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Miami University (Ohio)

World History Around the World

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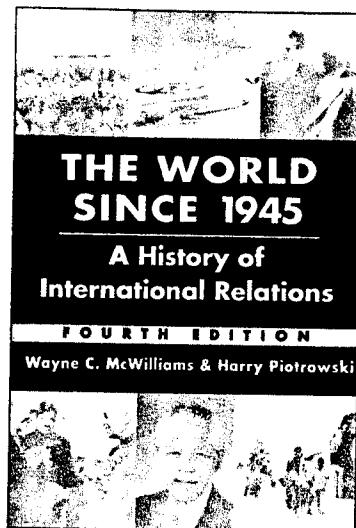
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WORLD HISTORY BULLETIN

Newsletter of the World History Association

WORLD HISTORY ASSOCIATION EXECUTIVE COUNCIL MEETING MINUTES

American Historical Association Annual Meeting Seattle, Washington, January 8, 1998

Outgoing President Judith Zinsser called the Executive Council meeting to order with Simone Arias, Larry Beaber, Jerry Bentley, Ralph Crozier, Marie Donaghay, Gunder Frank, Jeanne Heidler, Maghan Keita, Loretta Lobes (NHEN), David McComb, John Mears, Patricia O'Neill, Kevin Reilly, Heidi Roupp, Arnie Schrier, David Smith and Fred Spier in attendance. The outgoing Council members, David Berman, Michele Forman, and Patricia O'Neill, were thanked for their contributions. The minutes from the last meeting of the WHA Executive Council, held June 21, 1997 in Pamplona, Spain, were summarized and accepted. The previous minutes from the AHA/New York meeting in January 1997, circulated by e-mail and fax and approved, have been published in the *World History Bulletin*; it was recommended that we continue this system in an effort to improve communication between the Council and the membership.

Treasurer's Report: Marie Donaghay reported that the WHA had received \$50,412 in receipts, and has spent \$55,268 as of December 31, 1997; \$21,495, or 42% of the gross receipts were as a result of the Pamplona meeting, while \$24,823, or 45% of gross expenditures came from that meeting. Gross receipts were consistent with average receipts for 1992-1996, but total expenditures were approximately \$5000 above the five-year average of \$49,925, and have left the WHA with a deficit of more than \$4900 — \$3300 of this last amount resulted from travel expenses provided for the Pamplona plenary speakers. Ms. Donaghay suggested that for future conferences we limit travel subsidies for plenary speakers to modest fixed sums toward their total travel costs. The WHA received almost \$29,000 in ordinary income, and spent a little over 94.8% of ordinary income, and publications accounted for 79% of expenditures. The WHA ended 1997 with a closing balance of roughly \$8300, which is below the five-year average of \$14,826. Revenues are expected to increase this year from new memberships, mailing label sales, and advertising in the *Bulletin*.

Executive Director's Report: Dick Rosen reported that our current membership is 1321; during the past year we have added 251 new members, but lost 159

who did not renew. We have a total of 92 more members than we did at this time last year. WHA now has members in 48 states and 39 foreign countries. Much of this increase in membership can be attributed to the ambitious membership drive conducted this past year by Heidi Roupp. New issues of the *Bulletin* continue to be published on a regular schedule. Affiliates in the Rocky Mountain Region, Southeast, Texas, New England, California, and the recently organized Middle Atlantic Region chapter, and the reorganized Ohio Regional chapter, are very active and report their activities both in the *Bulletin* and on the WHA websites. The regional affiliates met January 9, 1998 before the WHA general meeting. The June 1997 Pamplona International WHA Conference attracted 110 participants from more than sixty institutions and 13 nations; the papers and exchange of ideas there were of a high caliber and confirm the WHA's commitment to support international meetings.

President's Report: Elections: President Roupp gave Dick Rosen's report of the election results — Carter Findley (Ohio State University), Vice President (president-elect); and Carol Adamson (International School of Stockholm), Helen Grady (Springside School, Philadelphia) and Alan LeBaron (Kennesaw State University) to the Executive Council until the year 2001.

The WHA thanked David Smith for chairing the Nominating Committee. Next year the system will be slightly revised. The Nominating Committee will do its work in the late fall, allowing the slate and the ballots to appear in the spring issue of the *Bulletin*, with results ready in time to notify the successful candidates long enough prior to the January meeting to allow them to attend.

Goals for the Next Two Years: Heidi Roupp identified four major goals that she has established for her presidency: 1) Continue to work to expand the membership of the WHA. Work has been done in this area already, but more remains. A mailing has been sent out to all history departments in the United States and Canada regarding their world history offerings; a quarter have responded thus far, and more continue to arrive. Heidi will prepare a report on the survey results for the WHA membership and for possible publication. 2) Better communication with the professional societies and the public; Heidi would like to see more regular communication with the AHA, the OHA and the NCSS, and the public at large — there is also a need for more WHA-centered op-ed pieces and interviews. 3) Provide expanded opportunities for world history teachers at all levels to get the training and

materials to strengthen their courses. The WHA Teaching Network will be expanded — currently there are six participating universities in the Rocky Mountain area with inquiries coming in from other parts of the country. Proposals are being prepared for funding to expand the WHA Teaching Network. The affiliation of the WHA with H-World will provide a link to strengthen communication with world history teachers both in North America and globally. 4) Stimulate new research in the areas of global, comparative and cross-cultural studies in world history. The founders of the WHA will be asked for help in identifying research goals for the WHA and how to stimulate research. A report on the fourth goal will be ready for the June 1998 meeting.

More Efficient Use of the Web: As part of a plan to accomplish more at the biannual meetings of the WHA Executive Council, Heidi has formed a series of standing committees, all of which submitted electronic reports before the January 1998 meeting; summaries were provided by the chairs at this meeting, and available on WHA websites in late January. The plan is to have each of these groups continue to work, via e-mail, in the weeks and months ahead, and then provide reports before and after each of the biannual meetings of the WHA Executive Council.

The NHEN and the WHA: Loretta Lobes, Director of the National History Education Network (NHEN), housed at Carnegie Mellon University in Pittsburgh, distributed copies of *The Network News*, the quarterly newsletter of the NHEN, and reported on several important new projects that will have an impact on all history teachers; these include \$3 million in federal funding for a group of 20 states to create "high stakes" secondary school U.S. and world history tests that public school students must pass in order to receive academic diplomas, and new rigorous state tests to certify history/social studies teachers. She also reported on the topic for the 1998 History Day,

"Science, Technology and Invention." Ms. Lobes thanked the WHA for their continuing financial and moral support of the NHEN.

Future WHA Conferences:

Colorado State University, June 19-21, 1998. The next meeting of the World History Association Executive Council will be held the morning of June 18, 1998, before the June 19 opening of the Seventh International WHA Conference at Colorado State University. The afternoon of June 18 will be devoted to two "think tank" sessions, one concerning affiliate reorganization, and the other focused on enhancing the WHA's use of technology. The conference sessions will be scheduled June 19 and 20; June 21 there will be a special half-day seminar devoted to discussing the role of American history in world history courses. In addition, June 21-22, a teaching institute will be offered for courses; conference registration forms are available at the WHA website: <http://www.hartford-hwp.com/WHA/> or at the website which WHA partners with the Woodrow Wilson Foundation: <http://www.woodrow.org/teachers/world-history/>. The theme for the CSU conference will be *World History: Teaching for the 21st Century*. Deadline for program proposals is February 15; Matt Downey is the program chair.

University of Victoria, British Columbia, June 24-27, 1999. Full details, including the themes for the conference, proposal deadlines, and costs will be published in the spring 1998 issue of the *Bulletin*, and will be available via the WHA websites. Ralph Crozier is organizing the Victoria conference.

University of Texas, Austin, February 11-12, 2000. The theme of the conference is teaching world history and world geography. Phil White of the WHA of Texas is the conference chair. More information will be available at the June 1998 meeting.

Northeastern University, summer/ fall 2000. Pat Manning is working on this. More at the WHA/CSU meeting in June 1998.
Summer 2001. Open.

Seoul National University, summer 2002. This meeting will be held in conjunction with a meeting of the Korea Historical Society. Ed Davies is heading the committee working with its Korean counterpart to put this meeting together. An initial planning meeting was held October 29, 1997 in Seoul.

The WHA will continue to hold its annual winter meeting in conjunction with the AHA. Meeting sites for the AHA are as follows: 1999, Washington, D.C.; 2000, Chicago; 2001, Boston; and 2002, West Coast. A committee is working to see that there are a number of WHA-sponsored sessions at every AHA conference.

WHA Executive Council Committees:

Membership – Teaching: Jean Stricklen & Heidi Roupp

Membership – Area Studies/American Historians: Ed Davies & Jeanne Heidler

Membership – Area Studies Organizations: Carter Findley

International Membership: Patricia O'Neill

Fundraising: Roger and Ann Beck

AHA Panel Proposals/AHA Contact Persons: Larry Beaber and Judith Zinsser

NCSS Panel Proposals/Poster Sessions: Heidi Roupp

WHA Conference Committee (sites & schedules): Steve Englehart and David McComb

Research and Scholarship: Fred Spier & Maghan Keita

Communications and Publicity: Jeanne Heidler

Prizes and Publicity: Open
Committee on Teacher Education: Simone Arias

Nominations: David Smith
Affiliate Liaison: Alan LeBaron

The next meeting of the WHA Executive Council will be held June 18, 1998 in Fort Collins, Colorado in conjunction with the Seventh Annual Conference of the World History Association.

Larry Beaber, Secretary

WORLD HISTORY AROUND THE WORLD

A MODEST PROPOSAL

Dennis Mitchell

Jackson State University

Jackson, Mississippi

My suggestion is that the WHA enlist historians throughout the world to investigate history teaching in their neighborhood and have them send reports to an area coordinator, who in turn would report to an international editor, who would then produce a report assessing the teaching of history in the world today. Such a "modest proposal" might produce some startling results. It would require more interest than most academics usually show in history teaching, but even an impressionistic assessment would be useful. If we could use the Internet to facilitate the work, it might be feasible.

The purpose of the investigation and the report would be to make professional historians aware of the (in my opinion) mostly deplorable state of history teaching. This might mobilize the profession to take an active part in lobbying, serving on curriculum committees, and even public protests, if necessary, to see that a more accurate version of the past is taught. Most historians dedicate their lives to finding and publishing the truest accounts possible, but not many take an interest in whether or not the truth is transmitted to school children.

A variety of experiences have convinced me that it would be a good idea to investigate the subject. I wonder what the world's population is being taught about the past. Most university faculty take no interest in elementary and secondary history teaching. Governments around the world try to shape the past by influencing what is taught. Teachers can only teach what they know, and often what they know is too little and they are too prejudiced by their education and life experiences. If we really shape the future by what we teach our young people about the past, would it not be a good idea to have some reliable information about what really is taught?

I teach at Jackson State University, an HBCU, where, each semester, I encounter a few students who have read *Destruction of Black Civilization* or *Stolen Legacy*. These students insist that the Greeks were a den of thieves who stole Africa's heritage and that they want to study only the "truth" about history. A new colleague, who is Ethiopian and trained in African history, has been amazed by this phenomenon. When he insists on teaching world history as historians generally agree it occurred, some students assure him that he has been duped by white teachers and make valiant attempts to enlighten him. Some of our students, a few of whom go on to be teachers, exhibit the common human tendency to

remember the past in ways that help them to cope with the present.

We have examples of school districts around the country willing to assist them by devising curricula "appropriate to their needs." In New York, state leaders try to force instruction of the Irish famine into the curriculum. One wonders how Bosnian, Croatian and Serbian authorities will deal with their history curricula. Are students in those new countries being taught an unbiased version of their history?

One wonders how Bosnian, Croatian and Serbian authorities will deal with their history curricula.

I got a glimpse into one country's struggle to deal with the past several years ago, when in an effort to further my education as a world history teacher, I became a CICALS fellow and went to Michigan State University to learn Shona. As a part of the program, MSU provided an introduction to Zimbabwean culture. The history section was done by a Shona who taught at a community college in Lansing. The historians in the group recognized immediately that we were being given the Shona version of the past ignoring and distorting the Ndebele contributions. We said nothing except to one another, but this prompted me to choose, as my CICALS project, a study of how history was taught in Zimbabwe.

Because of the fall of Communism, plans were underway to revise that curriculum.

The next summer, I visited a variety of Zimbabwean schools, and interviewed personnel at the center for curriculum development and college faculty. Zimbabwe was then in the process of abandoning its links to Marxism, which had recently failed spectacularly in Europe. The textbooks and curriculum in use at that point stressed a Marxist interpretation of African history and study of modern Russia and China, but the Marxist version of history had not spread deeply into the population's minds. The Catholic Church had never accepted the government's Marxist version of history, nor had the history faculty at the University of Zimbabwe. Most educated Zimbabweans had gone to Catholic educational institutions and still seemed to be influenced by that experience. Apparently, the only schools where Marxist history had been accepted were the Zintecs, emergency schools set up to train teachers for the new school population created by independence. So despite the curriculum and the textbooks, I did not see concerted teaching of Marxist history.

Because of the fall of Communism, plans were

WORLD HISTORY ASSOCIATION NEWS

MEMBERS' NOTES

JoAnn Adams, Social Studies teacher at Olney High School in Philadelphia, is President of the Philadelphia Social Studies Council (PSSC). PSSC offers many benefits to members, including a forum for sharing ideas and materials, the opportunity to network, promotion of History Day, and outstanding professional presentations. Dues are \$10 per year. For more information, call 215-763-7943. PSSC is an affiliate of the Pennsylvania Council for the Social Studies.

Ross Doughty (Ursinus College) has written a two-volume *Study Guide* for the new text, *The World's History*, by **Howard Spodek** (Temple University), published by Prentice-Hall.

Alex Zukas (National University) is Director of a totally online Global Studies Program at National University (La Jolla, CA), which began in January 1998. He has also presented the following papers recently:

"Organic Farming and Agricultural Collectives in Cuba: Ecomarxist and Ecofeminist Perspectives on an Agricultural Transition," joint presentation with Louisa Moon, 4th Annual Meeting, Society for Philosophy in the Contemporary World, Estes Park, Colorado, August 13, 1997.

"Lazy, Apathetic, and Dangerous: The Social Construction of Unemployed Workers in the Weimar Republic," .90th Annual Meeting, Pacific Coast Branch, American Historical Association, Portland, Oregon, August 8, 1997.

"Pedagogy of the Virtually Oppressed," 4th International Pedagogy and Theatre of the Oppressed Conference, University of Nebraska, Omaha, March 7, 1998.

NEWS FROM AFFILIATES

WHAT

The fall meeting of the World History Association of Texas (WHAT) met September 6, 1997, in conjunction with the Teaching of History Conference at the University of North Texas. Under the able chairmanship of Professor Randolph "Mike" Cambell, a record 237 preregistrants yielded approximately 205 attendees. This group of junior and senior high teachers and college and university instructors spent an exciting Saturday on the theme of "Revolution" as experienced in China, Mexico, Africa, the United States, and Texas. A series of nine presenters provided their audiences with bibliographies and thematic interpretations directly applicable to classroom work. At the luncheon, Professor James I. Robinson, Jr. (Virginia Polytechnic Institute and State University) spoke on the subject of his recent biographical study of Stonewall Jackson.

WHAT's goal of involving teachers and professors in joint conversations on themes from world history was met in these sessions, and we are grateful to the University of North Texas for providing this venue. This spring's meeting was held April 3-4, at Texas Lutheran University, Sequin, Texas.

A WORD ABOUT THIS ISSUE

This is our first attempt at a themed issue — "World History Around the World." All of the articles in both the main section and in "Centered on Teaching" have been selected to highlight different approaches from around the globe to the study and teaching of world history. As it happens, most of the WHA news articles also relate to various aspects of the theme (which is more matter of luck than design). Members' comments and suggestions for future themes are welcome.

—The Editors

WORLD HISTORY BULLETIN

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underway to revise that curriculum. The university faculty, as is the case with most faculties worldwide, played no role in the impending changes, and teachers were not consulted, leaving the curriculum to the bureaucrats. They compromised and accepted a curriculum which included more European and U.S. history but retained a good deal of Russian and Chinese as well. It continued, of course, to ignore the Ndebele.

Given the scarcity of funds, the curriculum might have changed, but the textbooks will continue in use for many years and the content of the textbooks will probably determine what is taught. Zimbabwean elementary and some secondary teachers are not required to have university degrees. The teachers, whom I observed in the classroom, stuck closely to the texts. Zimbabwe's history, as it is taught in the public schools, will remain the usual mishmash of nationalism, ethnic "pride" and political expediency.

The same is true where I live. I served on the Mississippi State Department of Education committee to devise the social studies curriculum. Most of the committee members were teachers interested in protecting their turf. The state department administrator, who ran the committee, favored the adoption of the California curriculum, which emphasizes a history core. Because its adoption meant infusing three years of world history into a curriculum which had required none, I supported it wholeheartedly. As the committee worked at retreats in parks around the state, it soon became clear that most of the teachers were interested in revising the American history component, a subject they all taught. World history was left to one teacher, me, and another college teacher along with Peter Stearns, our visiting consultant. Basically, we adopted the California curriculum — two years of early world history in the sixth and seventh grades and modern

world history in the tenth. No other arrangement was possible because the American history teachers were determined to retain the traditional, but idiotic, system of splitting the two halves of American history between the eighth and eleventh grades, while reserving the twelfth for government and economics. Suggestions to change those classes were rejected out of hand because it would have meant that long-serving teachers would have been "demoted" to teaching freshmen, if government and economics were moved to the ninth grade. No one cared about Mississippi history, and the committee left me to write a new course curriculum. Based on summer seminars that I had been doing for teachers, I changed it to Mississippi studies in order to include rich sources of literature, music and art.

