
University of Copenhagen
Njalsgade 80
2300 Copenhagen S
Denmark

WHA

Brown Symposium XIV at Southwestern University

Discoveries of America

Discoveries of America, SU's Brown Symposium XIV, brings together scholars in a range of academic disciplines Jan. 22-24, 1992, to discuss interconnected meanings of America, and discovery.

To discover America is to assert an understanding of what America is, keyed to the self-understanding of those who make and announce the discovery. The symposium will examine a series of such occasions.

The Brown Symposium is presented annually by Southwestern and is open to the public without charge. The symposium is funded through an endowment established by The Brown Foundation Inc. of Houston for five chairs at the University. The chairs are in the disciplines of English, Fine Arts, History, Science and Sociology. In addition, the foundation funds the Brown Fellow program which annually supports the work of promising SU faculty scholars.

Program

Thursday, Jan. 23, 1992

- | | | |
|------------|--------------------|---|
| 9:00 a.m. | Brian Fagan | "15,000 Years Before Columbus: The Prehistoric Inhabitants of North America." |
| 10:15 a.m. | Stephen Greenblatt | (title unavailable) He will discuss the arrival of Columbus in North America and how North America became a "possession." |
| 11:45 a.m. | Break for lunch | |
| 1:00 p.m. | Myra Jeblen | "Columbus Among the English: The Discovery in Virginia and Massachusetts." |
| 2:15 p.m. | Linda Kerber | "Paradoxes of Women's Citizenship." |
| 3:30 p.m. | Hortense Spillers | "American Ethnicities: Traveling With Columbus." |
| 7:30 p.m. | Reception | |

Friday, Jan. 24, 1992

- | | | |
|------------|-------------------|----------------------------------|
| 9:00 a.m. | William Goetzmann | "Visualizing Ages of Discovery." |
| 10:30 a.m. | Panel Discussion | |

*For more information, write to Brown Symposium, Southwestern University
Georgetown, TX 78627, or call 512/863-1902.*

WHA

Employment Opportunities*

THE OHIO STATE UNIVERSITY, Department of History, seeks a tenure-track Assistant Professor of World History and Islamic Civilization (Islamic Movements), to begin in September 1992. Superior command of classical Arabic and its religious heritage required. Candidates should have training and research interests in cross-cultural studies. Ph.D. and evidence of significant scholarship and excellent teaching required. Responsibilities include undergraduate and graduate teaching in world history and the history of Islamic civilization. Some preliminary interviews may be conducted at the annual meetings of the Middle East Studies Association and the American Historical Association. Send letter of application, curriculum vitae, credentials and three letters of recommendation by November 30, 1991, to Professor Carter Findley, Department of History, The Ohio State University, 230 W. 17th Avenue, Columbus, Ohio 43210-1367. The Ohio State University is an AA/EEO employer. Women and minorities are especially encouraged to apply.

HISTORY/SOCIAL SCIENCE ASSISTANT PROFESSOR. Tenure track opening for Fall term (September) 1992. Primary teaching responsibility in Modern Global History; secondary responsibility in another area of social science or interdisciplinary social science. Minimum credentials required: Master's degree in world history, comparative history, or comparative world systems within a historical perspective. Secondary concentration in another social science discipline. Teaching experience required, with community college experience highly desirable. Salary negotiable, commensurate with qualifications and experience. Minority candidates are encouraged to apply. Send letter of application, resume, and three letters of reference by January 1, 1992 to: Personnel, Broome Community College, P.O. Box 1017, Binghamton, NY 13902.

WHA

*The *World History Bulletin* has had hopes of making these announcements a regular feature. There is no charge for the ad. The WHA wishes to provide these announcements as a regular service for its membership. Send all items exactly as you wish them to appear.

500th Anniversary of Columbus' trip to America coming up in '92.

Among the events planned: A regatta of tall ships in NYC harbor on July 4 and in San Francisco on Columbus Day. Tours of coastal cities by replicas of the Nina, Pinta and Santa Maria. Also special exhibits at the Smithsonian, Library of Congress, and museums around the country. And Americaflora, a big floral and garden exposition in Columbus, Ohio. Congress will okay a commemorative coin ... to go on sale in Jan.

The Expansion of Europe before Columbus (1250-1492)

Friday and Saturday, March 27-28, 1992
Sponsored by
The Center for Medieval Studies
of
Fordham University

For several centuries before Columbus, Europe was expanding its frontiers in all directions, acquiring knowledge of Asia, Africa, and the Atlantic. This conference will be devoted to the philosophy and politics of expansion, and to the resulting encounters between cultures, including discussion of those who benefited and those who did not.

For information, contact:

*Thelma Fenster, Director
Center for Medieval Studies
Keating 107
Fordham University
Bronx, New York 10458
Phone (212) 579-2041*

(The conference will take place at Fordham's Lincoln Center campus.)

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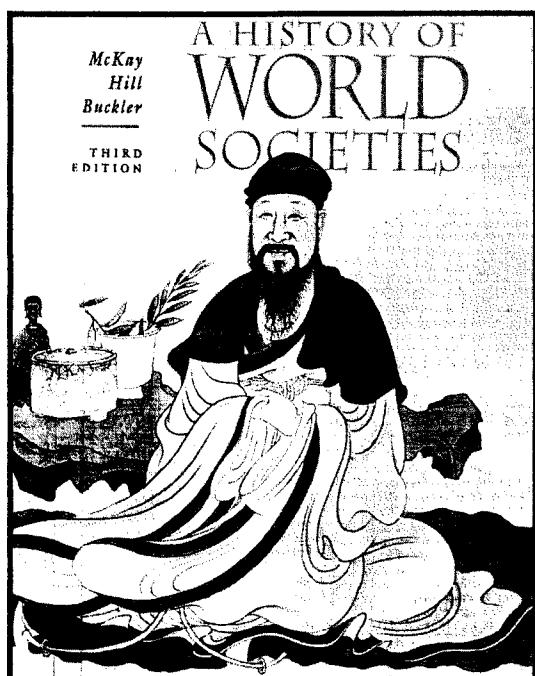
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Think Globally



Join the WHA

The *World History Bulletin* is sent only to members of the World History Association. Yearly dues (January through December): \$25.00 (for students, unemployed, disabled, and retired: \$12.00).

Name _____

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

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

WHA Notes: Important Membership Information from the Executive Director

WHA dues are payable on a calendar year basis. During each year, members will receive two issues of the Journal and two issues of the *Bulletin*. Many members have had questions regarding the timing of dues notices. Notices for 1992 dues were mailed in November, 1991. Beginning last year, dues notices were mailed in October so that we could notify the University of Hawaii Press of all updated memberships by mid-January. If your address has changed, please send notification as soon as possible to Dick Rosen, Executive Director, World History Association, at the address shown above.

In the future, the Journal will be published each March and September; the *Bulletin* will appear in May and November.

Finally, please note the new label which is affixed to the *Bulletin*. It contains both your membership number and the expiration date of your membership. If you find this information in error, please notify the Executive Director immediately.

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