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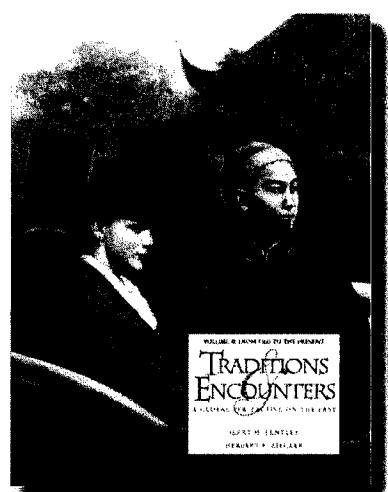
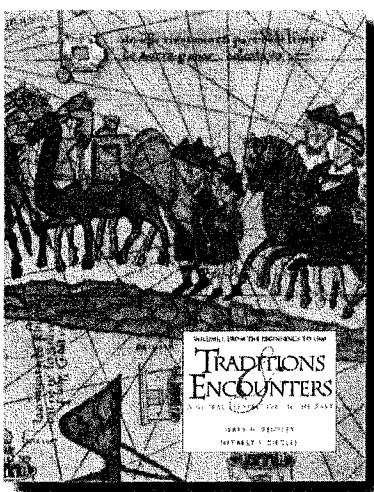
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28 February 2000

## Open Letter to Members of the World History Association

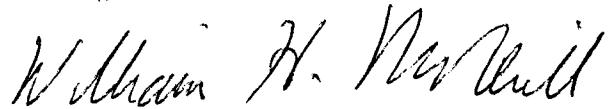
World History is growing up. The rising number of our members, the success of the Journal of World History, the inauguration of an advanced placement exam in World History and the enthusiastic turnout for the World 2000 Conference in Texas earlier this month are clear signs that study of the whole human past is beginning to enter the mainstream of history teaching and scholarship in the United States. High time, surely, when one considers the world-wide tangle of national and private engagements within which we live.

But, as every teen-ager discovers, growing up, however admirable in itself, creates new problems. In particular, as world history comes of age, routine activities for the World History Association increase and its responsibilities widen. During Heidi Roupp's two year presidency, just concluded, her energy and enthusiasm carried the Association forward triumphantly and we now have the prospect of sponsoring an unprecedented number of summer workshops for teachers of World History, thanks wholly to her personal initiative and to the innumerable hours she dedicated to the task of persuading others to back the enterprise.

The Association cannot depend much longer on enthusiastic volunteers like Heidi Roupp to get its work done. Instead we must raise membership dues high enough to pay for a modest core staff needed to manage everyday routine and carry out future initiatives the officers and members may wish to pursue. Only by bringing our dues into line with those of other professional organizations can The World History Association continue to lead the historical profession as a whole towards the promised land of shaping an intellectually rigorous and practically teachable history of humankind as a whole.

We are within sight of that goal. Accordingly, I call on members of the Association to support current proposals for financial reorganization needed to get there without relying on unsustainable levels of personal effort (and expense) from our officers, as we did from Heidi Roupp.

Sincerely and hopefully,



## WORLD HISTORY BULLETIN

### Newsletter of the World History Association

#### PRESIDENT'S MESSAGE

**Dear WHA Members,**

The WHA stepped into the new millennium not only by sponsoring an impressive array of panels at the January 2000 Chicago AHA meeting, but also by welcoming new officers and thanking those who are stepping down — in some cases to assume other roles. Outgoing President Heidi Roupp was honored with a life membership, approved by acclamation at the Executive Council meeting. Now she assumes the directorship of our Task Force on Education, about which more below. Ralph Croizier assumed the vice presidency, as I “morphed” from president-elect into president. Amid thanks and good wishes from everyone, Marie Donaghay relinquished the treasurership after the longest continuous service of any elected officer, as far as I know. She now becomes secretary. Ed Davies has taken over as treasurer. Dick Rosen, another who has valiantly served the WHA over the years, continues as executive director. Newly elected Executive Council members Maggie Favretti, David Northrup, and Annette Palmer will begin their duties in June. Other outgoing officers, whom we now thank for a job well done, are Larry Beaber, stepping down as secretary; and Executive Council members Ed Davies, David McComb, and Harry Wade.

**Constitutional Amendment on Affiliates.** Heidi Roupp's presidency was an important time in the WHA's organizational development; and one key part of this was the need, to which Alan LeBaron called our attention, to organize the relationship between the WHA and its affiliated associations. For this purpose, bylaws were prepared and approved at the June meeting of the Executive Council, along with an amendment to the Constitution, which we need because the Constitution does not mention the affiliates at any point. The text of both amendment and bylaws was circulated for comments over H-List during the fall. As required by the Constitution, the amendment was then introduced for discussion and an advisory vote at the business meeting in Chicago. The advisory vote went unanimously in favor of the amendment. Now the Constitution requires that the amendment be submitted to the membership for approval by mail ballot. Please take time to fill out and return your ballot, which was enclosed with your February 2000 WHA mailing, so that we can conclude this process. Our Constitution was very well drafted, but it did not foresee this need.

**Financial reorganization** will, as I announced in Chicago, be my biggest goal for the next six months. As president, Heidi Roupp restructured the WHA and re-launched the growth of our membership. The excitement created by the new AP curriculum and by the growth of world history in higher education gives us reason to expect that this growth will continue. If we are to serve an increased membership effectively, we will have to strengthen the WHA financially. At the Executive Council meeting in Chicago, I consequently proposed that the Executive Council be constituted as a Committee of the Whole for Financial Reorganization, with the task of preparing measures for approval at the June council meeting in Boston. These proposals will have two parts.

As concerns the newly created WHA Fund, the finance committee's task will be to define procedures for managing contributions and deciding when and how disbursements are to be made. I anticipate that these procedures will be defined in two sets of bylaws: one for the annual account of the WHA Fund, and the other for its Endowment Account. I am pleased to report that contributions received for the WHA Fund through year's end amount to \$2,700 for the Annual Account, and \$3,000 for the Endowment Account. If we establish clear and impartial procedures for making awards from the Annual Account of the fund, and if we establish a solid record in custodianship of the endowment, we should be able to retain and build ongoing support for the WHA fund. All of us are indebted to Roger Beck, who has taken the leading role in fundraising up to this point, and to Ann Beck, who has provided expert professional support in this field. Fortunately for the WHA, they have consented to continue in these roles in coordination with the Finance Committee as it looks beyond fundraising to organize the management and use of these funds.

The Finance Committee's other job between now and June will be to examine the general WHA finances, as represented by the WHA budget and the treasurer's reports, the income side of which consists almost entirely of dues. The committee's task will be to study the relationship between ends and means, with an eye to our ability to support our present and foreseeable future needs. We will want to examine the cost effectiveness of our disbursements. On the income side, we will have to examine how the WHA compares with other organizations in terms of dues received and services provided in return. In the likely event that this study indicates an increase in WHA dues, the committee will carefully examine the most equitable way of implementing this.

My reason for wanting to complete the financial reorganization by June is that other worthwhile goals shine on farther horizons, but we lack the means to reach them. Some of these goals are modest. I would like to see the WHA start to publish a directory of its members, so that we will all be able to find one another. Heidi Roupp and Judith Zinsser have called my attention to professional services that we could use for large-scale membership drives; unfortunately, they cost more than we can now afford. Some of the goals we could pursue are quite ambitious. Professional associations the size of the WHA commonly have much more of a permanent infrastructure than we do, with perhaps a half-time professional position to provide continuity in essential tasks, a part-time secretary, an office, and essential equipment. However, other associations do not get that kind of enhanced organizational base for free. To create something like this, the WHA would have to be prepared to put up about half the money and also find a host institution willing to put up the rest. Many people have said to me that “the WHA needs to pay its own way.” As the body empowered by our Constitution to decide on matters of finance, the Executive Council in its new role as the Committee of the Whole for Finance is the body to figure out how to do this. I will do my best to provide the leadership and initiative needed to reach this goal by June. Stay tuned!

**Task Force on Education.** The Executive Council in Chicago unanimously approved the creation of a Task Force on Education with Heidi Roupp as its director. The general idea of this is to turn the Alliance on Teaching into a formal organization and give Heidi an organizational platform and a title which she can use in her ongoing work pertaining to the AP course and related grant-writing and teacher-training activities.

**Conferences.** The WHA and its members will continue their high-profile role in organizing and participating in conferences. Recent highlights include seven WHA-sponsored panels at the January 2000 Chicago AHA meeting, and the World 2000 Conference, organized by Philip L. White and his colleagues at the University of Texas in February 2000. Soon we will gather in Boston for the June 2000 WHA Conference at Northeastern University. Registration forms for this conference were enclosed in the February 2000 mailing to all WHA members. Please register early and plan to attend. Looking farther ahead, please mark your calendars for the June 2001 conference at the University of Utah in Salt Lake City, and the June 2002 conference in Korea.

Our conference committee is now seeking a site for the 2003 WHA conference. If you would like to host this conference at your institution, please e-mail Professor Harry Wade, Chair, WHA Conference Committee: Harry\_Wade@tamu-commerce.edu.

**Prizes.** Please take note of two upcoming prizes. Let's have lively competitions, with lots of entries!

**WHA Teaching Prize.** In order to foster and sustain strong links between scholarship and teaching, the WHA will offer a \$200 Teaching Prize for the best lesson based on recent (within the last ten years) scholarship in world history. Please consider writing up the means used to make scholarship accessible to students, and submit it for consideration before April 15. For more information contact Maggie Favretti at: favretti@pipeline.com.

**World History Student Paper Prize.** The World History Association and Phi Alpha Theta Honor Society in History are cosponsoring a student paper prize in world history, with the first awards to be made in the summer/fall of 2000. An award of \$200 will be given for the best undergraduate global history paper, and an additional award of \$200 will be given for the best graduate-level world history paper. To qualify for this competition, students must be members of either the WHA or Phi Alpha Theta, and must have composed the paper while enrolled at a fully accredited college or university during 1999-2000. For precise specifications of how each paper must be prepared and submitted, please contact Professor Alfred J. Andrea: aandrea@gnu.uvm.edu.