No one cared about Mississippi history, and the committee left me to write a new course curriculum.

The result of the committee's work was a major revision of the social studies curriculum introducing world history as a requirement into three grades. At hearings, which I attended around the state, most of the objections to the curriculum came from sixth and seventh grade teachers who did not have training in world history and were naturally apprehensive about teaching the new course. Teachers exhibit the natural human tendency to resist change and to continue teaching history as they always have. I did not emerge from the process with a high expectation that professional educators will do anything creative to further the teaching of history.

The Mississippi history course that I designed was a dramatic change, and it was adopted despite the protests of the Mississippi Historical Society, which brings me to my last point. Every

government tries to shape the teaching of history in order to control its population. When the Mississippi state history course was introduced, it was meant to serve the segregationists who wanted to preserve the "southern way of life." When the first textbook was written to challenge the segregationist version of the state's past, its authors had to go to federal court and prove that its competitors were racist in order to force the state textbook commission to add the new book to the list. Its adoption changed little because each school district was free to select a textbook. Few chose the new one. Teachers went on using the old book with the Confederate battle flag on the cover for years. I did teacher staff development sessions around the state trying to convince teachers to teach the history of the civil rights era in Mississippi. Many told me they dared not do it because they would have riots between black and white students. Telling the truth about Mississippi to students was too dangerous and so they chose to be silent about it. Change has come slowly and sometimes not at all, but a new textbook based on the revised curriculum garnered sixty percent of the sales in the state.

My experiences cause me to distrust what governments report that they teach. I would like to have historians outside government look at what is actually being taught in the world's schools in order to produce a clear snapshot for the profession. If university and college faculty cannot be mobilized to take an interest in history teaching at all school levels, distorted and inaccurate government approved "history" will continue to be passed on to students. It does matter what the world "knows" about the past. We may not be doing much to shape the future no matter how much we learn if we continue only to tell other historians.

WORLD HISTORY IN CHINA

Dorothea A. L. Martin
Appalachian State University

In Western works of world history, a Eurocentric approach is perhaps to be expected, but is becoming less acceptable. The expectation for world history written by the Chinese might be that this Eurocentric emphasis would be overcome, producing a history with a greater Asian focus and with China centrally placed in that context.

This is not the case. To a great extent, Chinese historians of this century have accepted the centrality of the capitalist West to modern and contemporary world history. Although Chinese historians since the early 20th century have been keenly aware and critical of the Eurocentric focus in Western world history writing, their own renditions of world history also have been strongly Eurocentric. After 1949, Chinese historians worked at integrating a Marxist worldview of five universal stages of historical development into their history writing. Unlike the case of Western nations which could be easily brought into a European-centered world history, the result in the case of Chinese world history has been until very recently the near exclusion of China from the world history literature.

Structurally, the world history curriculum is taught at the lower and upper high school levels. Junior and senior high school textbooks produced from 1954-1956 spoke in glowing terms of how the success of the Chinese Communist Party (CCP) represented the "inevitable" end product of modern and contemporary socialist revolution. Land reform was praised and economic growth highlighted in the transition to socialism in China. After the 8th Party Congress in 1956, however, all post-1949 events (in some cases the cut-off is

1945) are excluded from both Chinese and world history textbooks. This does not mean that Chinese students are not taught the last 50 years of history. The job of teaching these politically sensitive materials is most often left in the hands of the Party through political study groups that were mandatory until the mid-1980s. In the wake of the disaster of Tiananmen, mandatory political study has been restored for first-year college students and tutored by the military. In the late 1980s, references to China slowly moved back into the textbooks.

This does not mean that Chinese students are not taught the last 50 years of history.

On the surface, there could be several reasons for this near exclusion, for example, convenience. China is a large country with its own long and intricate past; how could it adequately be incorporated into world history writing? Besides, Chinese history already gets the lion's share in the history curriculum. This immediate reaction seems to issue from an ethnocentric view not unfamiliar to Western historians. China's self-perception as *Zhongguo*, or the "Central Kingdom," is well known.

Another set of reasons for slighting China's history in the context of world history is more politically interesting. Some historians in China have expressed the problem as one of an "insufficient theoretical grasp," which turns on the difficulties underlying the ideological framework for writing world history in the People's Republic of China (PRC). Major problems are bound to emerge in attempts to reconcile the course of China's historical development with that of a European-centered, Marxist-imbued world history. Many things have changed over the past 45 years, but only in the past decade has this particular contradiction

begun to be tackled. As historians in the United States know from the recent controversy over a standardized history curriculum, such an enterprise is not just theoretically but also politically troublesome, because of its implications for legitimacy and the potential it has for exposing policy conflicts as well as the implicit civics lessons to be learned from history. Even in the era of Deng Xiaoping, historians have repeatedly been called on to "emphasize the present" and "make the past serve the present." China's rapid economic reforms contrast with the negative example of the political break-up of the former USSR to justify a postponement of political reforms.

Even in the era of Deng Xiaoping, historians have repeatedly been called on to 'emphasize the present' and 'make the past serve the present.'

Gradually, however, moves are being made to rewrite world history in the PRC. Measures are also being made to rewrite the history texts in the Hong Kong Special Administrative Region to reflect more the Chinese perspective rather than the old colonial power of the British. Nevertheless, questions of the Party's legitimacy are as significant as ever; but preserving Marxism as a "scientific" theory will prove more difficult at the end of the century than it did in 1949. With this background in mind, what follows is a look at some recent changes in world history teaching and scholarship.

Organization of some new high school textbooks (and, presumably, the courses) has shifted away from the Maoist-era periodization of ancient (up to the 17th-century English Revolution), modern (to the Bolshevik Revolution in 1917), and contemporary (from 1917 to 1949). The first period now ends with the Renaissance and the first voyages of European discovery;

the second period covers up to World War I; and the last period covers the remainder of the 20th century after WWI, including the Depression, World War II, the Cold War, decolonization in the Third World into the 1980s, etc.

Apparently the prevailing paradigm of world history has shifted away from a theme of "revolutions" that justified the emergence of a socialist revolution in China led by a vanguard Chinese Communist Party. The recent focus is more on the developments of the material cultural aspects of history, especially since the 16th century. Although class struggle is not completely ignored, peasants are clearly not given the role as the motive force in modern world history that they were previously. Inventions and the industrial revolution along with the concomitant social changes, including modern warfare, receive more emphasis.

This seems highly appropriate to a period in which the leadership wishes to inspire citizens to work for economic development and to refrain from initiating political demands — let alone revolutionary ones.

Although Asia gets a lot of attention, especially the struggles of India against British rule and the emergence of a strong Meiji Japan to the point of an Asian power becoming an imperialist aggressor, China is still mainly ignored in the new texts, even in the sections on the Third World that focus on the post-WW II "peoples' democratic struggles."

A new world history corpus for college-level use is underway — a six-volume series, commissioned by the Ministry of Education under the general editorship of Wu Yuzhang — that tries to overcome these problems and lay the foundation for indoctrinating a new generation of Chinese. The two volumes on the modern world were published and put into use in higher education as of the fall semester, 1992. [Although I

haven't read these, I have read a long, detailed, and favorable review of the texts. The information given here is drawn from that review. (Wang, 1992)]

The most obvious similarity of the new texts to the old is the centrality of Europe to modern world history.

The most obvious similarity of the new texts to the old is the centrality of Europe to modern world history. Using quotes from Marx to support his position, the reviewer asserts that "modern world history is the history of the origins, development and encompassing of the whole world by capitalism." (Wang, 121) Language of this sort was not uncommon in the past, but more often than not the term imperialism would be used instead of capitalism.

As with the high school texts, periodization has significantly changed, especially for the boundaries of the modern period, beginning in 1500 with the voyages of discovery and ending with 1900 and the firm foundation of global capitalism. The reviewer notes that the new periodization is different from the old, and carefully takes several paragraphs to elaborate on the rationale for the new periodization without ever mentioning the rationale for the old. Although the English, American and French revolutions are dealt with, they no longer dominate the study of world history. The year 1871, previously of great significance in world history texts as the year of the Paris Commune, is now mentioned as the turning point at which industrial capitalism begins the transition to monopoly capitalism.

Judging from the review, the most significant difference in this new textbook is the treatment of China. After the familiar explanation that separate courses are taught on Chinese history and therefore no greatly detailed treatment is made of China's history,

the reviewer goes on to say that the emphasis is on the status of China in the whole of modern world history. Instead of arguing for a universal development model, the review indicates that the new textbooks, "using the difference of historical development between East and West, raises [sic.] the question as to why China, which was a culturally and materially advanced society, became backward." (Wang, 123) Both internal and external reasons are said to explain this as well as comparisons made with the Ottoman and Mugal empires, which also lagged behind, and contrasts with Japan, which responded differently.

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Maoist era texts praised Western technology, but noted that Western culture and spiritual qualities were inferior. These new texts, says the reviewer, "give capitalist political and social thought its deserved status," justifying doing this by saying that the economic base creates the cultural superstructure and noting the positive effects that the Renaissance, Reformation and Enlightenment had on political theory that opened the way for anti-feudal activity. (Wang, 123)

Another development of the past few years (since about 1989), is the appearance of a new genre of world history texts. These books, written with university students and diplomatic corps personnel in mind, carry a new chronological designation, "current" world history (*dangdai shijie lishi*). The time period covered is post-World War II to the present, and the subject matter, for the most part, is international relations. Although some have sections regarding Chinese-Soviet and Chinese-American relations, none includes an assessment of internal Chinese events. While the three "current" history works examined include such diverse topics as McCarthyism,

Watergate, assessments of American presidential administrations from Truman to Bush, the changing course of events in both Eastern and Western Europe, the rapid recovery of Japan as an economic power, Khrushchev's secret speech criticizing Stalin, the "Gorbachev revolution," etc., none approaches questions of the developments in the PRC or passes judgment on Mao or Deng. These issues are left to the new books on Chinese history to explore.

In sum, it can be said that as world history in China becomes more reflective of the agenda of the reform-minded leadership in China, it begins to look more like world history as taught elsewhere. Furthermore, judging from the reduced size of the history sections (both Chinese and world history) in bookstores over the past five years, it seems to be the case that history as a discipline is losing out in the competition for China's youth. As career opportunities expand in business and technology, fewer are drawn to the study of the past. Why study the past when there is a bright future ahead?!

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LINKING WORLD AND NATION: THE PLACE OF WORLD HISTORY IN NEW ZEALAND'S BICULTURAL ENVIRONMENT

Brian Moloughney
University of Otago

If history is about identity, then world history is important because it helps us transcend national barriers and construct a sense of world identity. Yet almost from its inception as a modern discipline, the practice of historical teaching and writing has been primarily concerned with the nation state. This tension between a national perspective and a world perspective is, of course, familiar to those involved in teaching world history, but it can be particularly acute for historians in post-colonial environments where national identity remains both fragile and highly contested. This is the case in New Zealand, where it has become increasingly difficult for historians to transcend national barriers. Resistance to what Michael Geyer and Charles Bright have called "totalizing Western world images and stereotypes" has meant that there has been a tendency amongst New Zealand historians, like others writing from the "margins," to turn those margins into "mountain redoubts" and to fall "back toward 'local' histories as a site of contention, developing a veritable romance of the locality, politically charged as identity politics." In an environment such as this, world history, which is often championed as a means to overcome the problems of the particular, can be seen as just another way to undermine what is distinctive and special.

This inward turn in New Zealand historical writing is a direct result of a changing sense of national identity. The history of historical writing in New Zealand may be divided into three broad phases. To begin with, there was a strong association with Britain and

the Commonwealth, but especially with England, and that relationship was such that New Zealanders fought in world wars to sustain it. These old ties of empire underlay New Zealand historical writing for a very long time. But from the 1950s onwards these bonds began to weaken, and they were severed with Britain's entry into what was then called the European Economic Community in 1973. The resulting barriers to New Zealand's meat and dairy produce, together with the weakening of the Commonwealth as an effective force in the world arena, led to a conscious repositioning of New Zealand. Britain's decision for Europe thus marked a major turning point in New Zealand life and it ended that early phase of historical writing. As those early ties weakened, a new, and much more vigorously nationalist, historiography grew up. Much of this historical writing was defined by an ambivalent yet basically contrary relationship with Britain. It focused on the growth of settler nationalism and the evolution of the social democratic principles upon which the new society was founded. Historians tended to emphasize what were seen as the progressive elements of New Zealand's past: New Zealand being the first nation to grant women the vote in 1893, the construction of the welfare state, and the emergence of an egalitarian culture characterized by a relative absence of religious, class-based or ethnic conflict.

From the 1970s onwards, however, this positive view of New Zealand's past was shattered by a resurgence of political activism by Maori, the indigenous people of New Zealand.

From the 1970s onwards, however, this positive view of New Zealand's past was shattered by a resurgence of political activism by Maori, the indigenous people of New Zealand. As a consequence of the mind-shift that came with this political activism, colonization

could no longer be portrayed as "inevitable" and "benign." Maori claimed that Pakeha (the Maori term for white New Zealanders) had flagrantly ignored the terms of the Treaty of Waitangi, the treaty signed by the British and *iwi*, or Maori tribes, in 1840. In response to this resurgence of political activism by Maori, the government institutionalized a process of arbitration of claims against the Crown for its failure to meet the terms of the Treaty of Waitangi. In 1975 a tribunal was established to hear these claims, and then in 1985 it was given the power to investigate claims dating back to 1840. This opened the floodgates, and to date some 670 claims have been lodged with the tribunal. While some claims may be heard collectively, it will still be well into the next century before the tribunal finishes its work. The tribunal itself is restricted to making recommendations, but those recommendations provide the guidelines for negotiations between

These processes have had a profound impact on the historical consciousness of all New Zealanders.

government and *iwi* for a settlement of a claim. Settlement can involve the return of land, financial payment and the control of resources such as off-shore fishing reserves. Extensive historical research and analysis is required in the tribunal negotiations, which are often long, complex and extremely difficult.

These processes have had a profound impact on the historical consciousness of all New Zealanders.

As a direct result of these processes, the Treaty of Waitangi has been elevated to the status of the country's founding charter. This has been accompanied by significant restructuring of state apparatuses so as to allow greater Maori involvement in government. Emphasis is now given to the importance of biculturalism, and the relationship between Maori and Pakeha has become the central preoccupation of recent New Zealand historical writing. New Zealand has been reconceptualized as a Pacific nation, severed from the old relationship with Britain. Biculturalism has been crucial to this reconceptualization because it enabled emphasis to be given to the (British) settler's active engagement with a Pacific people, an indigenous people, the Maori. The value attached to multiculturalism in North America and Australia is attached to biculturalism in New Zealand. Instead of viewing European settlement as benign, historians now emphasize conflict and a clash of cultures. The most recent general history of New Zealand, Jamie Belich's *Making Peoples*, places relations between Maori and Pakeha at the heart of the New Zealand story. It is a history of "two peoples," of the place of Maori and Pakeha in the making of New Zealand.

For the most part these developments have been both

stimulating and beneficial, yet there have been problems with this reshaping of New Zealand's history. At its worst, biculturalism results in sharply polarized views of past and present and it provides more fuel for conflict than ground for mutual understanding. When notions of both Maori and Pakeha are essentialized, the considerable differences within both groups are ignored and the complexities of the cross-cultural encounter disappear. And it is very much a self-consciously inward looking biculturalism that dominates in New Zealand history at present. The nation remains the frame of reference for almost all historical writing. This inwardness arises from the focus on the relationship between Maori and Pakeha in the making of the nation. The link between the New Zealand story and world historical patterns is largely ignored. Ironically, at the very time

Ironically, at the very time during which the bicultural focus emerged, wider global networks had a significant impact on New Zealand life.

during which the bicultural focus emerged, wider global networks had a significant impact on New Zealand life. The economic reforms that transformed the country during this period were a direct result of those global networks, as was the new wave of migration which has resulted in the emergence of an even more "multicultural" society.

By its very nature, the bicultural

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focus leads to the marginalization of other groups that have played a significant part in the New Zealand story. I will mention here only one of these groups, the Chinese. Despite the fact that Chinese have been contributing to the New Zealand story since the arrival of the first miners in the early 1860s, early histories of New Zealand tended to ignore them completely. But in the period since World War II New Zealand historians have followed their colleagues in Europe and North America, shifting their attention away from politics and diplomacy towards society and culture. This has meant that recent histories have been more inclusive. The Chinese contribution to New Zealand is now seen as a legitimate subject, albeit one of minor significance that should not challenge the bicultural agenda. Thus despite being given more attention, the Chinese still occupy a marginal position within the wider body of New Zealand historical writing. Indeed, the advocates of the bicultural agenda insist that this must be so. Prominent Maori historians are to the fore in this. For them, biculturalism has meant recognition as an indigenous people, a "first nation," and all the significance attached to that. To claim that New Zealand is in fact a multicultural society, and that groups such as the Chinese have a legitimate place in the history of that society, is contested on the grounds that it undermines the significance of the indigenous people. The recent growth of Asian migration has exacerbated this into a source of considerable public debate and tension.

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What this recent debate over Asian migration has done is expose the fundamental problems underlying the bicultural agenda. The peopling of New Zealand was,

and remains, the product of global forces: the dispersion of the Polynesian family throughout the central Pacific; the incursions of the Dutch, English and French empires into that ocean; and then the great global migrations of the Anglo-Celts, the various Indian communities and the Cantonese. These earlier migrants have been followed more recently by the arrival of new peoples from the Pacific, including Fijian, Samoan and Tongan peoples, and lastly by the new wave of Asian migrants. These people are the *tau iwi*, or other migrants. They include Polynesians who are not Maori, Europeans who are not Pakeha, and Asians who are neither Maori nor Pakeha. The Maori-Pakeha story is only part of the New Zealand story, an important part, but it is not in itself the full story.

If we attend to these wider global networks we end up with a much richer picture of the New Zealand past than the bicultural framework will accommodate. This is where the teaching of world history becomes of real importance. A world history perspective can direct attention to these patterns of wider significance and thus enrich the national history. This is not to say that for the world historian, interested in the processes of cross-cultural contact, the story of the "two peoples," of Maori and Pakeha, is of no interest. On the contrary, it has the potential to generate exciting and interesting history, particularly if it becomes less inward looking in character. But it may be that as an understanding of world history deepens within the community, more attention will be placed on the multicultural nature of New Zealand society and the global networks that have shaped its history. For instance, such a perspective enables us to appreciate more readily why Chinese became "Overseas" Chinese, and why they chose to stay in places such as New Zealand. Rather than seeing the

Chinese in New Zealand as isolated, fragile and vulnerable, as they are usually portrayed when the nation is taken as the sole frame of reference, a world history perspective alerts us to the wider community and culture of which these Chinese were a part. And if we follow Tu Wei-ming's suggestion and consider that the communities of Overseas Chinese in Southeast Asia and around the Pacific were linked together in a form of Chinese "commonwealth," we become more attentive to the way in which apparently distinctive developments in one nation like New Zealand were in fact part of a much wider pattern. Viewed in this context, New Zealand's transition from being seen as an isolated appendage of Britain to an integral part of the Asia-Pacific region is less of a traumatic disruption and more of a gradual evolution.

In the immediate future, however, it is likely that the bicultural focus will continue to be dominant in the writing of New Zealand history. The political and social significance of the issues associated with the Maori-Pakeha relationship is such that this will continue to be so for some time. Biculturalism, which stresses the partnership enshrined in the Treaty of Waitangi between Maori and the Crown, has allowed New Zealanders to begin to redefine their place in the world. The new national identity that is emerging out of this process is still fragile and it will take time to mature. In such a context, the immediate contribution that teachers of world history can make may lie primarily in encouraging the development of a less inward looking biculturalism. As that biculturalism becomes more firmly grounded, the perspectives derived from world history can then be used to encourage a richer sense of the place of the nation and its people in the wider world.

REGARDING TEACHING WORLD HISTORY IN ROMANIA

Mihai Manea

George Cosbuc English High School
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On the brink of a new millennium, teaching world history encounters various problems regarding the definition of certain historical terms, methodology, and the subjects to be studied — throughout the world as well as in Romania. Beginning with traditional history, military and diplomatic, and passing through the history cultivated by the school in *Annales*, new research fields are approached, such as the history of the forest, climate, sugar, sport, the bond between myth and history, and the status of historical truth. In the past few years, the essay of Francis Fukuyama regarding *The End of History* has been the cause of an intellectual controversy — one of the most extensive and interesting in the inter-war period.

After the anti-Communist revolution in December 1989, Romanian historians bound themselves to reconstitute historical truth, regardless of the pain it might cause. This reconstitution was to be done, of course, by adequate means, taking into account the social background to which historians addressed themselves: students, common people, etc. Thus, it is assumed that the *historical documents*, of which many are little known, are the basis of approaching real history. Only by the use of these will we be led in the right direction. That is because the ordeal that truth and Romanian science were made to suffer, especially after 1948 when the Communists came to power and persecuted important scholars, was the falsification of realities that almost everybody knew. Nicolae Ceausescu's dictatorship brought them grotesque "improvements," such as the modification of the meaning of certain processes

and events, the marginalization of outstanding personalities of the past, the absurd limitation of access to information sources and contacts with the international scientific world, and the qualification of historical topics as taboo — topics regarding which few could find out little more, at the cost of encountering different difficulties.



All this was happening at the same time at which bright scientific results of Romanians in exile — Vlad Georgescu (a former director of Radio Free Europe), Nicoara Beldiceanu, Matel Cazacu and many others — remained unknown or even prohibited to Romanians. Romanian historical education over the past decades has also witnessed the marginalization, at least at the high school level, of teaching world history. According to what we regard as at least curious, during the last decade of the dictatorship world history was studied only during the 11th and 12th grades. The world history which was taught distinguished itself by its extremely eclectic and concise nature and, despite some praiseworthy efforts on the part of some teachers to create even a methodology of teaching it, this history limited itself to being mere factual material, not taking into account any kind of evaluation. Still, we cannot state that, even in this period, one could not catch a sight of the truth in our country: there have been written, despite all difficulties, some valuable works, some of them of real importance.

At the present time, rethinking the main historical terms is of great importance to Romanian historians and teachers, as is grasping the ties within history between the sometimes unrepresentative delimitation of the historical ages, revealing the historical sources, the real status of some categories and special classes of personalities (historical biography has been avoided, as contagious, during the past 25 years!), and permanently pointing out the various and complex connections of the Romanian people with the history of the world. From this it follows the necessity, in Romania, of rethinking the place and meaning of world history during the high school years, as the general culture of our students has to be cultivated in order to contribute to the formation of the students' personalities.

The Romanian school has had a bright tradition in teaching universal history....

The Romanian school has had a bright tradition in teaching universal history, particularly because our people have always been in Europe, and we have experienced all of the significant historical changes. For these reasons, reproducing facts is, in our view, one of the most important educational necessities at present. It is our belief that we shall have to use facts and historical events, as well as chronology, merely for setting the coordinates of the background — as complete as possible — of the evolution of humanity, within whose limits, and despite the understandable difficulties of time, the Romanian people, creators of an interesting civilization, will also be included. Consequently, we must leave behind the taking into consideration of small geographical and geo-historical areas exclusively, and turn to large areas, aiming at global history. We also judge that, in the meantime, a greater emphasis on

the knowledge acquired during secondary school would be necessary during the high school years, as well as taking into account aspects such as: the cosmogonic theories; anthropoge-
ny and its stages; the place and, most important, the part played by religious systems in the day-to-day life of man during different historical ages; the coming into being of the nation; war phenomena; the impact of the mechanization phenomena; the part played by historic personalities; and the relationship between village and city. If we overlook the different types of chronology, we feel that it is necessary to present the permanent fight of mankind for attaining a better life ideal. What is more, in analyzing cultural phenomena regardless of fragmentations generated by didactic reasons, the literary-artistic movements must be connected to the socio-economic and political transformations, the reflex of which they turn into, in a global view. In the period of the Communist regime, however, we subordinated everything and minimized the importance of personalities (monarchs, politicians, soldiers). We must, rather, state the roles they have played, their faults, and, above all, their qualities and the contributions they have made to the evolution of society.

We deem it proper to discuss equally other aspects during universal history classes, such as: the impact of mass media on history, the importance of commercial routes and their consequences in history, the spread of some plant cultures, religious beliefs, and technological discoveries. Recently, more and more specialists are discussing the criteria that lead us to define an event in order for it to remain in history. The view upon universal history must, therefore, be considerably widened. Topics such as nationalism, relations between neighboring countries, and political and religious freedom must be taken into account. An

important part should also be played by being familiar with the environment — the evaluation of local history.

Topics such as nationalism, relations between neighboring countries, and political and religious freedom must be taken into account.

Our historical analysis shall point out, as did the Romanian historians A.D. Xenopol, Vasile Parvan, and Nicolae Iorga, the place of the Romanian people in the history of mankind. Expressing our own opinion about civilization, its evolution or involution, it is necessary that we know all the original and new international interpretations of the relationship between culture and civilization. To do this, the connection between the branches of knowledge as a way of approaching a subject is an essential requirement.

We would now like to turn to a few new orientations in the methodology of history teaching in the secondary schools of Switzerland, Sweden, Great Britain, the United States and France, which we have carefully studied recently. Many authors, the great majority being teachers who are in direct contact with the educational system, point out the fact that the teacher must act as a coordinator of transmitting information, not as someone who repeats the textbook. The textbook has to be, in our opinion, dedicated solely to the student, as learning is his/her responsibility. Any auxiliary material necessary to the act of teaching-learning must contribute chiefly to learning. The class is to become, consequently, a debate between the teacher and the student, the latter being provided with a bibliography to be consulted, thus obtaining the global image of mankind throughout the ages.

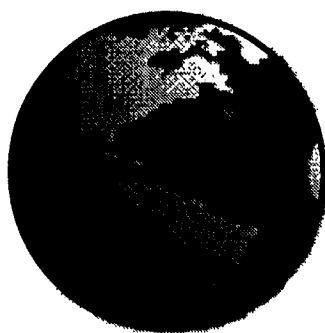
Concrete analysis reveals the fact that many teachers of Romania center their debates

around the fundamental question: Why do we study history? At the same time, they insist upon certain new topics, such as: the connection between man and the environment; the development of the comparative method and of modern audio-visual methods; the global view upon history, and the presentation of its major developments.

We therefore consider that being accustomed to universal history is of great importance to the student's training for life and his/her integration in society.

Many authors emphasize the fact that, in order to carry out his/her pedagogical mission, the teacher has to: present a well-balanced lecture which is not stuffed with data; develop perspective plans; display in an accessible way all points of view connected to the topic in question; resort to historical documents and tests every class; and be able to work with a computer.

It is obvious that only a few opinions have been alluded to. In the Romanian school, ready to be reformed, there is a great need for an outstanding effort to rethink the topic and its auxiliaries if we are to regard Romanian history as well as universal history. At the same time, as the alternative textbooks have only just begun to assert themselves, individual lectures, the synthesis effort, the pedagogical experience of the teacher as well as his/her engagement in dialogue with students — which has beneficial influence on both sides — will generate, along with the usage of auxiliary means and the existence of at least two classes per week, the optimal finality of the teaching act.



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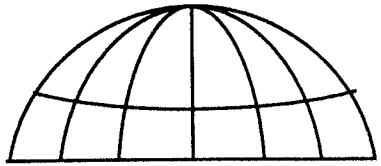
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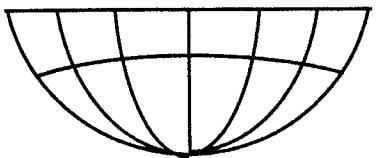
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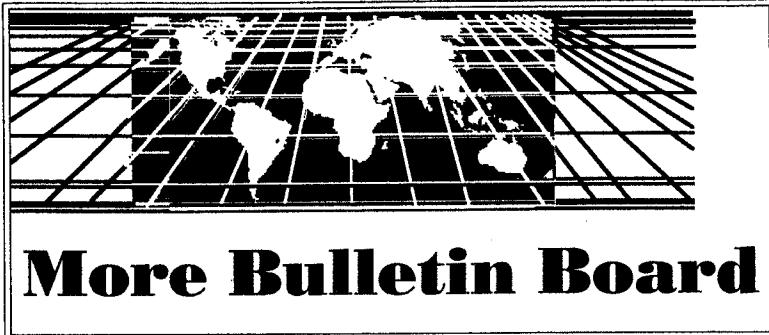
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As part of the WHA's continuing commitment to classroom teaching there will be a specially designed one-week institute for high school teachers on "Comparative Civilizations and World History." The instructors will be Jim Ross, Spectrum High School; Victoria and Peter Seixas, Faculty of Education, University of British Columbia. It will run from June 24-30. Academic credit in Education is available. The registration fee will be approximately \$160 U.S. and there is inexpensive housing on campus. For more information contact: Bernice Wood, Continuing Studies in Education, University of Victoria, Victoria, B.C. V8W 3P4; e-mail: bwood@uvcs.uvic.ca



Attention! *Education About Asia*, the Association for Asian Studies-sponsored teaching journal, plans to publish a thematic issue on Asia in World History in Spring 1999 guest edited by Marc Gilbert, and Don and Jean Johnson. *Education About Asia* is a journal published by the Association for Asian Studies, in conjunction with the Freeman Foundation, which goes to over 8,000 subscribers throughout the United States and 22 countries. The exclusive focus of *Education About Asia* is improving classroom teaching at all levels. Our articles are for teachers and professors, from elementary school through university.

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All articles will be subject to a blind peer process. Prospective authors may also contact the guest Editors for the issue: Prof. Marc Gilbert, North Georgia College and State University mgilbert@nugget.ngc.peachnet.edu), Jean Johnson, The Asia Society (jeanj@asiasoc.org) and Prof. Donald Johnson, New York University (johnsond@is.nyu.edu).

WHA

EDITORS' NOTE: BULLETIN SUBMISSION DEADLINES TO CHANGE

Beginning with the Fall 1998 issue (Volume XIV, number 2) of the *World History Bulletin*, deadlines for submission of all copy (articles, announcements, and advertisements) will be September 15 for the fall issue and March 15 for the spring issue.

**TO THE WORLD HISTORY ASSOCIATION MEMBERSHIP:
A MESSAGE FROM HEIDI**

Heidi Roupp — President, WHA

Dear Colleagues,

Thank you for your responses to the recent questionnaire. I will be contacting you this summer concerning your ideas. They have opened a whole range of possibilities for future WHA activities. If you have other ideas about how the WHA might better serve the membership, please contact a member of the Executive Council or one of the officers. My address, e-mail, and phone number are at the bottom of this message. I would enjoy hearing from you.

This winter has been a particularly busy one for the WHA. We have reorganized the Executive Council and each member has assumed leadership of one aspect of the WHA. Much of our day to day business is being conducted through our listserve site at Miami University of Ohio. Committee reports are posted, issues are discussed, and votes are recorded electronically. We have accomplished a whole range of projects, which affords us time for long range planning at our meeting in June. Responses from four year colleges and universities in the United States to the world history survey have been tabulated and appear as a news item in this issue of the *Bulletin*. The working budget was approved, but finances continue to be a problem. We have at least five ways to spend every nickel in our bank account. The Executive Council is considering a number of fundraising suggestions to augment the operating funds. Roger Beck submitted an endowment fund proposal that received an approval in principle by the Executive Council. With Roger as chair, the committee of Ann Beck, Marilynn Hitchens, Arnie Schrier and Judith Zinsser is comparing endowment programs of similar organizations. The committee will suggest ideas for the kinds of projects the endowment might support, and will submit an endowment plan to the Executive Council in June. If you have a suggestion for a small project or award, assuming we are able to raise a modest amount of money, what would you propose? Please send me your suggestions and I will forward them to Roger and the other members of the committee.

The voting process has been changed so that WHA members living around the world will have ample time to return their ballots. Executive Director Richard Rosen will tabulate them and announce the results in the fall. This election will fill three positions on the Executive Council. The ballot and the candidates' statements are printed in this issue of the *Bulletin*. Tear out the ballot, vote, and send it to Dick Rosen. Please don't forget to vote! Jean Stricklen was unable to complete her term on the

Executive Council because of the illness of her parents. We would like to thank Jean for her service to the world history profession. Jean has been replaced by Harry Wade, Chair of the History Department of Texas A&M, Commerce. Chair of the Nominating Committee David Smith and committee member Beth Montgomery will be rotating off the Nominating Committee. Other committee members beginning a three-year term are Joan Arno, Bullitt Lowry, John Mears and Gregory Blue.

You may remember in the winter newsletter I mentioned that the WH Teaching Network is now an affiliate of the World History Association. The goals of the WH Teaching Network are to provide professional training and curricular development in world history through inter-institutional cooperation among history/social studies departments in schools, colleges and universities. The WH Teaching Network will sponsor two sessions at the June conference — a round-table discussion with Alfred Crosby of his new work, *The Measure of Reality: Quantification and Western Society, 1250-1600*; and a post-conference institute, "Designing and Implementing a World History Course." The next project of the WH Teaching Network is to establish a speaker's list. If you would like to be included, please send me your name, address, and e-mail; the titles of three topics you would like to present, and a one-page curriculum vita. We will begin circulating the list this fall.