**Affiliate Conferences.** We are all indebted to Alan LeBaron for providing information on conferences planned by WHA affiliates, found in this issue on page 14 in the section entitled "News from Affiliates."

Sincerely,  
Carter Findley

W H A

### CHANGE OF ADDRESS

Send notification as soon as possible to Dick Rosen, Executive Director, World History Association, Dept. of History/Politics, Drexel University, Philadelphia, PA 19104, or send FAX to 215/895-6614.

### THEODORE VON LAUE (1916-2000)

It is our sad duty to report that Theodore Von Laue, Jacob and Francis Hiatt Professor of European History, *emeritus* at Clark University and a founding member of the World History Association, died in Worcester, Massachusetts, on January 22nd after a short illness. He was 83.

Theo, as he was known to his friends and colleagues, was born in Frankfurt, Germany, the son of Nobel Prize-winning physicist Max Von Laue. He earned his Ph.D. in European History at Princeton University in 1944 and served in the United States Army Medical Corps during World War II. He taught at the University of California, Riverside, and Washington University, St. Louis, before joining the faculty at Clark in 1970. He was a Fulbright Scholar in Finland (1954-1955) and a Guggenheim Fellow at both the Russian Research Center at Harvard University (1961-1962) and the University of London and in West Africa (1974-1975).

Professor Von Laue was the author of numerous articles and papers and six books, including *Sergei Witte and the Industrialization of Russia; Why Lenin? Why Stalin?—A Reappraisal of the Russian Revolution*; and *The World Revolution of Westernization: the Twentieth Century in Global Perspective*. His specialty was Russian and Soviet history, but his interests expanded to include Europe in the 20th century and African history as well. In the 1970s, he became a practitioner and stalwart advocate of the fledgling specialization of world history. He was the first president of the New England regional affiliate of the World History Association, and served on the Executive Council of the WHA from 1991 to 1993. According to his widow, Ms. Angela Von Laue, "The World History Association held a special place in his heart and in his work; world history was the consuming interest of the last decade of his teaching career and throughout his retirement." His last paper was published in the spring, 1999, issue of the *World History Bulletin*. He will be missed by the World History Association and by the history profession at large.

Ross Doughty, with thanks to Angela Von Laue and Heidi Roupp

### H-WORLD ANNUAL REPORT TO THE WORLD HISTORY ASSOCIATION

H-World, the H-Net discussion list for world history, entered its sixth year of existence in September 1999, and is now completing its first year of affiliation with the WHA.

During 1999, H-World subscribers increased in number from 1,250 to 1,380. Approximately 1,200 messages in total were distributed during the year, on a wide range of topics in research, teaching, and conceptualization, plus many announcements of conferences and other events.

Members of the WHA Executive Board, if they are not subscribers of H-World, are encouraged to check from time to time with the archives of H-World, where one may easily review the latest discussions. You may do this by going to the H-Net archives at: <http://h-net.msu.edu/cgi-bin/logbrowse.pl> then selecting "H-World" from the list of possibilities there.

During the year to come, the editors of H-World look forward to expanding the number of regular editors, to adding a book review section, and to appointing members of its advisory board for the coming term.

#### H-World co-editors:

Whitney Howarth, Northeastern University  
Pat Manning, Northeastern University  
Ken Pomeranz, University of California-Irvine

W H A

## THE WORLD HISTORY ASSOCIATION\*

Carter Vaughn Findley  
Ohio State University

Raise your hand if you think the expression "global world history" is *redundant!* If you raised your hand, you probably frequent the halls of secondary schools or schools of education. If you kept your hand down, your haunt is probably the history department of a college or university; and either it already has a globalist world history program, or else you are about to read about an association of scholar-teachers who would like to see you have one. The teachers and educationists who raised their hands did so because they long for the day when secondary school "world history" courses actually will live up to the name, and will have teachers prepared to teach them. Anyone who examines college-level world history textbooks knows that many of them, too, are remakes of works that had many editions as Western civilization textbooks. In that sense, the globalism of world history is an issue in higher education, too. Still, in a decade or so, what we now call globalization has expanded, in its claims on our awareness, from something that sounded at first like a political slogan, to a transformation experienced in all phases of life, and therefore to a cross-disciplinary focus for empirical and theoretical research at the highest level. World historians do not have ready answers for all questions about how to understand the contemporary revolution of globalization; they do have things to say about the long-term processes that created globalization as now known.

If, as an oft-quoted French historian said, historians are either "truffle-hunters" or "parachutists" — either creatures who root in the sediments of the past for succulent fungi, or adventurers who hurl themselves out of airplanes for the thrill of seeing the view from 20,000 feet while waiting for their parachutes to open — it is not hard to see which kind are more drawn to world history. The largest-scaled patternings in human history — regional, hemispheric, global — and the broadest-scaled comparisons or movements among economies, societies, and cultures will be their predilection. Parachutists have to land somewhere, of course, and had better know how to find truffles or something on which to survive when they do. Research scholars should come to the field of world history with a solid empirical grounding in one or more conventional field of historical study. Time and again, the publications that chart new directions for the field are based on deep empirical research that changes perceptions of the large-scaled patternings. In this sense, a better analogy than the dichotomy of truffle-hunter and parachutist would be the one, often cited by William H. McNeill, among maps of different scales, or perhaps that of the photographer experimenting with a zoom lens.

Whether cartographers adept at mapping on different scales, zoom-lens photographers, or truffle-hunting parachutists at heart, scholars and teachers participating in this fast-growing field meet in the World History Association. WHA old-timers — anyone who has been around since the early 1980s — can remember events like a lunch meeting, following a panel on world history teaching at the 1981 AHA meeting in Los Angeles, when eight or ten people talked over the need for such an association. Other gatherings provided the occasions to found the association at the Washington AHA meeting in 1982, launch the *World History Bulletin* in 1983, and inaugurate the *Journal of World History* in 1990. The growth of the field gained significant recognition with the inclusion of a section on

\*Reprinted by permission of the American Historical Association. "The World History Association," *Perspectives* (Vol. 39, No. 9), Dec. 1999, pp. 12-14.

world history, edited by Kevin Reilly and Lynda Norene Shaffer, in the third edition of the AHA *Guide to Historical Literature* (New York: Oxford University Press, 1995, I, 42-76). An organization whose growth rate requires a rapid twist of the zoom lens to take everything in, the WHA now includes nearly 1,600 members from almost every state and many other countries. Since 1992, the number of AHA members reporting world history specializations has nearly doubled, while the number of faculty teaching world history courses in U.S. colleges and universities has increased from approximately 2,300 to 3,200.

The WHA owes much of its growth to an upsurge of interest in world history teaching, at both school and college levels. From the beginning, the WHA has drawn its members almost equally from colleges and secondary schools, and has been dedicated to both teaching and research. As Article II of the Constitution states:

The object of the association shall be the promotion of studies of world history through the encouragement of research, teaching, and publication.... The association will provide help to the teachers of world history, and venues for the discussion of both theories of history and methods of study and teaching.

The Constitution mandates that at least two members of the Executive Council will be secondary school teachers, from whose ranks highly successful WHA presidents have also emerged.

The best way to appreciate what the WHA offers its members is to consider its activities, starting with the two annual meetings: The first occurs in conjunction with the January AHA meeting, where the WHA Executive Council meets, the members come together for a business meeting and reception, and the WHA co-sponsors a number of panels. WHA-sponsored sessions at the January 2000 AHA were as follows:

- "World History as a Research Field"
- "On the Silk Roads: The Many Roads of Nomadic Peoples"
- "Restoring Women to World History"
- "The Geographic Context for Teaching World History"
- "Teaching World History: Toward a Comparative History of Consumerism"
- "Conflict in the Islamic World in the Modern Period"
- "Reinventing the Survey Course Using Original Source Material: AP's Quarter-Century Teaching and Assessing with Documents"

Each June, the WHA holds a conference at a site located alternately in the United States and abroad. Recent or upcoming international venues include the European University Institute (near Florence, 1995), University of Navarra (Pamplona, 1997), University of Victoria (British Columbia, 1999), and Seoul National University (Korea, 2002). The next WHA conference will convene at Northeastern University (Boston, 22-25 June 2000) on the theme "World History as a Research Field." For details, consult the website: [www.whc.neu/wha2000](http://www.whc.neu/wha2000). The June 2001 conference is planned for the University of Utah.

Now in its tenth year, the *Journal of World History* provides one of the best indicators of the growth of research in world history. Volume I, which won the Council of Editors of Learned Journals' award for the best new journal of 1990, featured such standard-setting articles as William H. McNeill's "*The Rise of the West after Twenty-five Years*," Philip D. Curtin's "*The*

Environment Beyond Europe and the European Theory of Empire," and Nikki R. Keddie's "The Past and Present of Women in the Muslim World." Recent widely noted articles include John Obert Voll, "Islam as a Special World System" (Fall, 1994), Dennis O. Flynn and Arturo Giraldez, "Born with a 'Silver Spoon': The Origin of World Trade in 1571" (Fall, 1995), Patrick Karl O'Brien, "Intercontinental Trade and the Development of the Third World Since the Industrial Revolution" (Spring, 1997), John F. Richards, "Early Modern India and World History" (Fall, 1997), and Robert Finlay, "The Pilgrim Art: The Culture of Porcelain in World History" (Fall, 1998).

The *World History Bulletin* promotes the teaching of world history much as the *Journal* promotes research in the field. The *Bulletin* regularly publishes reviews of books and films for classroom use, articles about world history courses and programs, and a special supplement called "Centered on Teaching." Noteworthy recent *Bulletin* features include a "Tribute to Philip D. Curtin," including contributions by numerous writers (Spring, 1999), articles by Ida Blom and Marilyn Morris on gender and sexuality in world history (Fall, 1999), as well as articles about teaching world history in China, New Zealand, and Romania by Dorothea Martin, Brian Moloughney, and Mihai Manea (Spring, 1998). In addition, the *Bulletin* is a valuable source of news about upcoming events.