The following Teaching World History Series will be part of the NCSS program:

Active Learning in World History Using Technology as the Theme, with David Smith and Bill Zeigler

Cultural Landmarks — Gateway to World History, a Presentation with the Getty Conservation Institute, with Mahasti Afshar, Marilynn Hitchens and Heidi Roupp

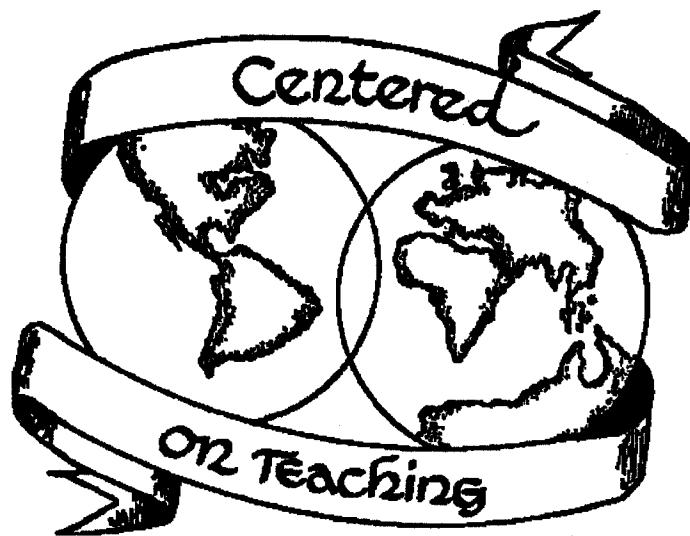
Integrating Human History into a Larger Analytical Framework, with John Mears, Fred Spier, Deborah Smith Johnston and Simone Arias

Integrating Local to Global History Through Community Resource, with Simone Arias and James Sheehan

Liberal Democracies and the Development of the Global Market, with Marilynn Hitchens and Heidi Roupp

The Sundiata Epic: Pre-1500 West African History on a CD-ROM, with Veve Clark, H. Parker James and Lynda Shaffer

Cont. on pg. 17



AN APPROACH TO THE TEACHING OF UNIVERSAL/GLOBAL HISTORY CONCEPTS IN WORLD HISTORY PRACTICE IN SOUTH AFRICA

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Education**

1. INTRODUCTION

In South Africa the concepts *global/universal/world* are not very familiar terms in the historian's frame of reference. Although fewer than 1% of trained historians did their Ph.D. and/or Master's degree on a topic that can be related to world history, there are a few history departments in South Africa which have recently started developing their curricula in an effort, amongst others, to include world history syllabi or aspects of world history themes. Where this stage has now been reached, the methodological approach to present syllabus/theme content causes nightmares for many academics in South Africa, and, perhaps, worldwide. This paper attempts:

to point out what is meant by the concepts *global/universal* and *world* in the context of this paper;

to introduce a methodological approach in the teaching process for practicing world history; and

to give a practical overview of how to use the suggested methodological approach, with reference to the topic of *forced removal* as an example.

2. THE CONCEPTS GLOBAL/UNIVERSAL AND *WORLD*

In portraying the world's history, presenters each probably have something different in mind. The aims

of a course and the availability of material will surely have an effect. When the matter of approach is involved, some will prefer to portray a comprehensive or broad chronological picture of histories of the world, whilst others may want to portray an interrelatedness by using themes/topics in their approach to world history. Ross Dunn's discussion of multicultural and world history also reflects the importance of knowing what the fundamental aims are of a course in world history. Dunn is of the opinion that world historians must rather start:

with the premise that the fundamental aim of a world history course is not to introduce students to a select number of "foreign cultures," but to teach them [students] about the large-scale dynamic forces that have over the millennia shaped the human community...

The *universal* approach to history is to be understood as an involvement of the activities of all human communities, in so far as they are available. To some extent the concept *global* cannot be totally separated from the universal history approach because it also reflects a worldwide approach to the content with which it is dealing. Therefore, the concept *world* in world history cannot pretend to represent anything else but all-inclusive global or universal approaches to history.

But then it can't be argued that the concepts *universal* and *global* do not have to represent an unbounded view. Both can be tied into a limited space in which the approach to history can be to create/develop a thorough view of an event/topic that happened within the boundaries of a limited space. This thorough view of a limited space can eventually be used as part of an approach in, for example, a comparative way, to be present as part of world history.

The approach thus to be introduced in this discussion aims at presenting a methodology to provide space for defining and using the concepts *universal* and *global* in world history not only extensively, but also narrowly.

Studies abroad regarding culture and its diversity within a universal frame appear to be vast in number. However, little has been done in practice to assist the teacher/lecturer with how to deal with topics on a universal basis.

To reach the level of teaching to which Ross Dunn is referring, historians will have to concentrate on the development of practical classroom activities or approaches that will enhance the teaching of a universal perspective of the diversity of cultures, or a variety of aspects (such as concepts or patterns). These approaches might spontaneously portray an intercultural, multicultural and/or cross-cultural character with regard to teaching contents.

3. A METHODOLOGICAL APPROACH TO THE TEACHING PROCESS FOR PRACTICING WORLD HISTORY

As mentioned in section two, it is very important that the lecturer of world history knows what he/she is aiming to accomplish with a world history course, or an aspect of world history in a course. In South Africa some aims of the interim school syllabi for senior, primary and secondary history complement a world history/global history approach. It is doubtful if teachers always are cognizant of this fact in their daily presentations. The following examples of aims with a global/universal/world focus have been identified:

TEACHING AIMS, DIRECTED TOWARDS WORLD HISTORY, TO BEAR IN MIND (as in South African curricula)

1. Grades 4-7

TO STUDY THE HISTORY OF THEIR COUNTRY AGAINST THE BACKGROUND OF OVERSEAS EVENTS

To encourage pupils to realize that the present is the heritage of the past and the future is in its turn influenced by the present...

TO BROADEN THE PUPILS' CONCEPT OF SPACE, TIME AND REALITY

2. Grades 7-9

To contribute to the personal development of pupils
To contribute to the [understanding of] development of attitudes and values

TO CONTRIBUTE TO AN UNDERSTANDING AND APPRECIATION OF THEIR HERITAGE AND THAT OF OTHER PEOPLES AND CULTURES

3. Grades 10-12

KNOWLEDGE: for example, how to use a variety of sources/information

INTELLECTUAL DEVELOPMENT: for example, the relation between historical events, and between history and other disciplines

ATTITUDE: for example, to gain a balanced appreciation of the historical contributions/backdrops and norms of groups/cultures/countries, etc.

Note: Those aims that are directly linked to universal issues are given in capital letters.

Because the presentation of world history courses on a tertiary level in South Africa is in such a premature stage it is not very clear what aims history departments have in mind. It therefore is taken as point of departure that a thematic approach is

suggested that might apply to any world history course or a course with themes from world history. The thematic approach suggested appears on the diagrammatic guideline included on page vi, and can be explained as follows:

3.1 A diagrammatic guideline to use in world history teaching to address global/universal history concepts

The approach to history, as suggested in the diagram, is called the *universal interdisciplinary comparative approach* and consists of three different methods creating a universal experience. The steps to follow in order to develop a lecture or lecture series with the aid of the diagrammatic outline are:

3.1.1 General steps to consider before using the diagrammatic outline:

- * A number of methodological teaching steps should also be taken into consideration before lecturers/teachers can effectively use the method suggested (e.g., to determine the broad aims of a course and the aims of each learning unit in a course, it supposes the inclusion of the skills which lecturers/teachers want to achieve).

- * The basic historical content which has been set within the objectives of a syllabus theme must first be taught. It is possible, however, at a higher educational level to approach one of the three methodological suggestions in the diagram without reflecting any broad basic content first, and just to focus on the content of the topic. The reason for this is that students on tertiary level supposedly have a broader background of history than the youngsters on the lower educational levels.

- * The concepts *universal/global/world*, and the varieties of ways in which they can be used in teaching methods or approaches, must be understood.

- * The approach can be used:
as a process of synthesis of one or more themes in a textbook that have been identified as themes that contain a common theme, e.g., "gender." As these themes in a history textbook normally represent different countries or different events/areas in a country, they can effectively be used to arrive at one or more methods as set in the diagrammatic outline.

as a process of synthesis by dealing with one theme in the syllabus and comparing one issue/topic in the theme with one or more similar events elsewhere in a country or in other countries.

- * The universal diagrammatic approach therefore accommodates:

the synthesis process that has been chosen, whether it only covers a local/regional setting (see diagram for universal method no. 1), or a national setting (see diagram for universal method no. 2) and an international setting (see diagram for universal method no. 3).

various concepts. It is very important that students must understand what is meant by, for example, the concepts interdisciplinary, comparative, local, regional, national and international.

students on all levels of education. The teaching approach to the proposed universal methods mentioned in the previous paragraph does not always have to be as rigid as has been illustrated in the diagram. A lecturer/teacher **does not** have to start with Universal Method No. 1. All the methods suggested can be used in conjunction with each other or separately, depending on the level of the students and/or the level of skill the lecturer/teacher wants to achieve. Being a world history teacher in South Africa, I prefer to start with Universal Method No. 1. The main reason for my preference is that my students normally understand common world issues better if I first introduce them to the same issue in an environment that is more familiar to them. It is the choice of the lecturer/teacher whether his/her students must start with Universal Method No. 1, 2 or 3, or do just one of the three suggested methods. It certainly might help lecturers/teachers who want to differentiate between different levels of students in one class by asking them to approach different universal methodologies as set in the diagram.

* In the process of teaching specific contents with the aid of one or more of the Universal Methods in the diagram, a variety of material on a selected topic (see diagram) should be presented or provided to the students/pupils, together with enough information/source directions (e.g., various perspectives on the same issue) in order to undertake the research as a task/project or tutorial. Questions such as the role/impact of a specific topic (e.g., "class") in a community, or in selected communities worldwide, can be debated. Individual and group work could be enhanced if questions such as these were set.

* Perceptions of values at different periods in time and space, e.g. modern day values in contemporary USA against values in ancient times in Greece (or once again in the USA for that matter) must not be seen as a stumbling block to the use of the universal methodologies in the diagram. Differences can be discussed and acknowledged by including one or more criteria in the process of comparison. At no stage should the lecturer/teacher use his/her position to provide final answers in the process of comparison. They should rather acknowledge well-motivated

presentations/discussions of a/the universal method(s) by students by considering awarding an evaluation mark on a carefully planned scale of applicable criteria.

* The teaching of the proposed universal concepts could be constructively included as part of several other approaches or methods the teacher intends to use in his/her year planning.

* The nature of some of the topics mentioned in the diagram also lends itself to further interdisciplinary pollination (e.g., environmental history, the history of technology, population trends in demographic history, the social role of women, history and poetry, etc.). History teachers should use these opportunities more frequently because they form an indispensable part of the creation of a platform for a global view of one or more aspects of mankind.

3.1.2 Steps in using the universal interdisciplinary comparative approach:

To demonstrate the practical side of the theoretical outlay of the *universal interdisciplinary comparative approach*, the topic of *forced removal* was chosen.

PRACTICAL EXAMPLE: FORCED REMOVAL A UNIVERSAL/GLOBAL APPROACH

(The following explanation of how to go about using the topic of forced removal is, unfortunately, due to a lack of space not as comprehensive as it should be. If anyone is interested in obtaining a copy of a paper I have done recently on "Forced removals in its many colours: a comparative study of selected examples world-wide," I can forward it to you.)

*** General steps:**

Identify the aim in the course/learning unit that you as lecturer/teacher want to achieve:

In this example one of the general aims of the world history course is to "obtain an understanding of common, similar actions of peoples/cultures in different spaces and times, and to be able to draw comparisons from these common, similar actions."

Identify a specific aim in a specific learning unit of the course that you as lecturer/teacher regard as appropriate for achieving the general aim you have chosen:

In this example the specific aim of the specific learning unit (the latter titled "Common, similar actions of peoples/cultures in different spaces of times") is to "obtain a basic knowledge of the historical background and the movements of the

Armenians, the Tanzanians and South Africans." The lecturer/teacher must consider what time frames he/she has in mind for each of the examples chosen. In this example the lecturer wanted to achieve two peripheral objectives, namely (i) to select representative, but not too familiar, examples from all over the world and (ii) to assure that students become familiar with the concept within their own historical background in order to obtain a better conceptual footing and understanding of contents and peoples with whom they as students are unfamiliar or from whom they are remote.

* Using the diagrammatic guideline:

STEP ONE

Identify an appropriate topic from the diagrammatic guideline that you as lecturer/teacher regard as applicable to achieve the course aim and specific aim of the specific learning unit as requested (with examples given) above: In this example, the topic of forced removal has been identified as applicable.

STEP TWO

Decide which of the three methods, as set in the diagram, is the most applicable to what you wish to achieve: In this example, **Universal Method No. 3 is selected** because a universal/global view of a topic, with more than one country as example, is one of the objectives formulated from the aims, and not just the obtaining of a universal/global view of a topic in a limited geographical space (see Universal Methods Nos. 1 and 2).

In the topic "forced removal," the lecturer preferred to do the basic instructions as given in Universal Method No. 3, but then only to focus on the instruction "compare historical events (past or contemporary) on a specific topic on both local and national levels with a similar event on the same topic in a country(ies) abroad."

STEP THREE

(From step three onward it is the task of the lecturer/teacher to decide how to involve his/her students. Due to the length of this paper, this aspect will not be covered.)

Define the topic concept: "Forced removal" as example will be defined by, first, exploring the variety of synonyms for each of the two words in the topic/concept:

If the two words "forced" and "removal" are conceptualized separately, their meanings appear to be more adaptable than usually meets the eye, and then various additions can be made to the meaning of "forced removal."

The *Oxford Dictionary's* explanation of "forced" is not quite unequivocal. According to several general meanings, interpreted together, the concept implies *a lengthy removal process that is set and carried out by following a special programme and effort*. If synonyms from the *Collins Reference Thesaurus* are added, forced removal involves actions of one party doing something *involuntarily, mandatorily, obligatorily, unwillingly, artificially*. It also pertains to aspects, carried out by another party, of being *contrived, false, insincere, labored, stiff, strained, unnatural, wooden* and of the nature of *slavery*.

W. Peterson states that "forced" can have two connotations, namely *compelled* and *impelled*. When considering using the word "forced" one must hence ask if the victims/participants were removed by State-enforced terror or a systematic round-up of some kind. It can also be asked if people were forced into flight (self removal) by, for example, violence, or the threat/fear of violence. It is debatable whether one scenario is any more "forced" than the other.

On the other hand, the meaning of "removal" implies *removing or being removed or transferred to a different area, place, house, room, etc.* Perhaps the "removal" or "transference" of the psyche or mind to think otherwise about a change, no matter whether it is, for example, of an economic or political nature, etc. must be considered in the process of identifying aspects related to "removal." From the *Collins Reference Thesaurus* possible alternatives for the word removal are *abstraction, dislodgment, dismissal, displacement, dispossession, ejection, elimination, eradication, erasure, expulsion, expunction, extraction, purging, stripping, subtraction, taking of, uprooting, withdrawal, departure, flitting, move, relocation and transfer*. In the South African context the terms *resettlement* and *relocation* are also used when referring to "forced removal."

At present a focused comprehensive definition for the concept of forced removal is not available, or perhaps not frequently in use worldwide. It is probably to be seen as a South African political concept that has characterized the system of apartheid. Elaine Unterhalter explains the meaning of forced removal as "*the segregation of the people of South Africa...because it has been achieved only by force and has involved the physical uprooting of millions of the black people of South Africa over the last forty years.*"

In a world context, however, the lecturer regards it as important to make students aware of the existence of variations of the concept "forced removal" depending on time and location. Therefore, because a clear-cut definition does not exist, the lecturer/ teacher, with the help of his/her students, can develop a definition for the purpose of applying it in the specific aim of the learning unit. Such a definition for the topic "forced removal" perhaps may read as follows:

Removing people from land that belongs/does not belong to them; whether it was an organized/unorganized effort, carried out by individuals/the community/the authorities; whether it was to their benefit or to their detriment, and/or whether it was a process that was carried out with violence and a loss of lives or accomplished peacefully.

STEP FOUR

Cover all the views involved in a specific historical event on a specific topic in a specific country or region/area abroad: The example topic of "forced removal" will now have to be explained from the historical events in a specific country. It was said in the general steps earlier that the specific aim in the specific learning unit is to "obtain a basic knowledge of the historical background and the movements of the Armenians, the Tanzanians and South Africans." In this case the instruction in Universal Method No. 3 applies to all the countries mentioned in the specific learning unit.

Teaching approaches that can be considered in order eventually to cover all the views of each country are to divide the class into groups and to let each extensively cover the research, as outlined, of a different country. Before eventually doing *step five* of this example, they could have exchanged information. With the input of the students in the form of a discussion and with the definition of "forced removal" in hand, the lecturer/teacher can outline general criteria to assist the students in their focused research for some information. The following criteria and ideas can be used in the "forced removal" example under discussion.

Determine which time frame of the country(ies) under discussion must be covered in the research.

General criteria that will apply are:

a basic general historical background of the national history of the country and its people, followed by

a broad view of the group of people under discussion, whether it is the Armenian Diaspora since 1 BC to 1915, or the process of removal of peoples to concentration camps during the South African War in 1901, or the case of the runaway wives in Tanzania after 1945. Though the lecturer will make the student aware that every situation is unique and must always be seen in the context of space and time, it still is a valuable exercise at this stage to identify specific criteria that relate to the developed definition of forced removal and can be scrutinized more closely, regardless of the difference and lengthy time elapsed between the countries under discussion.

Specific criteria for the forced removal part of the research on each of the countries can be:

the universal cultural experience of communities of what is religiously and/or politically and/or economically and/or socially acceptable and tolerable on their soil.

other underlying motives that might have played a role in creating a forced removal situation such as language, race, class, gender, labor, social destruction, poverty, power, or a craving for power, possibly resulting in war and its consequences.

the question whether the people under discussion were exposed to compelled or impelled removal.

the question whether the removal was carried out by individuals or the community or the authorities, and whether it was organized/unorganized.

the question whether it was to the benefit of the people who had been removed, or to their detriment.

the question whether it was a process that was carried out with violence and a loss of lives, or whether it was accomplished peacefully.

STEP FIVE

In this step a comparison of the selected countries regarding the identified topic of "forced removal" is under discussion, by using the criteria that have been identified in step four. In this example, the instruction in Universal Method No. 3 was altered slightly to include only examples of countries from the national level, an African example and one example from the international scene. The reason for doing so was to accentuate the flexibility of use of the method.

* Feedback/evaluation

The ways in which students can be "rewarded" for the piece of work done for this specific aim in the specific learning unit is unlimited. A few examples of how work could have been evaluated and rewarded are: oral presentation; performance in the group; individual written presentation for a main semester assignment, etc. It is needless to remind lecturers/teachers that very specific criteria in the process of evaluating any of the examples of tasks given are a must. Evaluation cannot rely on the so-called "invisible experience and expertise" of the teacher/lecturer.

5. A FINAL WORD

The way in which the lecturer/teacher teaches universal history concepts are also influenced by his/her own views of history. That can be reduced by working more cooperatively on themes.

It is furthermore very important for tertiary institutions involved in the training of history teachers

to give assistance in the creation of programs/guidelines to practice the history of humankind and its cultural diversity in a universal way in their discipline, too. If this can be done, the South African educator will probably be a pioneer in pointing the way to other countries which have as yet not sufficiently succeeded in implementing the universal concept of history practice.

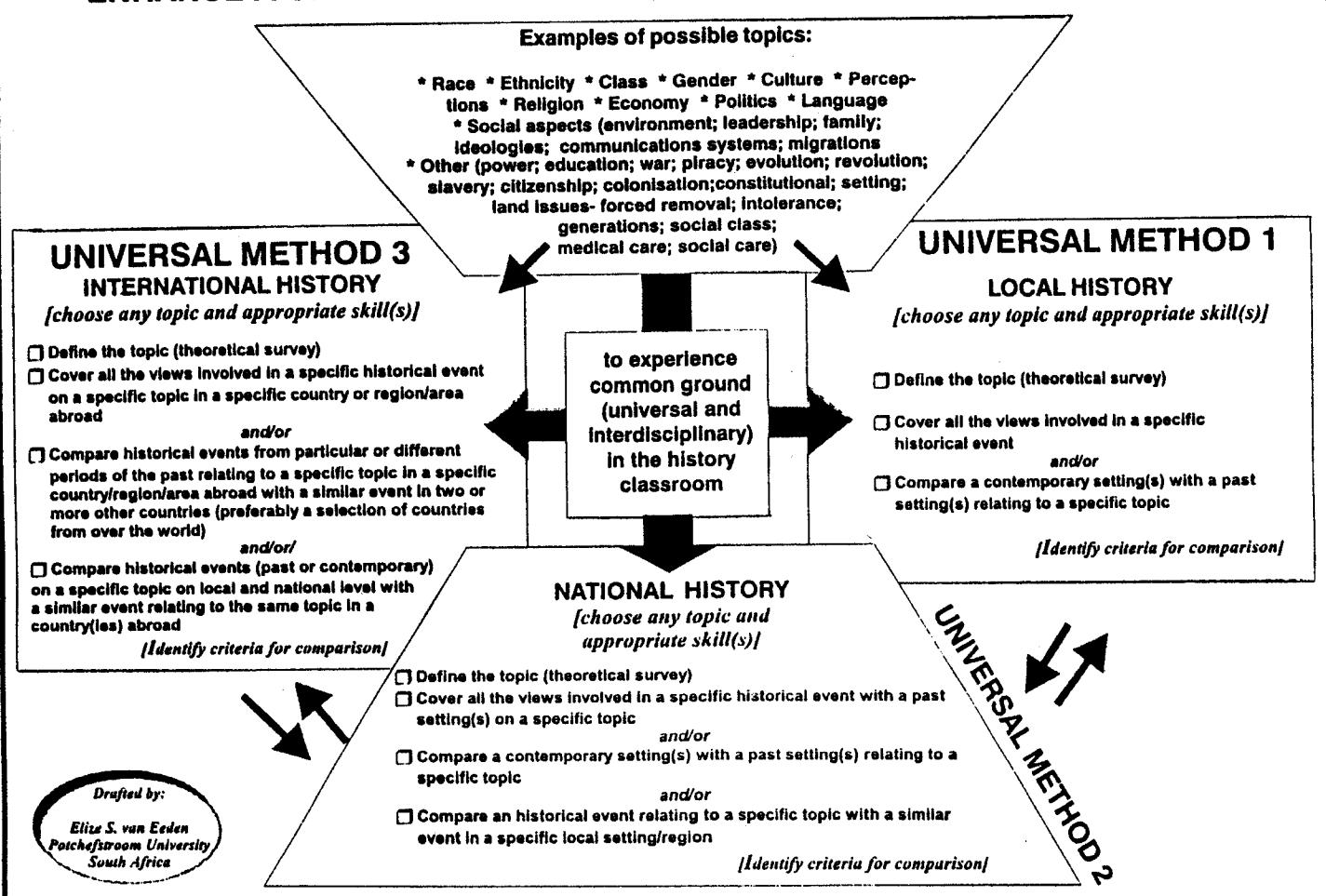
The aim of this article is to propose a practical diagram with three methods of how to deal with universal/global history in world history. It is accentuated that some of the methods can also be used separately from a world history course by mainly aiming at creating a "global" scope on local/national level on a specific topic. It is believed that, by working with the criteria that have been identified in any topic, an interdisciplinary interchange can be quite useful and, as a matter of fact, indispensable.

I wish to conclude with the words Thomas Bender expressed about history:

The progress of historians and teachers in thinking about our society as a whole, in thinking about the shape of a synthesis that incorporates groups and dimensions of individual experience previously omitted, is directly related to our chances for success in renovating and reinvigorating our civic life....

To a large extent these words, and what world historians seriously want to accomplish with their approach, relate to South Africa's new life-long learning approach in education — Outcomes-Based Education (OBE). The so-called seven critical outcomes, which are said to eventually apply to all learning areas, are best suited to world history as a branch of the discipline of history. If the teams involved in setting new learning units for primary and secondary education, as well as those involved in tertiary education where interdisciplinary learning areas appear to be the new dominating direction, take cognizance of the method introduced in this paper, OBE will surely benefit from it.

A DIAGRAMMATIC GUIDELINE FOR USE IN HISTORY TEACHING TO ENHANCE A UNIVERSAL INTERDISCIPLINARY COMPARATIVE APPROACH



AFRICA'S WORLD SYLLABUS

David Northrup
Boston College

"Africa's World" was a response to two changing circumstances in 1994. First, our students were getting noticeably better and some of the best were finding the topics in the university's two-semester requirement in modern European history pretty familiar from their high school courses. This was true even in courses like mine that presented the required European topics in a globally framed context. Second, revisions in the university's Core Curriculum had added a course in "Cultural Diversity," (i.e., U.S. minority or non-Western studies). These changes set me to wondering whether looking at required Eurocentric topics such as the Renaissance, the Enlightenment and the French Revolution from the African perspectives that I was trained in might not prove both refreshing and culturally diverse at the same time. After some maneuvering, I managed to get the two screening committees to approve "Africa's World" as fulfilling both the Core requirement in modern European history and Core requirement in cultural diversity.

Such a convenient marriage of two general education requirements ought not to have produced intelligent offspring, but, in fact, "Africa's World" has proven fun to teach, appealing to the undergraduates who have taken it, and intellectually stimulating. From an experimental 35-40 students it grew to accommodate 75-80 this year, with a teaching assistant helping with the new discussion groups. It will next be offered for 140-150 students with two TAs. As the modified syllabus that follows suggests, "Africa's World" is not merely a course on Africa and the African diaspora, but a true world history course — with attitude. It gains more than it loses from not trying to cover everything in equal depth, emphasizing the Indian Ocean, the Islamic world, Europe, the Atlantic, and the Americas in the first term and bringing in more of South and East Asia in the second. Its African center provides not only a perspective unfamiliar to most students, but also a consistent frame of reference that is useful for comparing historical topics, such as Islamic and European trade, proselytizing, and colonization in the first term and worldwide liberation struggles in the second. The course makes no claims that its African viewpoint is superior to any other, but its African-centered outlook consistently raises unfamiliar issues about familiar topics. The existence of "Africa's World" may also have played a small part in the history department's decision to change the name of its Core course from "Modern European History" to "Modern History," though without substantially revising the Eurocentric list of required topics.

Syllabus

"Africa's World" examines modern world history from an African vantage point. The first term studies how, in the period 1400-1800, Africa's long-standing relations with the Islamic world and Asia were challenged by growing European contacts and how, through the Atlantic slave trade, Africans were established in the Americas. It also looks at how the liberal and industrial revolutions helped end slavery and the Atlantic slave trade. The second semester examines how, after 1800, Africans were drawn into deeper contact with industrializing Europe, culminating in the European conquest of Africa at the end of the 19th century. We then explore how Africans regained their independence by uniting their liberation activities with the global forces of pan-Islamic, pan-African, socialist, and nationalist movements arising in Asia, Europe and the Americas. The final section assesses African economic, cultural and political relations with the rest of the world in the second half of the 20th century.

The class meets twice a week for lectures and once a week in small discussion sections. It fulfills the university Core requirements for Modern History and for Cultural Diversity. It may also count toward the minors in International Studies and Black Studies.

Required Reading

Basic texts:

John Fage, *A History of Africa*, 3rd ed.
R. Bulliet, et al., *The Earth and Its Peoples*, vol. II

First semester readings:

Basil Davidson, ed., *African Civilization Revisited*
David Northrup, ed., *The Atlantic Slave Trade*
David Northrup, "Africa's Discovery of Europe" (coursepack in bookstore)
Herbert Klein, *African Slavery in Latin America*

Second semester readings:

George Fredrickson, *Black Liberation: A Comparative History of Black Ideologies in the United States and South Africa*
Buchi Emecheta, *The Joys of Motherhood*; alternate T.O. Echewa, *I Saw the Sky Catch Fire* (novels set in colonial Nigeria)
Alan Paton, *Ah, But Your Land is Beautiful* (novel, South Africa in 1950s)
Tepilit Ole Saitoti, *Worlds of a Maasai Warrior*; alternate Peter Godwin, *Mukiwa: A White Boy in Africa* (autobiographies set in modern Africa)

Films:

Africa, 8-part history narrated by Basil Davidson
The Africans, 8-part series by Ali Mazrui
Gandhi (Attenborough), opens in southern Africa
Speaking of Nairobi, CBC documentary on the international women's conference

Topical Outline

First Semester, 1400-1825

Part I. Africa and Islam to 1600

- Islam's religious, political and social features
- its origins and spread in Mediterranean and Indian Ocean lands to 1600
- Islam's spread south of the Sahara
- its contacts with eastern Africa
- the principal features of Africa's relations with the Islamic world up to 1600

Part II. Africa and Europe to 1600

- Africans in Renaissance Europe
- Iberian voyagers open the Atlantic
- West Africans' encounters with early Europeans: their impressions and responses
- Eastern Africans' encounters and responses to 1600
- case studies: the Kongo, Ethiopian and Mutapa Kingdoms
- comparisons of Africans' relations with the Islamic world and with Europe

Part III. Africa and the Atlantic

- Europe's political, economic, military and cultural strengths
- establishing European dominance in the Americas
- the Atlantic economy and the origins of the Atlantic slave trade
- African imports from the Atlantic economy
- the conditions of the Middle Passage
- Africa's political, economic, military and cultural strengths in the era of the Atlantic economy
- comparisons of Africa's relations with the Atlantic and the Indian Ocean

Part IV. Africans in the Americas

- systems of slavery in the Americas
- the Enlightenment, the American Revolution and Africa
- the French Revolution and Haiti
- slave resistance and rebellion
- humanitarianism, industrialization and abolitionism
- slavery's legacy in the Americas
- Africa's legacy in the Americas

Second Semester, 1800-present

Part I. Africa, Industrialization and Imperialism

- Political and economic growth in 19th century Africa: Zulu, Sokoto Caliphate, Ethiopia, Egypt
- industrialization and African overseas trade
- the formation of "secondary empires" in Africa
- Western explorers, missionaries and conquerors
- colonial rule in Africa: proprietary colonies
- colonial rule in Africa: settler colonies
- case study of Nigeria

Part II. The Global Roots of African Liberation

- racism and black liberation
- pan-Africanism in the Americas
- pan-Islamic movements in the Middle East and North Africa
- comparative problems of Asian liberation
- radical revolutions in Russia and China
- the political polarization of Europe
- Africans and the world wars
- Gandhi, South Africa and Indian liberation

Part III. African Liberation Movements

- protest in South Africa in the 1950s
- independence movements in proprietary colonies
- independence struggles in the settler colonies
- wars of liberation in southern Africa
- the Cold War and African liberation

Part IV. New African Nations and Identities

- constructing new nations and economies
- new political, social and religious identities
- Africans in a shrinking world
- African women and feminist liberation
- autobiographical case-study of social change

Requirements

Grades are based on the mid-term exam (20%), the final exam (25%), quizzes (12%), three required papers (36%), and participation in the discussion sessions, including quizzes (19%). In the grading system in use at Boston College, A (4.0) is awarded for work that is exceptional in its quality and originality; B (3.0) represents work that rises above the minimum required; C (2.0) denotes work that is minimally acceptable in accuracy and understanding; while D (1.0) signifies work falling below minimal standards; F (0.0) = failure.

Written Work: Each semester, you must submit three essays of about 1,000 words, each on a discussion topic from a different "Part" of the course. Essays should make good use of the assigned readings and lectures and must be handed in at the beginning of that discussion session. Authors must attend and participate actively in the discussion. Additional essays are optional. If more than one essay is submitted in a single part, the best grade will be counted.

Plagiarism: One deserves credit for work that is one's own; others must be given credit for their work. Be careful in writing papers to identify all quoted material with quotation marks and a page citation. Passages that are not direct quotes should be in one's own words, not paraphrased from someone else's sentences. Paraphrasing is a form of plagiarism, as is failing to identify quotations properly (with quotation marks and a citation of the author), and both will receive substantial grade penalties. University regulations also provide for more severe penalties, including failure in the course and suspension, for deliberate violations of academic honesty.

TWO HISTORY LESSONS FROM LITHUANIA

**Christopher W. Schmidt and
Heidi Roupp**

Since 1991 A.P.P.L.E. (American Professional Partnership for Lithuanian Education) has developed a unique program to support the teachers and children of a free and democratic Lithuania. Each summer A.P.P.L.E. offers two-week inservice seminars for 1,000 Lithuanian teachers. American volunteers travel to teacher centers to present their subject matter and new ideas for teaching it. Americans are rewarded with a rich cultural experience fondly remembered long after the program ends. During a two-week session in Vilnius last summer, history teachers exchanged lessons and shared teaching ideas for the coming winter. While Lithuanian teachers presented their lessons and demonstrated how to teach them, American instructor Christopher W. Schmidt, from Phillips Academy at Andover, recorded the lessons for "Centered on Teaching" as they were being simultaneously translated into English.

The Lithuanian teachers who participated in the Vilnius program were Grazina Barauskiene, senior teacher from the Vadzgiris School in the Jurbarkas region; Milda Bukotiene, senior teacher of the Sasnava School in the Marijampole region; Vilma Cironkiene, senior teacher in M. Birziska High School in Vilnius; Daiva Cekanaviciute, teacher from the Panoteriai nine-year school in the Jonava region; Audrone Karaliuniene, teacher-methodologist in Zemyna High School in Vilnius; Jurate Tervydyte, senior teacher in the Lentvaris School in the Trakai region; Janina Vaitiekuniene, teacher-methodologist from the 2nd School in Varena; Vida Valanciene, senior teacher in the Senamiestis School in Mazeikiai; and Ruta Zilinskiene of the

Lithuanian Teachers' In-service Institute.

For more information about the A.P.P.L.E. program, please send inquiries to:
A.P.P.L.E.; Box 617; Durham, CT 06422.

Vida and Daiva's Presentation on the Reasons for the Reformation in Europe and Lithuania

- 7th Grade Exercise

I. First Lesson: Europe and Germany

A.

Look at: (1) economic, political and social situation of Germany in the 16th century (students already know about England and France); (2) goals of Reformation and its beginnings in Germany

Objectives: (1) understand definition of Reformation, indulgences, etc.; (2) answer question concerning why the Reformation began in Germany and not elsewhere; (3) examine eventual fragmentation of Reformation

Methods: lecture, description, discussion, text, documents, illustrations

B. Questions and Answers

Q: Why did the beginning of the 16th century see improvements in the economy of Germany?

A: Its central location — many trade routes.

Q: Compare the political situations of England, France and Germany.

A: France and England were unified; Germany was not.

Q: What was the role of the ruler in Germany?

A: No powerful single ruler existed in Germany.

Q: Discuss situation of the Church in Germany.

A: The Church was powerful and rich.

Q: What was the situation of peasants in Germany?

A: They had to support lords (feudal system) and the Church.

C. Imagine that you live in Germany at the beginning of the 16th century — one group is landowners, another merchants, another peasants.

1) Four points to consider:

- a) guilds are still strong
- b) feudalism = a form of slavery
- c) division of Germany
- d) power of Church

2) This will demonstrate dissatisfaction of different classes with each other — but all seem dissatisfied with the power of the Church → protest → Reformation.

3) Examine goals of the Reformation with a chart: columns = goals & demands; rows = 3 social groups.

4) Look at reasons for historical events. Differentiate between short- and long-term causes — compare Luther and Mutzer and look at how the movement split based on these two individuals; use documents from each.

[Note: teachers feel these lessons are too hard for 7th grade, but they are required by the ministry]

D. Homework: write an essay; given a picture of peasant revolts and burning of Papal Bull, write about the history behind the picture.