Because world history is for secondary school teachers a teaching field first and foremost, because many of those in higher education also enter the field through their teaching, and because there are still dragons to slay before it really will be tautological to say "global world history," curriculum development has always been at the cutting edge for the WHA. Today, this is more true than ever. One of the facts that most attracts new practitioners to the field is that — once past the decision that world history means more than "the West" with a wave at "the Rest" — there are no cut-and-dried ways to teach it. Topics as fundamental as what themes to choose for a course on the 20th-century world or how to periodize a comprehensive world history survey have led to the writing of new textbooks or the publication of articles in the *American Historical Review* (1996).

Among curriculum-development projects now underway, several illustrate the ongoing potential for innovation. One has brought together college teachers, editors, and media experts to develop a telecourse based on the Public Broadcasting System series, *People's Century*. Another, spearheaded by Jeanne Heidler of the U.S. Air Force Academy, an institution long committed to world history, and Ed Davies of the University of Utah, aims to internationalize U.S. history. Enthusiasts for world history can only hope that this project stimulates efforts to bridge the gap between national and global history in other countries as well.

Other projects have the potential to open a new epoch in world history education in secondary schools. One project aims to create, in 2001, a new advanced placement world history course, in addition to the existing U.S. and European history AP courses, now taken by over 250,000 students a year. For a detailed course description and sample questions, see: [www.collegeboard.org/ap/worldhistory](http://www.collegeboard.org/ap/worldhistory). Regional summer institutes for teachers at all levels of both high school and college teaching will be held at ten sites around the country, focusing on course design and teaching strategies, to develop new courses and prepare for the more than 30,000 students expected to enroll in AP world history courses within three years. Another project, funded by the National Endowment for

the Humanities, is a collaborative effort between the WHA, on one hand, and California State University at Long Beach, the University of Illinois at Chicago, and Queens College of New York, on the other, to integrate world history scholarship with social studies methods in programs for preservice teachers. Get ready: What passed for world history when those now teaching were in high school is about to change.

World history enthusiasts have also taken the initiative of forming regionally or topically defined world history associations. The WHA now has ten affiliate associations in Australasia, Europe, and North America; these can be located and contacted through the WHA website. Each of these associations has its own special attractions for world historians within its area and sometimes beyond. The ability of the Rocky Mountain World History Association to find one spectacular conference site after another, for example, is legendary. One of the greatest goals of the WHA is to further the globalization of its membership. Differences in the material and cultural conditions in which historians operate in different countries add endless variety to this endeavor.

Among the best ways to take the pulse of the World History Association are those offered by electronic communications:

**H-World@h-net.msu.edu** — The WHA e-mail list, moderated by Patrick Manning, Ken Pomeranz, and Whitney Howarth. H-World contributors from all over the world make this an active website with news, ongoing debates on books and research topics, and discussion of pedagogical issues.

**www.thewha.org** — The WHA website, launched in summer 1999, provides ongoing updates of information about the association.

The World History Association is a dynamic and activist organization. It is now creating prizes to recognize outstanding research and teaching in the field. Those who wish to participate in WHA activities readily find a site to pitch in: There are plenty of committees that could use another hand. Membership inquiries should be addressed to Professor Richard L. Rosen, Executive Director, Department of History and Politics, Drexel University, Philadelphia, PA 19104 (e-mail: [rosenrl@drexel.edu](mailto:rosenrl@drexel.edu)).

While its origins go back to Herodotus' interest in Egypt and Iran, world history as we now know it is essentially a post-World War II development. Many of those now active in the WHA knew or even studied with the pioneers of those days — an honor roll that includes William H. McNeill, L.S. Stavrianos, Philip Curtin, Fernand Braudel, K.N. Chaudhuri, Marshall Hodgson, and Alfred Crosby. Just as scholars from many historical sub-disciplines have contributed, fundamental contributions have also been made by scholars from other disciplines — such as Immanuel Wallerstein, Eric Wolf, Janet Abu-Lughod, and Andre Gunder Frank, whose *ReOrient: Global Economy in the Asian Age* (University of California Press, 1998) received the first WHA Book Prize in 1999. Still an idea that a few people could debate over lunch in 1981, perhaps the founding of the WHA was a good thing after all. Perhaps the day will come when it will be redundant to say "global world history," when our students will have the best preparation historians can give them for a new era of globalization, and when scholars and teachers from all over the world will participate equally in a world history enterprise that is as much everyone's as anyone's.

## SUGGESTIONS FOR WRITING A SUCCESSFUL GRANT PROPOSAL

**Ralph C. Canevali**

*Ralph Canevali is a senior academic advisor in the Division of Education Programs at the National Endowment for the Humanities. Before coming to NEH 11 years ago, he taught German and European history at Boston College and The Citadel. He has a B.A. from the University of Hawaii, and A.M. and Ph.D. degrees from Harvard University.*

Over the past ten years, I have worked at the National Endowment for the Humanities (NEH), a federal agency promoting scholarship, teaching, and public programming in the humanities. For most of this time, I have been in the Endowment's Division of Education (or, as it is known today, the Education Development and Demonstration) Programs. As such, I have seen many hundreds of applications for projects that seek to improve the quality of teaching and learning in the humanities. Most of these applications center on professional development for college faculty and school teachers and on curriculum and course development. Likewise, these proposals often involve collaboration among a variety of educational and cultural organizations, including two- and four-year colleges and universities, elementary and secondary schools, and museums and historical societies. Increasingly, applications to our program involve the use of new digital technologies such as the Internet and CD-ROM for educational purposes. Yet regardless of the particular program, grant category, or project format, there are several points you should consider when developing your proposal. While these comments apply most directly to proposals submitted to the NEH, they could just as easily apply to proposals directed at other federal agencies, such as the U.S. Department of Education, and at many private foundations as well.

**Is there anybody out there?** For starters, it is important to make an initial and early contact with the funding organization. It's usually best to connect with a program officer by phone or by e-mail. When you do so, request copies of the most current set of program guidelines and application forms. Find out how proposals are evaluated, how many applications are usually received, and how many of these are likely to be funded. Ask if a program officer would be available to read and review preliminary drafts of your proposal, and find out what the deadline is for submission of these drafts. (Keep in mind that not all grant-making organizations provide this service.) Also, request a list of recently funded applications and, if available, copies of successful proposals.

**To submit or not to submit.** Armed with this information, you can now decide on your next course of action. This may or may not be the right grant-making organization for you. If your ideas for a project are significantly different from the sort of activity the agency or foundation supports, you need to consider whether it is worth your while to go ahead and apply anyway. In this regard, a second conversation with the program officer will prove especially helpful. After describing your planned project in detail, ask the program officer for his or her frank assessment of whether or not your proposal is likely to prove competitive. If your project does not seem to fit the programs of the grant maker and you are not willing to adapt your proposal accordingly, then ask the program officer for suggestions about other organizations whose priorities may be more in line with your own interests.

**What am I doing?** Let's assume that you have found the right funder and are now ready to proceed with your plan to write a grant proposal. Before you begin to fill in the blanks of the application form and to fret over how much it's going to cost to fly 30 school teachers to Beijing for the summer, you should first clear your desk, grab a blank piece of paper and a pencil, and attempt to answer the following sets of related questions. **A.** What am I trying to accomplish? Or, put differently, what am I doing, and why? When you are clear about your goals, go on to the next two questions. **B.** How am I going to meet these objectives, i.e., how do I plan to get all of this done? And, finally, **C.** How will I know when I have met these goals?

If you are satisfied with your answers, then you should continue with the development of your proposal. In fact, you have already accomplished a good part of the work, for in responding to these questions you have effectively laid the foundation for several key sections of your proposal: the rationale, the work plan, and the evaluation plan. Likewise, you now have the outlines of a short prospectus to send the program officer for comments and suggestions.

**Behind every great proposal there is an idea.** It may seem self-evident that applications for education projects should be grounded in ideas. But in too many proposals the intellectual foundation is poorly developed. Sometimes this stems from an effort to address a broad range of educational needs, such as finding ways to motivate disadvantaged students or identifying strategies to reduce high dropout rates. If these are your goals, you should try to concentrate your energies on a specific area. Funding organizations, with their limited resources, are most likely to support projects based on targeted plans that will lead to significant and lasting results. For proposals submitted to the National Endowment for the Humanities, content is, of course, especially important. This means you should identify specific topics in history, literature, languages, philosophy, or some combination of these subject areas. Although your proposal need not have a "thesis" as such, it should provide an intellectual rationale and identify the questions that will sustain your inquiry throughout the course of the project. It is crucial, especially as new technologies become more prominent in the educational arena, that the focus remain on ideas. Knowing how to navigate the Web may be great for teachers, students, and the rest of us; but one has to ask, to what purpose? How will these skills lead to better teaching and learning?

**All together now.** Has your home institution (university, school district, etc.) really bought into your idea, or is this more of a one-person or single-department operation? Strong institutional commitment is essential to the success of your application and project. Similarly, if your proposal involves collaboration among a number of different institutions, you should demonstrate that all are equally enthusiastic about your plans and are willing to commit their time and resources to bring them to fruition. Your proposal, of course, should document the extent and depth of the institutional collaboration through letters of commitment and other supporting documents.

**Plain English.** Mind-numbing jargon, be it of the academic or educational variety, will greatly reduce the prospects of your proposal being funded. Ask the program officer about the backgrounds of the persons reading and reviewing your application and try to craft your proposal accordingly. When in doubt, remember that there is no substitute for clear,

straightforward English. You might ask someone in your school or department — or better still, a person who is not an academic specialist or an educator, but whose judgment you trust — to read your proposal for clarity and intelligibility. Because the reviewers may not be experts in the particular subject area or topic of your project, you will need to inform them about your project as well as persuade them of its importance.