II. Next lesson: Influence of Reformation of Lithuania — link world history of Lithuanian history

A. Goals:

- 1) Identify how ideas were spread
- 2) Emphasize importance of Lithuania in this interaction
- 3) Differentiate 3 stages of spread: (1) spread to Lithuania; (2) rulers begin to support Reformation — nobles become Protestants; (3) return to Catholicism at end of 16th

century (this lesson only deals with first stage)

B. Lesson: The Reformation in Lithuania

1) Begin by going over what the students know about the Reformation — a good way to evaluate previous teaching — if needed, review further.

2) Introduce the person who established first Lutheran school (1339) — Reformation came to Lithuania through the educational system.

3) Analyze the conditions for Reformation in Lithuania — compare to Germany

a) In Germany: protest against the Church came from all levels of society.

b) In Lithuania: protest came from Germany; only spread among wealthy classes.

Milda and Vilma's Presentation: Growth in Lithuania's Territory in the 13th through 15th Centuries

This is an 11th grade exercise — students at this point should already know much history.

Objectives:

- 1) go beyond memorizing numbers and analyze the basic question of whether it is better for a state to be large or small
- 2) map, chart and graph skills
- 3) document reading
- 4) discussion at the end of the assignment

To begin the lesson, a game: Ask the students how much they know about this period of history. On the board make a line graph that goes from "know it all" to "don't know and don't care"; have each student and the teacher put their initials on this chart. This also allows the teacher to admit that their knowledge is far from complete.

In small groups, map work — each group has a map representing a different era of territory change.

Questions:

- 1) in which century do you notice growth and how much?
- 2) compare present area with the area in past times
- 3) which methods were used to expand area?
- 4) what was the general direction of growth?

After groupwork, hand out a chart with sq. km. population, and % Lithuanians (graph "A"). Again, each group has a different time period with which to work. Hypothesize as to how this expansion took place: war, alliances (forced and voluntary).

Teacher will explain why a leader chose a particular direction.

Because of the Soviet experience, the word "empire" has negative connotations. Yet we must ask if a large Lithuania was a good thing? Split the class into two groups, based on their views on this issue. Each group makes a chart listing advantages and disadvantages of large or small territory. Teachers give documents from prominent geographers, political scientists and historians, which offer differing views on the issue.

Examples from pro-expansion view:

- expansion helped make Lithuania famous
- size helped stop Mongol invasion
- in medieval times, Lithuania was Europe — the center of the continent

Examples from anti-expansion view:

- wars → casualties
- stunted internal cultural development — loss of identity
- percentage of Lithuanians in population declined — difficult to control occupied land; best people are spread around territory
- a large empire is not necessarily a strong one

Conclusion:

Expansion benefited Lithuania as a nation, but not as a people.

Finish with a short quiz and an exercise that measures pace of growth (emphasize math skills).

Perspective: Note the contraction that followed expansion.

Note: This lesson is part of a larger 5-day plan that examines both growth and contraction, looks forward to the inter-war period, and brings up contemporary issues (where debate still exists today).

WHA

MIGRATION IN MODERN WORLD HISTORY:

The Creation of a CD-ROM

Eric Martin
World History Center and Graduate Program
Northeastern University

The World History Center at Northeastern University is actively engaged in the creation of a CD-ROM for a thirteen week course entitled "Migration in Modern World History." The materials are produced primarily for introductory level college students, but are expected to be accessible to a much wider audience, ranging from secondary students, distance learners and the general public. The following article describes "Migration in World History" and briefly surveys some other activities of the World History Center.

With a few exceptions, currently available world history textbooks are little more than revised Western civilization textbooks. The staff at the World History Center is working to create a device for teaching world history either to be used instead of, or in conjunction with, a world history textbook. CD-ROM technology provides the opportunity to design an interactive learning tool not possible with traditional textbooks. It can engage students through textual, visual and

audio evidence and is a crucial approach as we enter the 21st century with a number of students who are visual learners, brought up on computers, television, video games and other visually stimulating technologies. The possibility of introducing history to students through this new medium, as well as using the CD-ROM as a mechanism for transmitting our ideas about world history, is exciting.

However, "Migration in Modern World History" is not designed to replace the classroom teacher. In fact, no technology can effectively replicate the human contact necessary for learning. But in these days of downsizing history departments, it is important to address this issue in an effort to guide the discourse on technology and history to some degree. Technologies such as slide shows, film strips, and videos tend to place students in a passive learning role and require an instructor to actively engage students with the presentation if critical thinking skills and historical knowledge are to be developed. CD-ROM technology has the potential to create learning tools which are much more interactive for students than these previous visual presentations. Yet, the role of the creative teacher has not changed. Teachers who know how to apply the new technology for their students' benefit are required if CD-ROMs are to be successful learning tools. For this reason, "Migration in Modern World History" is accompanied by an extensive instructor's manual which provides additional historical context for teachers to incorporate into their lessons supplementary exercises to enhance the learning process and ideas on how to use "Migration in Modern World History" beyond what is presented in the "official" design. The analysis section in each of the 13 units is largely based on improving critical thinking skills through writing short essays. No attempt has been made to incorporate a grading system within the

CD-ROM — the evaluation of students remains entirely with the instructor. "Migration in Modern World History" is meant to be a tool for instructors to teach world history, and not a "teach yourself" learning program.

Through the CD-ROM we present our vision of world history as a conceptual framework for examining historical processes. Students are encouraged to explore the connections between people, places, institutions and events. In addition, history is introduced as a process, countering discussion of world history as some form of aggregate national histories. Students are exposed to the idea that the nation-state may not always be a sufficient unit of analysis for examining all historical phenomena, and present human migration as one such example. But the CD-ROM is about more than human migration. Human migration is used as a connective node with which students can examine a variety of cultural, social, economic or political issues. In addition, the CD-ROM encourages students to question the idea of "objective" history and even to question the interpretation of history presented in the CD-ROM.

How is all of this achieved?

How is all of this achieved? Primarily through the analytical exercises which compose about one-third of the CD-ROM and occur in each of the 13 units. Each of the units is focused on a particular time period and theme within that time period which relate to human migration.

Unit themes include: Exploration and Conquest 1400-1600, Commerce and Religion 1500-1700, Families on the Move 1550-1750, Carrying and Borrowing Culture 1650-1850, Forced Migration 1700-1850, Migration and Identity 1750-1850, Global Economy/Regional Migrations 1800-1900, Empire and Migration 1850-1920, Diasporas and Culture 1880-1950, Nations and Refugees 1900-1980, Families in Cities 1920-

1990, and Identities in a Global Age 1970-2000.

The analytical exercises are designed to teach students to think like historians. There are five basic types of analytical exercises: Formulate Issues, Sift Evidence, Critique Interpretations, Construct Narrative, and Connect Patterns. Evidence offered includes both primary and secondary text, images, music and statistical sources. In Sift Evidence, students are asked to think about particular documents on a deeper level than they may have been used to. We ask such questions as: is the document primary or secondary, who created the document, and to what time does the document refer? Once students have begun to think about particular pieces of evidence in these terms we then ask them to Sift Evidence, that is, to take a group of documents and arrange them in some kind of explainable order. In the Critique Interpretations section, students are provided with a historical interpretation and asked to evaluate it through the evidence and determine which pieces support or counter the provided historical interpretation. In Construct Narrative, students take the evidence and create their own historical interpretation. In Connect Patterns, students use all of the analytical skills they have learned and look for historical patterns and historical processes. Through participating in the construction of historical interpretations and exploration of global historical processes students will achieve a more advanced understanding of what history is, and what it is not.

"Migration in World History" is funded by the Annenberg/CPB project. On June 1, 1995, a proposal for \$620,000 was sent to the Annenberg foundation and, in October of 1995 we received \$72,000 to build a web prototype. The web prototype was completed in March 1996, and in October of 1996 Annenberg announced we would get \$620,000. By December 31, 1997 the project had to be

completed. Although the CD-ROM has been an excellent primer for the World History Center and the Ph.D. program in World History we hope that by being self-funding for a few years we will get official funding from the University in the future. "Migration in Modern World History" is also the first of a series of interactive, multimedia materials in world history developed at the World History Center. We hope to be able to fund ourselves through these projects.

The CD-ROM has also helped create some additional space for world history at Northeastern University. It is the primary funding source for the Ph.D. program at Northeastern, in which students can specialize in world history. There are ten doctoral students focusing on world history with dissertation topics such as: comparison of U.S. and South African women, defining "new people" in communist societies, decolonization as a global phenomenon, writing in New England, Owen Lattimore's vision of world history, and the creation of a global consumer society. In addition, Master's theses at the global level are encouraged as well as world history specialization in the Master of Arts in Teaching program. By encouraging graduate level historical research that is global in scope, Northeastern University hopes its students will further advance the study of history beyond nationalistic boundaries and take this mentality with them into the classroom.

The CD-ROM is the backbone of the World History Center at Northeastern University. The World History Center was established by the Northeastern Department of History in 1993 to support world history research and curriculum development. One rationale behind the Center's creation was that advancements in world history as a teaching field and a research field must occur concurrently. Global historical research must be encouraged in the

profession in order to foster global historical thinking in the classroom.

Although still in its formative stage, the World History Center has become involved in several additional projects it hopes will contribute to historical research at the global level, and to the advancement of teaching world history in the classroom. During the academic year, the World History Seminar meets bi-weekly to facilitate discussion of world history research and methodology. Speakers for the 1997-1998 academic year included Noam Chomsky (MIT), Andre Gunder Frank (University of Toronto), and Peter Gran (Temple University). Other speakers have included Alfred Andrea (University of Vermont), Suzanne Blier (Harvard University), Maghan Keita (Villanova University), and David Northrop (Boston College). H-World, the H-Net discussion list on world history, is edited at the World History Center. This list of secondary and university faculty and students acts as a device for the daily discussion of world history across vast distances. The New England Regional World History Association has its headquarters at the World History Center. In addition, the World History Center sponsors a student-run World History Reading Group, allowing the exploration of world history in a supportive environment outside the formal classroom. These and other world history related projects have become more active largely due to the space for world history that "Migration in Modern World History" has helped to create at Northeastern.

I would like to conclude by offering a few personal thoughts on my first year working at the World History Center. Although I have yet to be given a class of my own, I think that working on this project is good training for becoming a teacher of world history. Search-

ing for evidence for the CD-ROM has familiarized me with a large variety of sources on world history I was unaware of a year ago, and I have begun to think of these sources in terms of their potential for incorporation into analytical exercises. I hope to bring the interactive style of our analytical exercises into the classroom with me. Working on this project is a good step in establishing Northeastern graduate students as researchers in world history, which also contributes to the further establishment of world history as a field of historical research.

One of the most interesting opportunities so far has been the chance to work in teams, an approach that seems to elude most historians. The collaborative (team) approach is especially useful for doing research on global themes where great breadth of knowledge and historical understanding are required. At the World History Association Conference last summer in Pamplona it was noted by John Richards that world historians, and historians in general, would benefit from incorporating more team research into their historical approaches. I could not agree more. "Migration in Modern World History" has provided the opportunity to explore team approaches to history, and I look forward to collaborating with other world historians on team projects in the future.

For further information about "Migration in Modern World History," the World Center, or the Ph.D. Program at Northeastern University, contact:

World History Center
249 Meserve Hall
Northeastern University
Boston, MA 02115

Phone: 617-373-4060
Fax: 617-2661
E-mail: worldhistory@neu.edu
Or visit our web page at
www.whc.neu.edu

cont. from p. 16

All members of the Conference Committee — Enrique Banos, Linda Black, Ralph Croizier, Edward Davies, Patrick Manning, Richard Rosen, Philip White, and committee co-chairs David McComb and Stephen Englehart — have planned or are planning WHA conferences. The Conference Committee prepared and submitted a report on conference site selection and program planning. We have begun the necessary steps to systematize the selection of conference sites and support the work of local committees planning conferences. Plans for the June conference, "World History: Teaching for the 21st Century," are almost complete. Under the leadership of Matthew T. Downey, the program committee — John Brooks, Marilynn Hitchens, Jim Jankowski, John Jennings and David McComb — has selected the panels and notified the participants. Eric Martin will host a breakfast for world history graduate students, and receptions are being planned by David McComb and the Northeastern World History Center. Jerry Bentley and Peter Stearns are the plenary speakers.

This conference will also be hosting a number of special sessions. Preceding the conference, Alan LeBaron and Marilynn Hitchens will co-chair a think tank for representatives of the affiliates to discuss affiliate activities and to begin defining the relationship of the affiliates and the WHA. Alan has organized an affiliate list at Kennesaw State College to encourage further discussion and planning among the affiliates.

"Integrating U.S. History into World History," a three-hour preconference workshop hosted by Edward Davies and Jeanne Heidler, has also been organized for the afternoon of June 18. Please contact Ed at Edavies1@aol.com or call Jeanne Heidler at the U.S. Air Force Academy for more information. Haines Brown is organizing a session during the conference on use of technology by the WHA to better serve the membership. Haines has prepared a list of topics for discussion. If you wish to participate, please e-mail him: brownh@ccsu.ctstate.edu The Rocky Mountain World History Association looks forward to your visit June 19 and 20 in Fort Collins.

Sincerely,

Heidi Roupp

P.S. Are you interested in serving on one of the standing committees of the WHA? If so, please let me know which one and I will pass your name along to the chairperson. Heidi Roupp; Box 816; Aspen, CO 81612; 970-923-3661; roupp@csn.net

Standing Committees:

Membership — Heidi Roupp

Area Studies Memberships — Carter Findley

American Historians — Jeanne Heidler and Ed Davies

International Memberships — Patricia O'Neill and Carol Adamson

AHA Sessions — Larry Beaber and Judith Zinsser

NCSS Sessions — Heidi Roupp

Fundraising — Roger Beck

WHA Conferences — Steve Englehart and David McComb

Conference Site Selection — Harry Wade

Scholarship — Fred Spier and Maghan Keita

Communications and Publicity — Helen Grady

Teacher Education — Simone Arias

Affiliate Liaison — Alan LeBaron and Marilynn Hitchens

W H A

WORKSHOP ON INTEGRATING U.S. HISTORY INTO WORLD HISTORY

Fort Collins, Colorado — June 18, 1998

Sessions:

"Recent Trends on the United States in World History"

Michael Nyberg, Visiting Professor, U.S. Air Force Academy, and Loretta Lobes, Director of the National History Network, Carnegie Mellon University

"Integrating World History into United States History"

David S. Heidler, University of Southern Colorado

To be held Thursday, June 18, 1998, Colorado State University in conjunction with the World History Annual Meeting. Place and time to be announced in the Program Guide.

For more information, please contact:

Ed Davies

History Department

University of Utah

Edavies1@aol.com

W H A

WRITING AND IMPLEMENTING A WORLD HISTORY COURSE

Presented as a Conference Institute by the World History Teaching Network
in Connection with
"World History: Teaching for the 21st Century"
June 21-22, 1998

Cost: \$100 Make check payable to AWHI and send to Marilynn Jo Hitchens, 720 Josephine, Denver, CO 80206. (For further information, e-mail: hitchem@hro.com) (If you would like three semester hours of graduate credit through Adams State [approval pending] you must also attend the conference, June 19-20 and pay \$85 for tuition payable upon registration at the conference.)

Housing: Whatever arrangements you make for the conference, extend those arrangements through June 21 at the same cost.

Purpose of the Conference Institute: The purpose of this institute is to help you think through your own course and rework it so that it is more global and includes more of the latest world history content and pedagogical research.

Conference Schedule:

Sunday AM Discussion of course rationale.

Discussion of course goals — content, skills, evaluation.

Working in groups, come up with a course rationale statement, and a list of contents, skills and evaluation goals.

Sunday PM Discussion of Obstacles to implementation of course goals.

- 1) textbooks and resources
- 2) time (depth versus breadth issues)
- 3) politics; i.e., standards, philosophy of department, adaptability of faculty
- 4) inadequate teacher preparation

Working in groups, participants survey textbooks and resources, spell out how they will address the time issue, politics, and inadequate teacher preparation issues.

Monday AM Discussion of different course conceptualizations.

Working in groups, develop your own course conceptualizations — units, activities: choose a textbook or other materials.

Monday PM Discussion of course content, skills, testing.

Working in groups, evaluate the course developed in terms of the above. Share model lessons.

At the end, the participants will leave with their own:

- 1) statement of rationale
- 2) course content, skill, and evaluation goals
- 3) course conceptualization and outline
- 4) list of expected outcomes
- 5) model lessons

What to Bring: Your present course

Model lessons you would like to share

Texts or other materials

Your best thoughts and ideas

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RESULTS OF THE WHA SURVEY OF WORLD HISTORY COURSES

Heidi Roupp, President, World History Association

Perhaps it is the need to understand how the past has shaped the present global economy. Or maybe it is the "surprise" discovery for many that Africa is not a country and all Muslims are not Arab. Or maybe it's just a recognition that the United States is part of a global system which impacts our lives more and more each day. Whatever the reason, more Americans are studying world history now than ever before. Today, Americans' interest in expanding their knowledge beyond US borders, or even Western civilization, is at an all time high — and growing.

Results of a recent World History Association questionnaire mailed to 610 history departments in four year colleges and universities confirm this interest. 304 history departments returned the 1997-1998 fall-winter survey. To the question, "Does your department offer world history or Western civilization?" 207 respondents answered a resounding "yes!" 112 departments listed courses in both world history and Western civilization, while 95 departments offered only history, and 83 offered only Western civilization. Approximately 10 new world history programs are being developed. The majority of world history courses (179) are introductory survey courses, but there is a growing interest in world history courses for advanced students. 62 institutions offer upper division/graduate level courses. This trend tracks such information for direct mailing. While its 1984 catalog listed 1,736 professors of world history in four year/graduate school programs, its 1997/98 catalog shows 2,473, a 42% increase in a period when other fields of historical study have suffered cutbacks, rather than increases.