**Some miscellaneous tips.** As you begin to develop the first full-length draft of your proposal for the perusal of the program officer, keep several things in mind: Submit your preliminary draft well (usually at least one month) before the deadline, so that the program officer can give your application the full attention it deserves. Remember that the most important information should appear in the proposal narrative and not in the appendices, which reviewers are less likely to read carefully. Also, please adhere to the stated page (or weight!) limits for proposals; tired reviewers will react adversely to overlong applications. Budgets are certainly important, but remember that they are not likely to determine whether or not your proposal will be funded. Therefore, try to avoid getting too bogged down in budgetary details, and try to concentrate your energies instead on developing a clear and persuasive narrative.

**Don't give up.** You have finally submitted your application on time, have waited patiently for six months without hearing a

word about its status, and then, finally, you receive a form letter telling you that your proposal was rejected. Disappointed as you are by this bad news, it is important to put things in perspective. Most grant proposals are not funded. The proportion of grants made to applications received varies from funding organization to funding organization and from program to program. In the Endowment's Education Development and Demonstration program, for example, the funding ratio is about 1:10 for the larger (up to \$250,000) Materials Development, Curriculum Development and Demonstration, and Dissemination and Diffusion grants; about 1:5 for the smaller (up to \$25,000) humanities focus grants. Above all, remember that you will have an opportunity to reapply at the next deadline. Send the program officer a letter requesting the written comments of the reviewers. Whether or not you agree with their criticisms of your application, try to take their comments, both positive and negative, to heart. Remember that if, in your judgment, reviewers have failed to understand your proposal, the problem may be as much in the presentation of your ideas as in the reviewers' inability to comprehend them. After you've taken some time to reflect on the comments, discuss with your program officer the merits of revising and resubmitting your application. In the end, persistence may be the most important quality of a successful grant writer.

WHA

**AP WORLD HISTORY NATIONAL TRAINING  
WORKSHOP**  
**July 14-21, 2000**  
**—Sponsored by the World History Center  
and the College Board—**  
**Deborah Smith Johnston**  
**Northeastern University**

The World History Center at Northeastern University in Boston, Massachusetts, will host a seven-day workshop, July 14-21, 2000, for 36 selected college and high school educators who are interested in directing training workshops for teachers of the new AP World History course. The workshop will include content lectures, reading discussions, model lessons, classroom-tested activities, debates over world history scholarship, workshop development groups and presentations, test-taking strategy sessions, and resource discussions. The workshop, course, and test will focus more on interpretation and process than on rote memorization in world history, so there will be considerable attention to analysis and pedagogy in world history. The College Board will support the course in the academic year 2001-2002, with the first exam being given in May 2002.

Over 180 teachers from the United States and beyond applied for admission to the program. The selection process was rigorous and came down to a combination of both world history scholarship as well as presentation experience. The participants, listed below, come from public and private schools; urban, suburban, and rural teaching locales; and with a wealth of academic credentials. These individuals will be available and qualified to present workshops on the new course over the next few years as more and more schools introduce AP world history into their curricula. Those applicants who were not admitted have the opportunity to take part in one of the 11 regional institutes around the country this summer (for more information contact Heidi Roupp: roupp@csn.net).

The institute will be co-directed by Patrick Manning, Northeastern University, and Deborah Smith Johnston, Lexington High School, Massachusetts. Core faculty include

Jerry Bentley (University of Hawaii), Linda Black (Cypress Falls High School, Texas), Edmund G. Burke III (University of California-Santa Cruz), Julie Gauthier (Lexington High School, Massachusetts), Helen Grady (Springside School, Pennsylvania), Jonathan Lipman (Mt. Holyoke College), and Heidi Roupp (immediate past president, WHA). Despina Danos and Larry Beaber will be present from the College Board. For more information about the workshop, contact Patrick Manning at the World History Center: 617-373-4453 or manning@neu.edu.

**Middle States Region**

Cohen, Sharon — Walter Johnson High School, Maryland  
Fitzgerald, Richard — Liverpool High School, New York  
Laden, Jennifer — Fox Lane High School, New York  
Martel, Erich — Woodrow Wilson High School, Washington, D.C.  
Maskin, Melvin — Bronx High School of Science, New York  
Rosof, Patricia — Hunter College High School, New York  
Solomon, Lesley — Cherry Hill High School East, New Jersey  
Strayer, Robert — State University of New York at Brockport

**Midwest Region**

Connell, Timothy — Laurel School, Ohio  
Fleet, Jean — Riverside University High School, Wisconsin

Hart, Charles — Carl Sandburg High School, Illinois

Leary, John — Francis W. Parker School, Illinois

Rogers-Beard, Donna — Clayton High School, Missouri

Starratt, Priscilla — University of Wisconsin – Superior

**New England Region**

Kircaldy, James — Hingham High School, Massachusetts

Maloney, Ryan — Cheryl Weston High School, Massachusetts

Stewart, Richard — Choate Rosemary Hall, Connecticut

Vizulis, Rebecca — Dover-Sherborne High School, Massachusetts

**Southern Region**

Galgano, Michael — James Madison University, Virginia

Harmon, Jay — Catholic High School, Louisiana

Keeler, Cecil — Gulf Coast High School, Florida

Miller, Linda — Fairfax High School, Virginia

Swanson, Richard — McCallie School, Tennessee

Treadwell, Lawrence — Ely High School, Florida

## **Southwestern Region**

Bell, Ellen — Bellaire High School, Texas  
 Buchanan, Carole Ann — Lake Highlands High School, Texas  
 Jordan, Jennifer — Memorial Senior High School, Texas  
 Rislov, George — Highland Park High School, Texas  
 Stewart, Nila — Plano Senior High School, Texas

**Western Region**

Aiken, Andy — Boulder High School, Colorado  
 Bravman, William — Marlborough High School, California  
 Giraldez, Arturo — University of the Pacific  
 Hall, Christopher — Woods Cross High School, Utah  
 Martin, Thomas — Campolindo High School, California  
 Wyndham, Kathryn — Cherry Creek High School, Colorado  
 Zeigler, William R. — Valhalla High School, California

(Please note that the participants listed above have not yet confirmed their participation, so the list is subject to change based on an existing waiting list.)

**WHA**

## **WORLD HISTORY AP EXAM UPDATE**

The Advanced Placement World History Committee will have a panel at the WHA June meeting in Boston on the topic: "Incorporating World History Research into the College Level Survey." Presenting papers on this topic will be Peter Stearns, George Mason University; Peggy McKee, Castilleja School; and Jacky Swansinger, SUNY at Fredonia.

**WHA**

## **TRANSATLANTIC HISTORY AT THE UNIVERSITY OF TEXAS AT ARLINGTON**

**Dennis Reinhartz**

The doctoral studies program in transatlantic history at the University of Texas at Arlington (UTA) officially opened in the fall 1998 semester. Its nontraditional comparative focus on the ongoing exchange between Europe, Africa, and the Americas since the 15th century is decidedly cross-cultural and trans-national. The curriculum encompasses the political, economic, social, intellectual, and cultural interactions and interrelations between the peoples and cultures of the Atlantic Basin and their contributions to contemporary world civilization.

In creating this new Ph.D. program, the faculty of the Department of History at UTA was motivated by several significant factors in deciding upon the transatlantic concentration. It felt an obligation to respond to and reflect recent more global trends away from strict national histories and micro-studies in the historical profession. The turning away from Eurocentric history toward greater cultural diversity also was seen as essential in helping advanced students to better appreciate their heritage of multiculturalism. Moreover, extensive inquiries convinced the department that the broader preparation and intellectual flexibility provided under the transatlantic aegis will help UTA Ph.D.s in history maximize their employment opportunities.

Also, the available resources at UTA comprised a key factor in determining the scope of the program. The department has a large and diverse faculty with a distinguished record of scholarly research and teaching. The University provides extensive institutional support. The UTA Library Special Collections provide major research opportunities for students in the program. Some of these collections include the internationally renowned Virginia Garrett Cartographic History Library, containing some 7,500 loose maps and 1,400 atlases; the Jenkins Garrett History

Library of Greater Southwestern and Texas materials; and extensive Mesoamerican archives. The library also serves as the repository for the records of the Society for the History of Discoveries.

Since 1965 the department has hosted the celebrated annual Walter Prescott Webb Memorial Lectures in History. The 2001 lectures will be on "Transatlantic History in a Global Context." Professors William McNeill and Carla Rahn Phillips will be among the featured presenters. In 1998, the library inaugurated the biennial Virginia Garrett Lectures in the History of Cartography with the theme, "Soldier Engineers: The Military Mapping of the Greater Southwest"; the 2000 series will be on "The Cartography of Popular Culture." The Department of History is also proud to have the Jenkins and Virginia Garrett Endowed Professorship in Greater Southwestern Studies and the History of Cartography, currently held by David Buisseret (late of the Newberry Library), and to house *Terra Incognitae*, the journal of the Society for the History of Discoveries. Furthermore, the new doctoral program is cooperating closely with UTA's multidisciplinary Africa Program as well as our Center for Greater Southwestern Studies and the History of Cartography.

Located in the heart of the Dallas-Fort Worth Metroplex, UTA is a large research university of over 18,000 students, more than 3,000 of whom are graduate students. Since 1970, UTA has had a flourishing M.A. program in history with options in United States, European, Latin American, and African history, and certification in archival studies and public history. The new Ph.D. program in transatlantic history consists of 39 hours beyond the M.A., including nine hours of dissertation. All dissertations deal with transatlantic themes. Of the 39 hours of coursework, 18 hours are required: three each in historical methods; transatlantic issues; a colloquium on the history of discovery, exploration, and cartography; a seminar on the history of discovery, exploration, and cartography; a colloquium on migrations, colonization, and comparative frontiers; and a seminar on migrations, colonization, and comparative frontiers. There are 12 elective hours: six to nine hours to be taken from the other graduate history offerings and three to six hours from graduate courses outside of history (e.g., anthropology). Every year a maximum of ten new students will be admitted to the Ph.D. program, and since 1999 under a special UTA allocation, each new student has received a first-year transatlantic scholarship that pays full tuition. The History Department also offers five transatlantic graduate teaching assistantships and two graduate research assistantships.

For further information about the Ph.D. program in transatlantic history, please direct all inquiries to: Graduate Advisor, Department of History, Box 19529, University of Texas at Arlington, Arlington, TX 76019-0529; phone: 817-272-2861; fax: 817-272-2852; e-mail: history@uta.edu; or visit the program website at [www.uta.edu/history/transatlantic](http://www.uta.edu/history/transatlantic).

**WHA**

### **World History Bulletin — Advertising**

1 page	1 time	\$200	1/2 page	1 time	\$135
	2 times@	\$190		2 times @	\$125
	3 times@	\$175		3 times @	\$115

1/4 page	1 time	\$80
	2 times@	\$75
	3 times@	\$60

<b>Deadlines for Copy</b>
Spring/Summer — March 1
Fall/Winter — August 15

## WHA ANNOUNCEMENTS

### **EXECUTIVE COUNCIL MEETING MINUTES**

**Chicago co-meeting with  
the American Historical Association**

**6 January 2000, 3-6 p.m.**

**Printers Row Room  
Marriott Downtown**

Members present: Carter Findley, Marie Donaghay, Edward Davies, Heidi Roupp, Lawrence Beaber, Jerry Bentley, Maggie Favretti, Lydia Garner, Alan LeBaron, David McComb, Kevin Reilly, Arnold Schrier, Judith Zinsser.

**President's Report:**

The outgoing president, Heidi Roupp, began by noting that initiatives undertaken by past presidents, John Mears and Judith Zinsser, and herself were now coming to fruition. The membership had doubled, fundraising increased, the *World History Bulletin* expanded and turned into a valuable source of information. The World History Association has been electronically modernized with a website, listserv, and H-world. These accomplishments were a result of energy to get them done. Now the World History Association needs to nurture infrastructure and begin to affect education in an effort to make students globally literate.

***World History Bulletin.*** When the *World History Bulletin* changed editors to Charles Desnoyers and Ross Doughty under the presidency of Judith Zinsser, there was a need for articles. Heidi Roupp sent letters to interested parties asking them for contributions. People at conferences were asked to submit articles. The *World History Bulletin* now has plenty of submissions so the editors have changed the font to fit more in. The *Bulletin* has added a book editor, Christina Michelmore, and can now review works on world history. The next step is to contact publishers about advertising. President Roupp would like to focus an entire issue of the *World History Bulletin* on teaching. Such an issue could be sold at the National Council for the Social Studies Conference and the annual meeting of the American Historical Association to help defray the cost of a display table.

**Conference display tables and booths.** In the past, the World History Association has shared a table with the Korea Society at the National Council for the Social Studies Conference. The cost to the World History Association was \$500. At the Chicago meeting of the American Historical Association, the World History Association not only had a display table but also shared a booth in the book exhibit hall with the Society for History Education for the duration of the conference.

**Grants.** Much of the President's report focused on grants and grant applications. The National Endowment for the Humanities grant the World History Association got last spring was designed to help pre-service teachers get ready to teach world history and stimulate a cohesive program of World History between departments of education and history. Seventy-five percent of the states now require world history programs and the World History Association is on the cutting edge of educational reform in that regard. President Roupp reminded the Council that the "New Social Studies" of Fenton in the 1960s proved a colossal mistake. Educational reform in the schools must be teacher-led, thus there is a need to recruit strong teachers. The National Council for the Social Studies has been very supportive and has

accepted and highlighted World History Association sessions as a series. There is a very real need to maintain the connection between schoolteachers and universities. The project with the National Endowment for the Humanities to develop world history programs for pre-service teachers features a variety of activities: investigations of recent scholarship; development of a framework for a global approach to world history; examination of appropriate teaching methods; exploration of collaborative projects among departments, institutions, and other educational organizations; review of program designs and curriculum materials. With the help of a grant from the Longview Foundation, Heidi Roupp designed *A Jump Start Manual for World History Teachers* for the program. Copies were available at the Executive Council meeting for examination and purchase, and sold at the book exhibit booth for \$10.

**AP World Training Grant application.** The second National Endowment for the Humanities application was submitted with the College Board for a training grant in October 1999. Under this proposal, the College Board and the World History Association are sponsoring summer institutes at ten sites across the country and at one online site where participants will design a new curriculum that combines a global conceptualization of world history with rapidly expanding scholarship in the field, new teaching programs and educational research in learning, and assessments as a program of faculty development. The primary focus will be on preparation for teaching the new AP World History course and state standards. If this proposal is funded, the institutes will run two weeks; if not they will be one week long. The World History Association has asked for \$200,000 plus a matching grant of \$50,000. The College Board will contribute \$50,000. College Board will also provide \$70,000 to fund training of trainers. Pat Manning's train the trainer program will do training in schools.

President Roupp ended her report with a plea to work on finances and nurture organization.

**Agenda Items:**

The Minutes were approved.

The Executive Director's report will be posted.

**Treasurer's Report:**

The outgoing treasurer, Marie Donaghay, reported that the World History Association received \$47,879.82 and spent \$45,451.12.

80% or \$38,264 of the gross was derived from dues and journal receipts while donations of \$5,062 (all under \$750) formed 11%, the Longview Foundation grant of \$2,500 equaled 5%, and the Drexel subsidy 2%. Publications consumed \$28,543.50 or 63% of total expenditures while conferences cost \$1,838 (not including \$3,297.64 sent to the Rocky Mountain World History Association as its share of profits from the 1998 Ft. Collins meeting) and administration (including registration fees, stationery, postage/photocopying, the Director's budget, administrative assistance, bank charges, and listings) \$10,891.75 or 24% (half of which was postage). The World History Association ends 1999 with all bills paid and a balance of more than \$22,000 thanks in large measure to the generosity of its members and energetic leadership. Between 1992 and 1998, end-of-year balances averaged just over \$14,000 with a low of \$8,329.15 in 1997 and a high of \$20,843.11 in 1995 when only one *World History Bulletin* was published.

**WORLD HISTORY ASSOCIATION, INC.**  
**1999 FINANCIAL STATEMENT**

<b>Balance 1/1/99</b>	<b>\$19,952.86</b>
Interest bearing	15,875.38
Non-interest bearing	4,077.48
 Credits	 \$47,879.82
Deposits	47,387.87
For. Exchg. check collection	10.00
Interest	231.95
Cash	250.00
 Debits	 \$45,451.12
Checks 1/1-12/31/99	38,600.18
Drexel Account	5,714.31
Bank debits	871.63
Returned check	15.00
Cash	250.00
 Balance 12/31/99	 \$22,381.56
Interest bearing	13,917.20
Non-interest bearing	8,464.36
 <b>Receipts</b>	 <b>\$47,879.82</b>
Memberships (including <i>Journal</i> receipts)	38,264.00
Sales/advertising (WHB, Labels, T-Shirts)	655.00
Donations (all under \$750)	5,062.00
Drexel subsidy	1,000.00
Longview grant	2,500.00
Personal checking closeout [account interest]	156.87
Interest	231.95
Foreign exchange check collection	10.00
 <b>Expenditures</b>	 <b>\$45,451.12</b>
University of Hawaii Press ( <i>Journal</i> receipts)	18,268.00
1999 <i>World History Bulletin</i> publication [2 issues]	10,275.50
Conferences (including sponsor share)	5,135.87
Organization directory listing	150.00
Pennsylvania registration	15.00
Website domain registration	70.00
National History Day Award	250.00
World History Association Book Award	250.00
National History Education Network Sponsorship	250.00
Stationery/brochures	1,115.11
Postage/photocopying	5,714.31
Reimbursement (postage, phone, supplies)	2,805.70
Administrative assistance	135.00
Gifts	130.00
Bank charges	871.63
Returned check	15.00

**Recognition of service.** The Executive Council asked that the minutes reflect appreciation for the retiring treasurer's attention to finance.

**Conference receipts.** It was noted that the Victoria Conference in June 1999 turned a handsome profit which the World History Association will share. David McComb, outgoing Council member, urged that the World History Association organize its own meetings.

**WHB copyright.** Finally, there was discussion of the need to copyright *World History Bulletin* features and work on the budget.

**Affiliates Report:**

**Affiliates manual.** Alan LeBaron reported on efforts to produce a manual for affiliates to provide guidance for their establishment, maintenance, and activities, etc. The effort revealed that there were no bylaws for affiliates. Bylaws were proposed at the Victoria Conference and have now been accepted by the Executive Council and a constitutional amendment presented to the membership.

**Council of affiliates.** In addition to the manual, projects include establishment of a council of affiliates composed of representatives from each affiliate and updating the WHAAFF-L listserv.

**Affiliate letter.** Alan LeBaron proposed that existing affiliates be asked to prepare a letter for the record about how they did or did not meet the criteria in the bylaws. Once the letter arrives, the affiliate can be officially recognized by Council vote and recorded in the bylaws. In the discussion that followed, the new president, Carter Findley, suggested that organizations be asked to write a letter to form a baseline and that they be sent a copy of the World History Association constitution. Arnold Schrier noted that Ray Lorantas had asked for the same thing when he was president (1992-93). He wondered if a copy of the Ohio letter could be found. It was moved and approved that letters be sent to affiliates, that listserv be updated, and that affiliate presidents serve as liaison or delegate a contact person.

**Reports on Upcoming Meetings:**

Ralph Croizier's report on the Victoria Conference (1999) will be posted.

**Texas meeting.** Lydia Garner reported on the upcoming Texas **World 2000 Conference** in February centering on Teaching World History and Geography. She noted the quality of the speakers and the work of Phil White in getting this meeting off the ground. It will be a good conference, but will depend on gate charges which some may find steep.

**Salt Lake City meeting.** Ed Davies reported on the Salt Lake City conference scheduled for 2001 around the theme "Globalizing Regional History." Sites and logistics were briefly discussed.

**Seoul meeting.** Heidi Roupp reported that she had contacted Dennis Flynn about holding the Pacific Rim Conference in conjunction with the World History Association Conference in Seoul, Korea, in 2002. He is program chair and Marilynn Hitchens will help with local arrangements. The Koreans would like to review Victoria financial arrangements.