Interestingly enough, world history as we know it today did not exist 20 years ago. It was established as a field of study by historians and educators in 1982 with the organization of the World History Association (WHA). World history begins from a global perspective of the human experience through time. Just as the history of the United States is not the histories of 50 separate states, world history develops a macro-history, concerned with historical themes larger than the events of specific countries or regions. For example, in world history, Christopher Columbus is studied as part of larger themes, such as the history of human migrations, transatlantic trade, and the exchange of plants, animals, diseases, ideas, and technology between the Eastern and Western hemispheres.

World history enables students to improve their understanding of how humans have interacted with each other and the planet to shape the present. Using historical evidence, students learn to evaluate sources and analyze issues from multiple perspectives. Just as schools offered Western civilization courses after World War I to acquaint Americans with their Western heritage, world history educates students for citizenship in a nation vastly changed by its global ties.

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of world history while stimulating scholarship which might also serve as critique for those models.

Such an approach suggests that not only are large scale overviews of history to be encouraged, but that regional and local histories that are globally contextualized will be quite welcomed and will find voice in the various fora of the WHA.

In regards to *fora*, the organization should be quite cognizant of those available to it and seek to make the optimal use of them in the promotion of scholarship. One indication of this is the way in which this committee began and seeks to continue its dialogue concerning scholarship with the members of the WHA and all other interested parties. The context of electronic information offers a number of possibilities for intellectual exchange that will stimulate and allow us to build on our efforts. We might speculate that such exchanges will result in conference topics, articles for both the *Journal* and the *Bulletin*, and even book-length manuscripts for the very enterprising.

The notion of scholarship within the context of the WHA should be characterized as adventurous — even fun — in that it will not shun the unusual or controversial. The organization should be attuned to multi-disciplinary ways of doing world history, as well as to the integration of human history with the history of other species, the planet and the universe. In fact, the *fora* that the association provides should be those which allow ideas to be nurtured or weeded out, based on their intellectual and scholastic merits. These *fora* must include scholars from every constituency of the association. By the same token, we need to use our desire for expanded discourse to extend membership and intellectual exchange to a much broader population which is reflective of our title as the World History Association.

The tasks of this committee will

be to look to the implementation of these ideas as well as the stimulation of others which pertain to scholarship. With that in mind, we sincerely request that all interested parties who wish to help shape scholarship in the World History Association and the debate that flows from it join us on the net for further discussion.

WHA

NORTHEASTERN'S WORLD HISTORY PH.D. PROGRAM WILL BE CONTINUED

Pat Manning
Northeastern University

Northeastern University's Ph.D. program in world history has been confirmed for at least four years, though with some strictures and a major review in 2002. Thus ends positively an eight-month period of tension and waiting for faculty and students in the Northeastern History Department.

Some readers may know that the university administration recommended, in June 1997, that the History Ph.D. program be eliminated (along with programs in English and Political Science). The apparent objective was to enable the university to focus more fully on Engineering and Business. The History Department responded aggressively, assembling a dossier of nearly 1,000 pages to submit in its defense in time for the October 15th deadline. The dossier analyzed the need for graduate study in world history, described progress of the program (created in 1994), listed faculty publications and activities, listed graduate student publications and activity, and summarized the research and curriculum work of the World History Center. Perhaps most important, the dossier included nearly 30 letters of support from leading figures in the field of history.

Bill Fowler (then department chair) and I met with the university administration in November to argue our case directly. Since then, faculty and students have

REPORT OF THE SCHOLARSHIP COMMITTEE OF THE WHA EXECUTIVE COUNCIL

Maghan Keita
Villanova University
February 4, 1998

In the aim of promoting the field of world history, rigorous scholarship should be refined in an atmosphere which stimulates the lively and refreshing exchange of ideas: an atmosphere that encourages discussion of existent models

waited. We have had some hints that our program would survive, but it was only on April 8, 1998, that this was confirmed in a memo from President Richard Freeland and Provost Michael Baer to History Department Chair Gerald Herman. The memo also set out 12 criteria that the program must meet in the future:

1. The Ph.D. degree should have only a world history focus. We are no longer to grant degrees in U.S. and European history. [But we will continue to address U.S. and European issues in global context.]
2. The goal is to seek to achieve national recognition for the faculty, department and program.
3. The faculty is to focus its research in world history.

4. Faculty are to expand funding for graduate students.
5. The department is to increase the number of doctoral students.
6. Incoming students must be of high quality.
7. Degree recipients must be placed in "highly respected academic settings."
8. The department is to expand collaboration with other departments.
9. "The World History Ph.D. must continue as a niche program with a strong reputation for quality teaching and mentoring."
10. The department must maintain its primary mission of excellence in undergraduate education.
11. The department will review M.A. programs, to focus on public history and world history.

12. This change will be publicized in graduate programming.

On behalf of faculty members and graduate students in our department, I wish to thank all those in the community of world historians who have provided us with support and expressions of concern. You have helped us through a difficult time, and helped us to remain united despite the pressures. With this result the field of world history is certainly strengthened at Northeastern, and we can only hope that we have learned lessons from this episode that will make world history a stronger field more generally.

WHA

**PROGRAM OF THE
WORLD HISTORY ASSOCIATION
SEVENTH ANNUAL CONFERENCE
Fort Collins, Colorado
June 19-22, 1998**

[Ed. note: This is the conference program as we received it at our publication deadline. For updated information, consult the WHA website at <<http://www.woodrow.org/teachers/world-history>>. Please see other notices in this issue for information regarding affiliated institutes and workshops.]

CONFERENCE SCHEDULE

Thursday, June 18th:

Registration — Colorado State University Conference Center
Executive Council Meeting
Institute — "International World History"
Regional Affiliates meetings
Joint Meeting — Executive Council and Regional Affiliates

Friday, June 19:

Late Registration — CSU Conference Center
Breakfast for Graduate Students — Holiday Inn.
Hosted by Eric Martin
"Welcome to Colorado State University" — Loren Crabtree
Plenary Session — Peter Stearns
Lunch
Business Meeting
Evening
Barbecue
Presidential Address — Heidi Roupp, "The WHA is Sweet Sixteen: Goals and Programs for the Future"

Saturday, June 20th:

Morning — World History Teaching Network Session (#40)
A round table with Alfred Crosby
World History Teaching Network Business Meeting
Lunch Meeting
Alfred Crosby — "My Postgraduate Education via Phil Curtin"
Plenary Session — Jerry Bentley
Afternoon — "Technology Think Tank" — Haines Brown, Chair
Following last session — Reception at Holiday Inn, hosted by Northeastern University World History Center

KEYNOTE SPEAKERS

Jerry Bentley, University of Hawaii,
Topic TBA
Peter Stearns, Carnegie Mellon University
"A Winnable War: Skills Training and Coverage Demands in World History Courses"

CONFERENCE SESSIONS

1. STRATEGIES FOR WORLD HISTORY TEXTBOOK DESIGN
Chair: Lawrence Beaber, Educational Testing Service
Presenter: Howard Spodek, Temple University
Working with a Textbook Publisher as an Individual Author

Presenter: Jiu-Hwa Upshur, Eastern Michigan University

Producing a Textbook as a Team Effort

Commentator: Alfred Crosby, University of Texas

2. TEACHING GENDER AND THIRD WORLD FILM: A WORKSHOP

Workshop Presenter: Judith P. Zinsser, Miami University

3. REORIENTING THE BASIS OF WORLD HISTORY TEACHING

Chair: Mark S. Johnson, Colorado College

Presenter: Peter J. Golas, University of Denver: China

Presenter: TBA: Southwest Asia

Presenter: J.B. Owens, Idaho State University: Spanish Empire

Commentator: Andre Gunder Frank, University of Toronto

4. REORIENTING THE TEACHING OF WORLD HISTORY

Chair: J.B. Owens, Idaho State University

Panel: John A. Betterly, Emma Willard School Deborah Smith Johnston, Lexington High School and Northeastern University

William Zeigler, Valhalla High School

Commentator: Ross Dunn, San Diego State University

5. TEAM TEACHING WORLD HISTORY: STRATEGIES AND CHALLENGES

Chair: Simone Arias, Cleveland State University

Panel: Bruce LaBrack, University of the Pacific Cortland Smith, University of the Pacific Suzané Pasztor, University of the Pacific Carol Neel, Colorado College Mark Johnson, Colorado College

6. TEACHING AREA STUDIES AS PART OF WORLD HISTORY — AVOIDING THE REGIONAL APPROACH

Chair: Deborah L. Shackleton, United States Air Force Academy (USAFA)

Panel: John Jennings, USAFA Michael Nyberg, USAFA David Arnold, USAFA

Commentator: Carl Reddel, USAFA

7. USING LITERATURE TO TEACH WORLD HISTORY

Chair: Jack Betterly, Emma Willard School

Presenter: Marilynn Jo Hitchens, University of Colorado

“Online Selecting World Literature: Criteria and Examples”

Presenter: Heidi Roupp, Aspen High School, Emeritus

“The True Story of Little Red Riding Hood:

Teaching Multiple Perspectives”

Presenter: Marianna McJimsey, Colorado College

“Developing Geographic Discernment in the Middle School” Student Reader

Presenters: Patricia Carney and Anne Walling, Stanley Lake High School

“An Interdisciplinary World History/World Literature Class in Action”

8. TEACHING WORLD HISTORY AT CHOATE-ROSEMARY HALL

Chair: Andrew Aiken, Boulder High School

Presenters: Richard Stewart, Choate-Rosemary Hall

Tom Foster, Choate-Rosemary Hall
John Connelly, Choate-Rosemary Hall

9. INTERACTIVE, GLOBAL PEDAGOGY ON CD-ROM: MIGRATION IN MODERN WORLD HISTORY: A WORKSHOP

Chair: Patrick Manning, Northeastern University

Workshop Presenters: Patrick Manning

Patricia Slotter, Northeastern University
Whitney Howarth, Northeastern University

10. MATHEMATICS, SCIENCE, AND RELIGION IN WORLD HISTORY

Chair: Nancy Spatz, University of Northern Colorado

Presenter: Janet Heine Barnett, University of Southern Colorado

“Mathematics, Science, and Religious Power in Ancient Civilizations”

Presenter: George W. Heine III, Pueblo, Colorado

“Finding God by Calculation: Attitudes Towards Science and Mathematics in Medieval Islam”

11. TEACHING WORLD HISTORY ON A GLOBAL SCALE: COMPUTER-MEDIATED DISTANCE LEARNING

Chair: John I. Brooks III, Denver, Colorado

Presenter: Marilynn Jo Hitchens, University of Colorado Online

“Teaching World History Online: What It’s Like”

Presenter: Alex Zukas, National University

“Cyberworld: Teaching World History on the World Wide Web”

Presenter: J.B. Owens, Idaho State University

“Non-Bovine Moos: Topothesia, Renaissance Dialogue, and the Teaching of World History”

12. MILITARY HISTORY IN A WORLD HISTORY CLASSROOM

Chair: Michael S. Nyberg, United States Air Force Academy

- Presenter: John Ferris, University of Calgary
“Warfare From a Global Perspective”
Presenter: Timothy Haggerty, Middle Tennessee University
“The U.S. Civil War as a World History Event”
Presenter: John Silverman, Carnegie Mellon University
“The Cold War in World History: Science, Technology, and the Environment”
Commentator: Barton Hacker, Smithsonian Institution

13. TEACHING GEOGRAPHY IN WORLD HISTORY

- Chair: William Zeigler, Valhalla High School
Presenter: Michael Hanagan, New School for Social Research
“Geographical Units in World History”
Presenter: Deborah Smith Johnston, Lexington High School and Northeastern University
“Geography’s Place in the Teaching of World History”

14. TEACHING ABOUT THE HOLOCAUST AND GENOCIDE IN WORLD HISTORY

- Chair: Barry Rothaus, University of Northern Colorado
Presenter: Warren Marcus, United States Holocaust Memorial Museum
“Teaching About the Holocaust in World History”
Presenter: Rob Willingham, University of Texas, Austin
“Teaching About Genocide in World History”

15. THE UNITED STATES IN WORLD HISTORY

- Chair: James Lorence, University of Wisconsin, Marathon County
Presenter: Dorothy Zeisler-Vralstead, University of Wis., Lacrosse
[Title to be announced]
Presenter: Paul Vauthier Adams, Shippensburg University
“The Americas in World History: A Population Replacement Model”
Presenter: Clifford Silagan, San Carlos University
“The United States in Colonial Perspective: The Philippines”

16. THE FUTURE OF THE NATIONAL HISTORY STANDARDS: A ROUND TABLE

- Chair: Kenneth Curtis, California State University, Long Beach
Panel: Robert Bain, University of Michigan
Maghan Keita, Villanova University
Ross Dunn, San Diego State University

17. YES! WE REALLY DO TEACH WORLD HISTORY: A PANEL DISCUSSION

- Chair: Linda Miller, Fairfax High School

- Panel: Francine Curtis, John Marshall Middle School, Long Beach USD
Alison Kaminsky, Cubberley Elementary School, Long Beach USD
Clara Spence, Millikan High School, Long Beach USD

18. WAS THERE FEUDALISM IN JAPAN? EXAMINING EVIDENCE AS IT RELATES TO THE WORLD HISTORY STANDARDS

- Chair: Lyn Parisi, Social Science Consortium
Panel: Patience Berkman, Newton Country Day School
Linda Karen Miller, Fairfax High School
Diana Marston Wood, University of Pittsburgh

19. WORKSHOP IN GRANT WRITING

- Workshop Presenter: Ralph C. Canevali, National Endowment for the Humanities

20. USING CULTURE TO TEACH THEMES IN MODERN WORLD HISTORY: GENDER, TECHNOLOGY, AND INDUSTRIALIZATION

- Chair: Loretta Sullivan Lobes, Carnegie Mellon University
Presenter: Steven M. Beaudoin, Center College
“Cultural Approaches to Teaching Industrialization in World History”
Presenter: Gina L. Hames, Pacific Lutheran University
“Teaching Gender in World History: A Cultural Perspective”
Presenter: Carlton L. Benson, Pacific Lutheran University
“Teaching Technology and Culture in Modern China: A Case Study With Radio”
Commentator: Peter N. Stearns, Carnegie Mellon University

21. TEACHING ABOUT ISLAM AT THE MIDDLE AND UPPER SCHOOL LEVELS: A WORKSHOP

- Workshop Presenter: Karima Alavi, Dar al Islam Teachers Institute

22. TEST DEVELOPMENT IN WORLD HISTORY

- Chair: Thomas Martin, Lowell High School
Presenter: Michael Clinton, Test Development, Riverside Pub. Co.
“Preparing Assessments with a Focus on World History”
Presenter: Joyce Hoover, General Educational Development Testing Service
“A National Social Studies Test for a Diverse Population:
World History or Global History or Both?”

23. TEACHING WORLD HISTORY THROUGH ART

- Chair: Kent DenHeyer, Colegio Bolivar

Presenters: Joan Arno, George Washington High School, and Helen Grady, Springside School
 "Political Agenda as Illustrated through Art"
 Presenter: Ralph Crozier, University of Victoria
 "Comparative History and Modern Revolutions: Teaching the French, Russian and Chinese Revolutions Through Their Art"

24. PUBLISHERS AND THE WORLD HISTORY MARKET

Chair: Marilynn Jo Hitchens, University of Colorado Online
 Panel: David Redles, Kent State University
 "Developing New Media for World History: Problems and Perspectives"
 Pam Starkey, West Educational Publishing
 Kelle Sisung, Gale Research
 Allison McNeill, Gale Research

25. WHAT WORLD HISTORY SHOULD TEACH: THE VOICE OF THE BUSINESS COMMUNITY

Chair: Carl Reddel
 Panel: Judith L. Roberts, Holm Roberts & Owen
 Jon J. McClurg, Walsh Environmental Scientists and Engineers

26. THE CONCEPT OF MODERNITY IN THE TEACHING OF WORLD HISTORY

Chair: Fritz Fischer
 Presenter: Stephen Englehart, California State Polytechnic University, Pomona
 "Modernity as an Organizing Concept in a World History Survey Course"
 Presenter: David R. Smith, California State Polytechnic University, Pomona
 "Modernity as a Theme for the World History Survey"
 Commentator: William Zeigler, Valhalla High School

27. TEACHING THE WORLD AND THE WEST: PAPERS IN HONOR OF PHILIP CURTIN

Chair: Lauren Benton, NJIT and Rutgers University
 Presenter: David Sweet, University of California, Santa Cruz
 "The World and the West in the West: Teaching Modern World History for Late 20th-Century Californians" Presenter: Lauren Benton, NJIT and Rutgers Univ.
 "The World, the West and the Core Curriculum: Teaching Comparative Methods in Introductory Courses"

Presenter: Helen Wheatley, Seattle, WA
 "The World and the Web: Putting World History Online"
 Commentator: Philip Curtin, Johns Hopkins Univ.