**Oslo meeting.** Jerry Bentley discussed the Oslo 2000 conference in August 2000. He observed that it is a very large affair spanning a week and that a preliminary program is available. He wondered if a World History Association display would be worthwhile as the exhibit area and proceedings were at different sites. A booth would give the World History Association a permanent presence at the conference. It would be better to have a strong program and show off World History Association wares at its sessions. A presence at Oslo would legitimize the World History Association as an international organization. Larry Beaber, outgoing secretary, and Maggie Favretti, incoming Executive Council member, noted that while this conference was mostly collegiate, high school teachers have been invited.

**New Business:**

**World History Education Taskforce.** The new president, Carter Findley, proposed that the Executive Council create a special taskforce in World History education with Heidi Roupp as director. The taskforce would act as a committee of the Executive

Council. It was noted that Heidi Roupp, who has led the way in grant applications to fund teacher training in world history, needed official status to facilitate her efforts. Various titles were discussed. It was moved, seconded, and unanimously approved that the Executive Council create a World History Association Task Force on Education with Heidi Roupp as its first director.

**Lifetime membership.** The Executive Council also moved and unanimously approved a lifetime membership in the World History Association for Heidi Roupp in honor of her signal service to the organization.

**Committee of the Whole for Financial Reorganization.** Carter Findley then proposed that the Executive Council be turned into a committee of the whole for financial reorganization. There was, he pointed out, a need to take a hard look at finances as the organization needed to be better able to pay its own way. He then reviewed what the World History Association provides: a website, panels at national and international conferences, an award winning scholarly journal (the *Journal of World History*), and a newsletter focused on teaching (the *World History Bulletin*). The World History Association has started an endowment fund with Ann and Roger Beck as point persons. The Constitution already calls for a finance committee composed of the president, treasurer, and half of the members of the Executive Council. As a committee of the whole, the Executive Council could ready specific proposals for the Boston Conference in June. The committee should develop bylaws concerning the management and disbursement of fund money. It should review everything that goes into the budget and consider some form of dues increase. It should collect information on how the World History Association compares with other organizations, what special needs should be considered, and draft such bylaws as could be agreed upon. After financial reorganization, other goals should be to develop an institutional base with a half-time position and paid staff. This would require \$50,000 a year to fund. The World History Association needs to raise an endowment fund to solicit grants. The National Endowment for the Humanities, for example, wants grants matched three to one. It was moved, seconded, and unanimously approved that the Executive Council be constituted as a special committee of the whole for finance.

**Dues.** Discussion of dues followed with suggestions that they be tied to salaries, that the World History Association examine how other organizations go about it, and the need to offer reduced rates for secondary school teachers if the organization hopes to recruit them as members.

**Nominating Committee membership.** As the Nominating Committee was not aware that terms were supposed to be staggered, it was decided that the chair, Bullitt Lowry, and members Tara Seithia, Greg Blue, John Mears, and Maryanna McJimsey serve until January 2002, and that Kevin Reilly's and Joan Arno's terms expire in January 2003.

**University affiliation with the WHA.** Northeastern University has requested affiliation with the World History Association. Alan LeBaron pointed out that the bylaws recognize regional and topically defined (H-World, for example) affiliates. Patrick Manning's World History Center at Northeastern would fall into the topical category. The question of inclusion of school-teachers in leadership and membership structure was raised with Larry Beaber pointing out that school teachers were represented at the Center. Affiliation of the Center would promote research funds available to graduate studies and help the World History Association. It would not weaken the New England affiliate as it had always been a separate entity. The Center was more than a unit of Northeastern University. It will be running a July

teachers institute for high school teachers teaching Advanced Placement World History courses. It offers a speakers series and a hot line houses World History Association archives, does H-World, and has managed the World History Association website. Formal recognition of the Center would make a visible statement of support for world history research. It was suggested that Center affiliation be unique and not construed as a precedent. After much discussion, it was decided to table the proposal for further study. The Executive Council was favorably disposed, but would like more information. How would Center affiliation relate to the regional affiliate? What kind of precedent would it set?

The Center would have a special relationship, but does it really fit affiliate status? The World History Center is unique in its activities relative to standards, meetings, and its electronic relationship with the World History Association. Judith Zinsser asked if the World History Association would consider more centers. Does it want to consider a new set of associated centers and programs?

**Appointment of a parliamentarian.** Alfred Andrea suggested that the Executive Council appoint a parliamentarian to referee and speed up discussion. Several Council members expressed the opinion that the appointment of a parliamentarian would not really address the problem, since it is not the parliamentarian's job to keep the discussion on track. That is the task of the presiding officer. The parliamentarian is there to give knowledgeable answers to complicated procedural questions.

**Account authorization.** As banks require organizations seeking to open accounts at their branches to pass a resolution to that effect, the Executive Council of the World History Association resolved hereby to authorize the new treasurer, Edward Davies, to set up accounts to hold organization funds. The resolution was unanimously approved.

**National History Day funding.** Heidi Roupp raised the issue of National History Day funding and proposed that the \$250 be used to fund a World History prize for the best student paper instead. A subcommittee should be formed to review papers submitted. It was suggested that the winning paper could be published in the *Concord Review*.

## GENERAL BUSINESS MEETING MINUTES

7 January 2000, 6-7 p.m., the State Room, Marriott Downtown

**Grants.** Heidi Roupp, the outgoing president of the World History Association, opened the business meeting by recognizing Ken Curtis as one of the program directors of the pre-service grant to better train student teachers. There will be a two-day meeting on pre-service education at the Boston Conference in June. A second grant proposal with College Board calls for training teachers to develop a global conceptualization of history and new courses at eleven different sites.

**AP World.** Larry Beaber noted that AP World was on the fast track and that a large number of students were expected. The first Advanced Placement exam will be administered in May 2002. Beaber urged members to serve as readers to evaluate student essays.

**Teaching prize.** Maggie Favretti discussed the need for submission of lesson plans linking current scholarship to teaching for the World History Association Teaching Prize. Pre-service teachers in methods and teaching classes are eligible.

**Task Force on Education.** Carter Findley announced formation of the World History Association Task Force on Education with Heidi Roupp as first director. It would give Heidi Roupp an organizational platform, help with grant applications, and turn the teaching alliance into a task force. The Task Force had been unanimously approved by the Executive Council. John Voll moved that the Business Meeting affirm the Council decision. The motion was adopted unanimously.

**Constitutional amendment regarding affiliation.** A brief constitutional amendment to acknowledge affiliates had been approved by the Executive Council in Victoria. The draft constitutional amendment was included in the ballot materials at the end of 1999. But amendments must also be discussed in the business meeting and an advisory vote taken. The floor was opened to discussion and the advisory vote taken. The amendment received unanimous approval.

#### PROPOSED AMENDMENT TO THE WHA CONSTITUTION

*Interested associations may request affiliate status with the World History Association in conformity with such Bylaws and policies as the World Association may establish. Such affiliate status becomes effective when approved by two-thirds vote of the Executive Council. The World History Association assumes no financial or legal responsibility for the affiliates. Either the World History Association or the affiliate may terminate the affiliation at any time.*

**Committee of the Whole for finance.** As a growing organization, the World History Association has as a major priority review of its finances and establishment of a permanent secretariat with paid staff. The Constitution provides for formation of a finance committee from the Executive Council. The Executive Council has been formed into a committee of the whole with a mandate to make recommendations on financial reorganization and propose bylaws for endowment and ordinary funding. The committee will take a comprehensive look at the adequacy of the organization's financial structure. It is likely that dues will have to be increased significantly to help fund what the World History Association needs to do.

**Meetings.** Upcoming meetings in Texas (February 11-12, 2000), Boston (June 2000), Salt Lake City (June 2001), and Korea (2002).

**Election results were announced.** New officers are Carter Findley as President, Ralph Crozier as Vice President, Marie Donaghay as Secretary, and Edward Davies as Treasurer. Maggie Favretti, David Northrup, and Annette Palmer will be joining the Executive Council. The retirements of Heidi Roupp as President, Larry Beaber as Secretary, Marie Donaghay as Treasurer, and Executive Council members Edward Davies, David McComb, Harry Wade were noted. All were thanked for their service to the World History Association. New officers and Executive Council members were introduced.

Respectfully submitted,

**Marie Donaghay, Secretary**

#### WORLD HISTORY ASSOCIATION SPEAKER'S BUREAU Jacqueline Swansinger SUNY Fredonia

The summer of 2000 will be another active, ground-breaking epoch for the World History Association. Eleven regional world history institutes will be conducted throughout the United States. The goal of these institutes will be to introduce instructors at all levels to the new scholarship in world history. These institutes will be funded through the World History Association and the College Board (more information about these workshops is available at the College Board website). Heidi Roupp launched this effort in her final months as president of the WHA. As the administrative director of the summer institute program, I hope to work with all of you to pull the Speaker's Directory together over the next few months.

The summer institutes offer a great opportunity to discuss the new world history scholarship as well as to introduce some of the practitioners in the field to instructors from around the country. The idea of creating a speaker's bureau arose from a desire to aid in the recruitment of scholars/teachers for the summer institutes, but it is also a longer-term commitment to an ongoing discussion about the nature of world history. Outside of the WHA, many different institutions are working on developing and implementing their own definitions. If the new scholarship is to be a part of the discussion, we need to engage in conversations with teachers in those states and schools where world history is mandated by state legislatures and departments of education which do not support teacher training. The speaker's

bureau offers an opportunity to discuss and participate in the building of a core of master teachers, who will, in turn, teach world history to the next generation of educators.

For whom are we looking? Obviously, we are looking for world historians who would like to share their area of specialty with instructors from high schools, community colleges, four-year schools, and universities. We are also looking to highlight successful teaching techniques for instructors who are busily making the transition from a European-centered world history to a more global approach. Finally, but hardly least, we are looking for speakers who are committed to exploring in a seminar setting the definitions, historiography, and grounding of world history.

Although this effort began in late December, it is still in process. We are collecting a one-page C.V. and a brief paragraph description of each potential speaker's area of interest. At the present time, approximately 75 volunteers representing 30 states and three countries have sent in a response. We are hoping that by the end of this first effort we will be able to represent a good portion of the country with our speakers. If you would like to join up, please contact me at: swansinger@fredonia.edu; or by mail at History Department, Thompson Hall, SUNY Fredonia, NY 14063.

WHA

#### PRE-SERVICE TEACHER EDUCATION SEMINAR

June 25 and 26, 2000

Northeastern University, Boston  
Immediately following the WHA Annual Meeting

WHA

#### WHA-COLLEGE BOARD SUMMER INSTITUTES

For more information concerning the WHA-College Board Summer Institutes, "Developing a New Teaching Field: World History for the 21st Century," please visit our websites at: [www.thewha.org](http://www.thewha.org) or [www.collegeboard.org/ap/world history](http://www.collegeboard.org/ap/world history)

WHA

## COMMITTEE VOLUNTEERS NEEDED

Volunteers are now being sought to serve on WHA committees. For further information, please contact our Vice President and Chair of the Committee on Committees:

Ralph Croizier  
Department of History  
University of Victoria  
P.O. Box 3045  
Victoria, BC V8W 3P4, Canada  
E-mail: ralphc@uvic.ca  
Phone: 250-721-7404  
Fax: 250-721-8772

**Committees** for which volunteers may be needed include the following:  
Conferences  
Membership Development  
Publicity  
Task Force on Education  
Technology

W H A

## A LIST OF WHA-RELATED RESOURCE LINKS

World History Association (WHA)  
[www.thewha.org](http://www.thewha.org)

H-World (Internet Discussion List)  
[www.h-net.msu.edu/~world/](http://www.h-net.msu.edu/~world/)

*Journal of World History*  
[www.hawaii.edu/uhpress/journals/jwh/](http://www.hawaii.edu/uhpress/journals/jwh/)

Advanced Placement World History  
[www.collegeboard.org/ap/worldhistory](http://www.collegeboard.org/ap/worldhistory)

8th International Conference of the WHA  
[www.whc.neu.edu/wha2000](http://www.whc.neu.edu/wha2000)

NEH-funded Pre-Service Teacher  
Education Seminar  
following the WHA meeting in Boston  
[roupp@csn.net](mailto:roupp@csn.net)

World History Association of Texas  
(WHAT)  
[www.accd.edu/sac/history/WHATind.htm](http://www.accd.edu/sac/history/WHATind.htm)

World History Center at Northeastern

University

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

W H A

## CALL FOR NOMINATIONS FOR THE WORLD HISTORY ASSOCIATION EXECUTIVE COUNCIL

Nominations or expressions of interest are now being accepted for the World History Association Executive Council. There are three Council positions to fill for the term expiring in 2004. The names of candidates, who must be WHA members, should be submitted by June 1, 2000. The Nominating Committee will require a brief biography and statement of goals of the candidate by June 10, 2000. Self nominations are welcome.

Contact:

Joan Arno, 6814 Grebe Place,  
Philadelphia, PA 19142

W H A

## ENDOWMENT AND ANNUAL FUND CONTRIBUTORS

During the course of the year the members of the World History Association make contributions to the WHA through their memberships, through donations of their time, and in many other ways. The WHA depends on such efforts to maintain its presence and to spread the word to other potential members. We would also like to take special notice in the *Bulletin* of the members who have donated to the Endowment and Annual Funds. These funds help us to move toward achieving the short- and long-term goals that enrich the WHA. We would like to acknowledge and thank the contributors for their continued support.

Carol Adamson  
Alfred J. Andrea  
Brook B. Ballard  
Lawrence R. Beaber  
Roger B. Beck  
Jerry H. Bentley  
John A. Betterly  
Gregory Blue  
Charles R. Bowlus  
George E. Brooks

Ha Soon Cha  
David A. Chappell  
Joan L. Coffey  
David Curley  
Roger M. Dahl  
Despina O. Danos  
Edward J. Davies II  
Hadassah F. Davis  
Thomas W. Davis  
J. Paul DeVierville  
Charles A. Desnoyers  
Marie Donaghay  
Stephen F. Englehart  
David M. Fahey  
Dewey Fasnacht, Jr.  
Carter Findley  
Lorenz J. Firsching  
Ian Fletcher  
J. Robert Foglia  
Lydia Garner  
Pedro Pinchas Geiger  
Helen Grady  
Jane Hathaway  
Bennett D. Hill  
Marilynn Jo Hitchens  
Marian Johnson  
Deborah Smith Johnston  
Douglas E. Johnston  
Margaret W. Kerr  
Alan LeBaron

Robert E. Luster  
Patrick Manning  
David G. McComb  
John A. Mears  
Patricia O. O'Neill  
Diane Pearson  
Patrick Peebles  
G. Robina Quale  
Valentin H. Rabe  
Kevin Reilly  
Jonathan Reynolds  
Ruth Rivenburgh  
Heidi Roupp  
David Sandgren  
David Saunders  
Pamela G. Sayre  
Arnold Schrier  
David H. Slavin  
Ausma Smits  
Beatrice Spade  
John Stiegeler  
Jacky Swansinger  
Carlton Hayes Tucker  
Nancy van Ravenswaay  
Mark Welter  
Markus Wiener  
Richard H. Wilde  
John A. Williams  
Judith P. Zinsser  
Alex Zukas

W H A

## NEWS FROM AFFILIATES

### WHA EUROPE

The European affiliate will hold its organizational meeting in Oslo, Norway, on August 11, 2000, in conjunction with the "Oslo 2000" International Congress of Historical Sciences. WHA President Carter Findley, former President Judith Zinsser, Carol Adamson, Roger and Ann Beck, Jerry Bentley, David Christian, and Ralph Crozier will be among those attending the Congress. For more information, contact Carol Adamson at: cadamson@intsch.se.

### SOUTHEAST WORLD HISTORY ASSOCIATION

The Southeast World History Association (SEWHA) held its 11th Annual Meeting on October 14-17, 1999, in Richmond, Virginia. At its annual business meeting, the results of the election for the 2000-2002 officers were announced: President Raymond Hylton (Virginia Union University), Vice President Michael Richards (Sweet Briar College), and Treasurer Dorothea A.L. Martin (Appalachian State University). Secretary Michael Tarver (McNeese State University) was elected for a five-year term (2000-2005). The affiliate membership also approved the creation of a Secretariat, with McNeese State University successfully bidding for the first term with institutional support through 2005.

SEWHA will hold its 12th Annual Meeting at the Baton Rouge Hilton Hotel (Louisiana). The dates of the conference are November 16-18, 2000. Although the meeting will follow the traditional pattern of panels being held on Friday and Saturday, the Baton Rouge meeting will also include a Thursday evening function for those members who wish to arrive early. The room rates for conference participants will be \$79 for a single room, and \$89 for a double room (plus applicable taxes). The Hilton will accept reservations at the conference rate until October 17, 2000. Rooms are limited, so reservations should be made as early as possible. The Group Code for reservations is "Southeast World History Association." Reservations can be made by calling 1-800-HILTONS. The Baton Rouge Hilton is conveniently located at I-10 and College Drive near the I-10 and I-12 split. Easily accessible by car, the hotel is only a 15-minute complimentary ride from the Baton Rouge Metropolitan Airport. Shopping, dining, and nightlife are all within a short walk. Smoking and non-smoking rooms available. Café Acadian, featuring Creole cuisine and regional fare, is available for breakfast, lunch, and dinner daily. Tours to local sights will also be arranged, for those interested in such activities.

**CALL FOR PAPERS:** The themes of SEWHA's 12th Annual Meeting are "The Americas in the Context of World History" and "The Teaching of World History." Papers focusing on the conference themes or any topic in world history are invited. Persons wishing to propose individual papers or complete panels should submit a one-page abstract to: Michael Tarver, Program Chair, Department of History, McNeese State University, P.O. Box 92860, Lake Charles, LA 70609; or by e-mail: sewha@mail.mcneese.edu.

The keynote speaker for the conference will be announced during the summer months. Proposals should be submitted by August 15, 2000.

### MIDDLE ATLANTIC WORLD HISTORY ASSOCIATION

The Fifth Annual MAWHA Conference, "World History/Comparative History," will be held October 13-14, 2000, at Brookdale Community College, New Jersey (a 30-minute drive south of New York City). We welcome proposals from colleges, universities and secondary schools. For more information, please contact Jon Iannitti of SUNY Morrisville College, Morrisville, NY 13408. Phone (315-684-6208). E-mail: <iannitje@morrisville.edu>.

### AFFILIATE CONFERENCE NEWS

**NEW ENGLAND:** Conference planned for September. Contact David Burzillo at: d.burzillo@rovers.org.

**OHIO:** For upcoming conference news contact Tim Connell at: connell@en.com.

**ROCKY MOUNTAIN:** Conference being planned for sometime in 2000.

**SOUTHEAST:** The 12th annual meeting will be held November 16-18, in Baton Rouge, Louisiana. Contact the SEWHA Secretariat at: sewha@mail.mcneese.edu.

WHA

### LETTER TO THE EDITORS

Sirs:

As a member of the WHA and a subscriber to the *World History Bulletin*, I was very interested in the suggestions given by Judith Zinsser of Miami University in regard to "Encyclopedias of Women's World History" (Fall 1999). Not only do I hope to teach a course in women's history someday, but I was a participant in a seminar conducted by Judith Zinsser at Harvard several years ago on the teaching of international baccalaureate history. Therefore I was interested in her article on several counts. I plan to purchase several of the dictionaries and guides suggested by Professor Zinsser, but I would also like to suggest another source of information to my fellow readers. In 1992, *The Handbook of American Women's History* was published by Garland (editor Angela Howard Zophy, with Frances M. Kavenik). A second and more comprehensive edition is about to be published by Sage Publications. Although this book covers only American women, events, and institutions, I believe it is an excellent resource and well worth owning for anyone interested in women's history.

Thank you for the quality of your publication and the work you do to promote the teaching of world history.