28. ASIA IN WORLD HISTORY: CROSS-CULTURAL CONTACTS ALONG THE SILK ROAD

Chair: Jean Johnson
 Panel: Jerry Bentley, University of Hawaii
 Colleen Kelly, Fairfield High School
 Jean Johnson, Asia Society

29. AFRICA IN WORLD HISTORY

Chair: Marchall Clough, Univ. of Northern Colorado
 Presenter: George E. Brooks, Indiana University
 "Integrating African History into World History"
 Presenter: Kenneth R. Curtis, California State University, Long Beach
 "Modern Africa and World History: Five Introductions"
 Presenter: Maghan Keita, Villanova University
 "Teaching World History for the 21st Century: The Case for Africa"

30. FILM AND THE TEACHING OF WORLD HISTORY

Chair: Thomas Martin, Lowell High School
 Presenter: Linda Kelly Alkana, California State University, Long Beach
 "Capturing What the World Looks Like: Using a Film Clip Approach for Teaching World History"
 Presenter: David S. Heidler, University of Southern Colorado
 "Teaching World History in Cinema: A Classroom Approach"

31. TOWARD MULTI-MEDIA WORLD HISTORY CLASSROOMS

Chair: Carol Adamson, International School of Stockholm
 Presenter: David Redles, Kent State University
 "Integrating New Media Into the Classroom: Is There a Better Way?"
 Presenter: Tom Taylor, Seattle University
 "Using Computer Simulations in Introductory World History Courses"
 Presenter: Alex Zukas, National University
 "Rockin' the Casbah: Using Music to Teach World History"

32. COMPARATIVE METHODOLOGIES

Chair: TBA
 Presenter: Alan Kramer, New York City
 [Title to be announced]
 Presenter: Pieter de Klerk, Potchefstroom University
 "Comparative Approaches to World History Research and Teaching: Some Methodological Implications"
 Presenter: Eric Martin, Northeastern University
 "World History as a Methodological Approach"

33. WORLD HISTORY IN THE HIGH SCHOOL TO COLLEGE TRANSITION

Chair: Maghan Keita, Villanova University
 Presenter: James I. Martin, Campbell University

- “Preparing High School World History Students for College-Level Social Science Courses”**
 Presenter: Will Fitzhugh, The Concord Review
“Publishing High School Students’ Work in The Concord Review”
 Presenter: Jim Codling, Mary Holmes College
“All Experience is a Stage”
 Presenter: Mark A. Montgomery, University of Denver
“The World Affairs Challenge: An Innovative International Studies Competition for Secondary Students”
- 34. WOMEN IN AFRICA AND ASIA**
 Chair: Ron Edgerton, University of Northern Colorado
 Presenter: Tara Sethia, California State Polytechnic University, Pomona
“Teaching About Women in Asia”
 Presenters: Sandra Peacock and Cathy Skidmore-Hess, Georgia Southern University
“Negotiating Differences: Collaboration in Designing a World History Course”
 Presenter: Weinian Feng, San Francisco State University
“A Survey of Women’s Status in the United States and China”
- 35. TEACHING ABOUT RELIGION IN WORLD HISTORY**
 Chair: Joan Arno, George Washington High School
 Presenter: Carmine A. Grande, Buffalo State College
“Understanding the Management Style of Dominant Hierarchies through the Teaching of Religious History: A MacGregorian Perspective”
 Presenter: Liza Das, Cotton College
“Situating Missionary History in the 21st Century: Pedagogic Perspectives in Politics and Religion”
 Presenter: Joel Tishken, University of Texas
“Ethnic vs. Evangelical Religions: Beyond Teaching the World Religions Approach”
- 36. ETHNIC IDENTITIES IN WORLD HISTORY**
 Chair: Oleg Khripkov, University of Oregon
 Presenter: Whitney Howarth, Northeastern University
“Expulsion and Identity: Self & the Other in 20th Century Nationalism”
 Presenter: Elize S. van Eeden, Potchefstroom Univ.
“Forced Removals in a Global Perspective: As Historical Visibility, Its Comparative Nature, and an Approach to Teaching It”
 Presenter: Mark S. Johnson, Colorado College
“Eastern Europe, Russia and Eurasia in the Context of World History”
- 37. CONCEPTUALIZING WORLD HISTORY, I**
 Chair: Harry Wade, Texas A&M Univ., Commerce
- Presenter: Carl Jackson, Univ. of Texas, El Paso
“The Burden of History: Conceptualizing and Teaching World History”
 Presenter: Shao Dongfang, University of Singapore
“China’s Status in the Ancient World”
 Presenter: Tamara Hudec, University of Pennsylvania
“Using Microhistory to Teach World History”
- 38. CONCEPTUALIZING WORLD HISTORY, II**
 Chair: James Jankowski, University of Colorado
 Presenter: Jeff Dupee, La Sierra University
“HIST 104: Migrations, Encounters and State Formation”
 Presenter: Kent den Heyer, Colegio Bolívar
“R. Buckminster Fuller’s Great Pirates: An Investigation into Coherency in World History Courses in the Post-Modern Age”
 Presenter: Jim McCallops, Salisbury State University
“Creating Comfort in World History Courses”
- 39. RECONCEPTUALIZING THE HUMAN IN WORLD HISTORY**
 Chair: Thomas Davis, Virginia Military Institute
 Presenter: Yinghong Cheng, Northeastern University
“Creating the New Man: Communist Experiment and Western Response”
 Presenter: Michael Lang, University of California, Irvine
“World History and European Intellectual Production: The Nineteenth Century”
- 40. THE MEASURE OF REALITY: A ROUND TABLE WITH ALFRED W. CROSBY**
 Chair: Heidi Roupp, President, World History Association
 Panel: Helen Grady, Springside School — “Renaissance Art”
 Antonia Banducci, University of Denver — “Renaissance Music”
 Alix Cooper, Harvard University — “Renaissance Science”
 Simone Arias, Cleveland State University — “Renaissance Mathematics”
- 41-42. TECHNOLOGY FOR TEACHING ACROSS DISCIPLINES AND AGE GROUPS: THE TRAVEL DIARY PROJECT (DOUBLE SESSION)**
 Chair: Beatrice Spade, University of Southern Colorado
 Presenters from University of Southern Colorado Curriculum Project:
 Dale Aragon, David Barber, Margaret Barber, Linda Hill, Gary Holder, Phyllis LaVergne, Beatrice Spade

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Officers, Executive Council and
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January 28, 1998**

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Registration Form

"World History: Teaching for the 21 st Century"

Conference Sessions June 19-20, 1998/ Conference Institute, June 21-22, 1998

Name _____

Mailing Address _____

City _____ State _____ Zip _____

Country _____ Phone _____

Fax _____ E-mail _____

Registration for the Conference

(Includes a reception, 2 lunches, & a banquet)

Registration fee postmarked by June 10, 1998, \$120

(Fee for member of RMWHA network members, \$110) \$ _____

Late Registration, \$150 (after June 10, 1997) \$ _____

One semester graduate history credit (optional) for conference attendance, \$50 (Pending CSU approval) \$ _____

Conference Lodging:

Holiday Inn

The University Park Holiday Inn on the edge of the campus is offering rooms at a CSU conference rate until May 8, 1998. The rates are \$74.50 for a single, \$84.50 per room for double occupancy. Call 1-800-Holiday for reservations.

Campus dormitory lodging:

Single occupancy @ \$35.10 for _____ nights \$ _____

Double occupancy @ \$19.10 for _____ nights \$ _____

Two room suite with four beds, \$68.15 for _____ nights \$ _____

Arrival date/time _____

Departure date _____

Roommate preference (both parties must select each other) _____

Total amount due

Method of payment: Check Visa Mastercard Purchase order.

Credit card number _____ Exp. date _____

Make checks payable to Colorado State University.

\$17.00 will be charged for any returned check.

Cancellations are accepted until June 10. After that there is a \$25.00 cancellation fee.

Please return to: Office of Conference Services

Colorado State University

Fort Collins, Colorado 80523

Phone: 970-491-7501/FAX: 970-491-3568

Information/Registration Requests for "Writing and Implementing a Course of Study in World History"
 a two day program on June 21 and 22, 1998, sponsored by the World History Teaching Network, should be sent to Marilyn Hitchens; 720 Josephine; Denver, Colorado 80206 or e-mailed to Heidi Roupp, roupp@csn.net

Three semester hours, graduate credit (cost \$85). Requirements-attend the conference, present a lesson/paper at the conference, revise the presentation for a publication submission, and design the course description and syllabus for a world history course. (Pending Adams State approval) CDE recertification credit is available for conference/institute attendance through program.

CONFERENCE INFORMATION

On-Campus Accommodations:

Accommodations are available at the Corbett/Parmelee Complex the nights of June 18 - 21. The Corbett/Parmelee Complex is located on campus and is within a short walk of the Lory Student Center, the meeting site for the World History Association Teaching Conference. Each room has two twin beds. Rooms are equipped with bed linens, pillows, blankets, towel sets, soap, a sink and vanity, small desk, chair, telephone, and clothing closet. Daily maid service is provided. University residence halls are not air conditioned; however, the cool dry Colorado nights make for comfortable sleeping. The Residence Hall cannot provide a wake-up service, so you may wish to bring an alarm clock. A separate room key will be checked out to each participant.

Transportation:

Car: In driving to Colorado, Interstates 70 and 80 east and west and Interstate 25 north and south provide easy access to Fort Collins. The city and campus are located about four miles west of Interstate 25 and can be reached by taking exits 265, 268, or 269. A map will be sent with your registration confirmation or on request from the CSU Office of Conference Services.

Air: Air travel to the area is to Denver International Airport (DIA) in Denver or through the airport in Colorado Springs. Traveling to Fort Collins is best by rental car or shuttle service. Most major car rental companies service both airports. Airport shuttle information will be sent to participants with registration confirmation.

Fort Collins:

Fort Collins is a community of over 100,000 located 65 miles north of Denver and 45 miles south of Cheyenne, Wyoming. At the foot of the Rocky Mountains, Fort Collins is within an hour's drive of such major recreation areas as Estes Park, Red Feather Lakes, Cache la Poudre River ("Colorado's Trout Route"), and several mountain parks including the 790,000 acre Roosevelt National Forest and Rocky Mountain National Park. Horsetooth Reservoir, a man-made boating and recreation area, is a 10-minute drive from campus. At an elevation of 5,000 feet, Fort Collins enjoys a clear dry climate.

Websites and Phone Numbers:

World History Association Conference Information: <http://www.woodrow.org/teachers/world-history/>

Colorado State University website: <http://www.colostate.edu/>

Fort Collins Convention & Visitors' Bureau phone number: 1-800-274-FORT (3678)

Tourism in the State of Colorado website: <http://www.state.co.us/colorado.html>

City of Fort Collins website: <http://www.fortnet.org/>

Biographies of Candidates for WHA Executive Council

Paul V. Adams

Fields of Specialization:

Modern western Europe, mostly France, mostly demography and agriculture, 1650-1900

Strong interests in industrial revolution, and in the Mediterranean regions of France, Spain and Italy

Historiography, particularly Annales School and the historiography of world history

Modern Southeast Asia and the Asian Pacific, mostly Philippines, economic and demographic themes

Teaching:

2 semester freshman-level world history course since 1984

Director of NEH funded grant that made World History a university-wide requirement

Ph.D. History, SUNY Buffalo, 1972

Publications

Journal of Interdisciplinary History, French Historical Studies, Agricultural History

Currently at work on a co-authored textbook *Experiencing World History*

Goals for WHA:

More fully internationalize the WHA, strengthen the regionals (my version of think globally, act locally), promote the new world history in the high schools.

Alfred J. Andrea

Professor of Medieval and Global History at the University of Vermont, 1967 -present

World History Publications:

The Human Record: Sources of Global History, 2 vols, edited with James H. Overfield (Boston:Houghton Mifflin, 1998), 3rd ed., accompanied by *Using The Human Record: Suggestions from the Editors*

The Capture of Constantinople (Philadelphia: University of Pa Pr, 1997)

Areas of interest:

Crusades, Byzantium and the West, Long-distance travel prior to 1500, Pilgrimage, Comparative World Religions

Offices and Activities Relevant to World History:

Steering Comm., New England Regional World History Association

Consultant to the Global Migrations CD-ROM Project, Northeastern U.

Aspirations for the WHA:

Association with Phi Alpha Theta, the history honor society (I am currently on the board of directors).

Improving the training of teachers in pre-modern global history

Linda Black: B.A. M.Ed., has been teaching world history for 26 years, currently at Cypress Falls High School outside of Houston, Texas. She is past president of the Texas Council for the Social Studies and is currently serving on the Board of Directors of the National Council for Social Studies. Awards include the NCSS Outstanding Secondary Social Studies Teacher in 1993. She has authored curriculum materials for major publishers and is now serving on the College Board Advisory Committee for the Advanced Placement World History Exam. Her goal as a member of WHA is to promote active partnership between college and university faculty and pre-collegiate teachers, especially in the areas of scholarship and methodology, and to make this goal a major strand of every WHA conference.

David Christian

Degrees: BA/DPhil Oxford (1968, 1974) MA Univ. W. Ontario (1970)

Address: Dept of History, Macquarie University, Sydney, NSW 2109, Australia

Academic Background:

I have taught Russian History at Macquarie University since 1975. I have taught a large first year course in "Big History" since 1989, and it was through teaching that course that I became interested in World History and the WHA. I have published an article on "Big History" in the *Journal of World History*, as well as another paper on the world history scale, in the same journal. This describes "Inner Eurasia" as a distinctive zone of world history. In September 1998, Blackwell will publish the first of a two-volume history of "Inner Eurasia," which runs from the Palaeolithic period to the era of the Mongol Empire. I am also working on textbook for "Big History."

Goals and Interests:

I am deeply committed to the idea that the history profession needs to greatly widen its breadth of vision. World History is part of that process and, of course, I would like to see World History taught better and taught more widely than at present. I would also be very committed to supporting efforts to expand to the even larger scales represented by "Big History." I am hoping to organise an Australian section of the WHA later this year, to help propagandise the aims of the WHA in a country in which, so far, very little World History is taught.

Kenneth R. Curtis: is an Associate Professor of History at California State University Long Beach. His primary research focus is on the late colonial period in East Africa and the transition to independence, though his teaching responsibilities encompass the entire continent. Professor Curtis has taught global and comparative history at all levels—general education, advanced undergraduate and graduate—contributing several new courses to the CSULB curriculum, most recently a comparative survey of race and racism in the histories of Brazil, South Africa and the United States. He also has extensive experience working with public school teachers responsible for the California world history curriculum. Curtis has designed programs for world history teachers through the California International Studies Project, and has brought pre-service teachers into the Contemporary World History Project. In the summer of 1998 he will lead a world history institute sponsored by the National Faculty. This institute will be coordinated through the Seamless Education program, which brings together university, community college and K-12 teachers in Long Beach. Curtis has regularly presented papers at WHA conferences, including several on the historiographic background to debates on Afrocentrism and African identity. He will present another paper at the 1998 WHA meeting as well as moderate a panel on world history and the culture wars. Current projects include participation in an Oxford university seminar on coffee production in world history and the writing of an introductory text which puts modern African history in global and comparative perspective.

Lydia Garner: a tenured Associate Professor of History at Southwest Texas State University (SWT), I received both a Ph.D. and M.A. from The Johns Hopkins University in Latin American history, and a B.A. from the University of Texas at Arlington. I joined WHA in 1989, and was one of the founding members of the World History Association of Texas, where for the past five years I served as its Vice-Chair and then as President. My teaching areas are Nineteenth and Twentieth Century Latin American and World history. Major research interests are the history of Brazilian institutions in the Nineteenth Century, comparative history of Latin America, and the transplantation and adaptation of European institutions in the Americas. At SWT, where a large part of students are future school teachers, I have worked to promote the teaching of World History, and in addition to the general survey courses, my interest is the comparative history of the Americas and its integration into the general narrative of World History. I have presented and published academic papers in both areas, and participated in conferences in the United States and Brazil. My current project is a book-length study of the Council of State of Brazil (1842-1889), and its adaptation from the Napoleonic Conseil d'Etat.

My goals for WHA include promoting a greater integration with public school teachers, junior college, and community college faculty; the development and incorporation into World History of new topics in the history of the Americas; and the preparedness of future teachers.



La molendera by Diego Rivero,
cover illustration for *¡Que vivan los tamales!*

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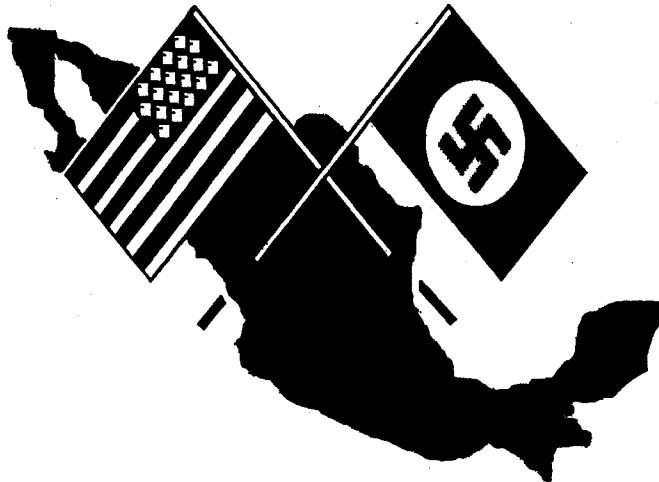
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Think Globally



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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 1998 dues were mailed in October, 1997, and January, 1998. If your address has changed, please send notification to Dick Rosen, Executive Director, World History Association, at the address shown above. Your cooperation will save the WHA time and money.

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