**Tamerin Hayward**  
J.I. Case High School  
Racine, Wisconsin

WHA

### WORLD HISTORY AT HULL-HOUSE

Save these dates: September 22-23, 2000, "Jane Addams Hull-House as a Resource for Teaching World History," University of Illinois at Chicago, sponsored by UIC's Hull-House Initiative. Keynotes, panels, and presentations of curriculum units at this conference will focus on the themes of migration and of women's international networking around peace and suffrage. For more information, contact Margaret (Peg) Strobel, Interim Director of the Hull-House Initiative, by e-mail: pegs@uic.edu; or by phone: 312-413-5355.

WHA

# THE DILEMMA OF TEACHING WORLD HISTORY AT THE UNITED STATES AIR FORCE ACADEMY\*

Major Deborah A. Shackleton

I have been involved with the world history program at the United States Air Force Academy since 1989. The Department of History as it is now organized is composed of approximately 25-30 military faculty with only about 15 percent of those assigned with a Ph.D. in history. In recent years, we have added four permanent civilian faculty who are under negotiated contracts. Most of the military and civilian teachers have no training in teaching world history or its many complex pedagogical problems before coming to the Academy (our two newest civilian hires actually have several years each teaching world history). New instructors have fairly heavy teaching responsibilities (often close to 80 students each), and must grapple with the content and organization of a one-semester course that is generally designed by a course director with little training, but a strong desire to "make a mark" on the organization. Making a "mark" in a military sense usually means exhibiting leadership and creativity, and we have never missed the mark in this regard. However, one thing has often been lacking, and that is a well-developed sense of what students should have learned at the end of a semester of whirling about the globe at mach speed much like an SR-71 on a global spy mission. This lack of vision is due to several factors, including textbook selection, faculty resistance to teaching world history versus Western civilization, and the educational background of our faculty. Much like the SR-71, it was considered easier and more manageable to take snapshots of key historical events from a cockpit that was miles above the target, thus presenting a macro-view of world history that had only one pass over the globe in 42 lessons in 16 weeks!

Despite the effort by some to include Western civ. in university curricula,<sup>1</sup> the reasons for the Academy teaching world history versus Western civ. can be synthesized into one main idea — Air Force officers need an understanding of the global world in which they will serve, work, and possibly risk their lives to defend American interests. The Department of History's mission statement, "to teach history for the profession of arms," implies that an understanding of historical processes is an important part of military education. As Leften Stavrianos wrote in *Lifelines From Our Past*:

[history] is a highly selective analysis of those aspects of the past that illuminate our present. It is, in short, an inquiry into our usable past. Of course our usable past should involve society's collective experiences and reflections as they coalesce into a shared consensus providing guidance for the future. If we purposefully look for meaningful patterns, and are competent in our search, the history becomes a useful discipline.<sup>2</sup>

In the past ten years, the course directors have failed to make world history relevant to future Air Force officers because they have not found those meaningful patterns that Stavrianos asks us to search out in a competent and diligent way. Part of the problem can be identified with the scholarship in the field of world history. Each course director was empowered to select a new textbook every two to three years by the recognized scholars in the field of world history. The books used include *The Human Venture* by Anthony Esler, Robert Strayer's *The Making of the Modern World*, William McNeill's *A History of*

*the Human Community*, and L.S. Stavrianos' *A Global History*, along with a primary source reader by Philip Riley, et al., *The Global Experience* or Dennis Sherman, et al., *World Civilizations*. All of these books are good surveys of world history with a thesis that is identifiable with careful reading by the teacher and student. However, the thesis in each of these books is presented early in the volume and then often buried in traditional, chronological summaries of historical events from ancient times to the present.

The organization of the Strayer text was markedly different from that of the other two books mentioned above, in that it was one of the first to try to incorporate a "culture-area" framework. However, *The Making of the Modern World* had two major drawbacks: 1) the regions were never integrated but rather each received equal, separate treatment (about three chapters per region); and 2) there was still a strong emphasis on European global dominance after 1500. McNeill and Stavrianos both focused on modernization as a theme and periodic interactions between core civilizations especially after 1500.<sup>3</sup> Both authors were popular between the mid-1950s and the mid-1980s, but world history was developing from the bottom up — teachers were asking for something different. As Peter Stearns among others observed, world history lacked "an adequate conceptual base."<sup>4</sup> When looking back, the students were presented with all the right kinds of facts to learn (geography, dates, events, and biography), but when the course was completed, if asked what they really did learn and remember, the students looked confused. The question was always the same, "Was I supposed to remember something about the whole course?" Students might be able to remember and regurgitate when Mohammed lived and died, but not why Islam has been important to world events since 632 C.E. We had failed to make the connections, to find the meaningful patterns, to make the past usable. Given the global realities that affect U.S. interests, it is even more paramount today than ten years ago to grapple with these deficiencies. Our program has a direct responsibility because of "the importance of international competence and expertise to the conduct of foreign policy, to the national security, to the vitality of the U.S. economy in a global marketplace, and to U.S. world leadership on diverse issues of global concern."<sup>5</sup> Military officers, as well as other U.S. citizens, must make informed decisions in these areas, and assess the political, economic, or social implications of decisions and actions.

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***Military officers, as well as other citizens, must make informed decisions in these areas...***

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As the newest Director of World History at the Academy (1996-present), I began to grapple with this issue in a serious way last summer as I organized the Department of History's first four-day teaching institute for faculty development at the El Pomar Center in Colorado Springs. For the newest world history instructors, it was their first exposure to the debate within the discipline over teaching world history and Western civilization, the historiography of world history, and the organizing themes in world history. Much of our institute was modeled after previous efforts by the Rocky Mountain Regional World History Association under the direction of Heidi Roupp and Marilyn Jo Hitchens and their teaching institute held in Aspen, Colorado, July 14-21, 1996. In the fall semester 1997, the world history faculty, composed of eight military and three civilians, began an

\*This paper was originally presented at the June 1998 WHA conference.

extensive search for resources, and then instituted a formalized textbook review of the newest scholarship in world history. As John Iannitti from SUNY Morrisville College points out, "there has been a lot of effort by enthusiastic teachers and scholars of world history in the U.S. and Canada to come to grips with conceptual problems in order to gain general acceptance in the field of academic history at all levels, and to receive recognition in a variety of national and international educational communities."<sup>6</sup> World historians have been working hard to define and assess the emergence of global forces and trace their interaction with individual societies. In 1994, the *National Standards for World History*<sup>7</sup> were released and remain a focal point for teacher training across the nation. In addition, the *How to Prepare for SAT II: World History* by Marilynn Jo Hitchens and Heidi Roupp is available for use by teachers to determine entry-level knowledge of world history (our students taking modern world history are all first-year college students), and provide a focus for remediation in the world history classroom.<sup>8</sup> And it seemed almost providential that we made the decision to search for a new text at a time when several new world history books were released on the market in 1997-98.

Without going into the complexities of the textbook review process, let me say that four books emerged as being significantly different from the standard fare of previous years. They are, in bibliographic order:

Bulliet, Richard, Pamela Crossley, Daniel Headrick, Steven Hirsch, Lyman Johnson, and David Northrup. *The Earth and Its Peoples: A Global History*. New York: Houghton Mifflin, 1997.

Duiker, William, Jackson Spielvogel. *World History*. CA: Wadsworth Publishing Company, 1998.

Fields, Lanny, Russell Barber, and Cheryl Riggs. *The Global Past*. Boston: Bedford Books, 1998.

Goucher, Candice, Charles LeGuin, and Linda Walton. *In the Balance: Themes in Global History*. New York: McGraw-Hill, 1998.

These books provide some of the most intellectually nourishing material in world history and reflect the growing body of knowledge largely coming out of the undergraduate classroom experiences and national/international conferences held on developing comparative, thematic

approaches. The enormous advantage to the thematic approach is that the authors do not end up making grand, sweeping, "essentialist" generalizations. Each chapter fills in the historical context of the phenomena to be compared, and then suggests meaningful comparisons (similarities and differences) between the two. Of course, this approach is objected to as an oversimplification, and selective, difficult choices are made to draw the comparisons. However, these new historians should be applauded for their courage to be different, for their scholarship, and for their unique insights. As Stavrianos suggests, "the basic task we face today is not to accumulate still more factual data, but to make sense of the vast store of information we already possess. For this reason, the guiding watchword has been 'Dare to Omit.'"<sup>9</sup> A new view of history is imperative — a review from a new angle of vision reflecting the new facts and new needs of the late 20th century.<sup>10</sup>

To meet the future needs of our undergraduate student population, the text by Bulliet et al., *The Earth and Its Peoples*, was selected for its organization, writing clarity, and simplified pedagogical framework.

The mind's deepest desire, even in its most elaborate operations, parallels man's unconscious feeling in the face of his universe: it is an insistence upon familiarity, an appetite for clarity. Understanding the world for a man is reducing it to the human, stamping it with his seal.

—Albert Camus (1940)<sup>11</sup>

Although all the books mentioned above are excellent, *The Earth and Its People* focuses on the role of two factors in the development of mankind: environment and technology. The compelling analysis

#### ***Future military officers will face growing strategic threats that are driven by global environmental and technological challenges.***

fits well with the undergraduate student's world view and is easily built upon in our second core history course, Military History. Certainly few historians would argue that 50,000 years of human history have not diminished the role of environment and technology, and understanding these two factors will help us face up to the historical choices that confront us today. Students also implicitly know this from a very young age as they

are exposed to both concepts from preschool on in this country. Future military officers will face growing strategic threats that are driven by global environmental and technological challenges.

In the fall semester of 1998 a new curriculum will be introduced that will focus heavily on these two themes so when students move on in their educational experience and are asked, "What was your modern world history course all about?" the answer will be "human effort throughout history to manipulate the environment and technology." We hope our new focus will provide some of the challenge of Daniel Quinn's award-winning novel *Ishmael*, which effectively argues that humans view themselves as the center of the universe and about 10,000 years ago became the conquering figures who have strived to be lords of the planet<sup>12</sup> — a world view that students should question and challenge in an age where conquering the planet may mean our own destruction as a species.

Despite the fact that few would argue that future military officers need to attain the intellectual maturity to grasp major issues, debate their causes, and develop the historical perspectives needed for interpreting unfolding events in the modern world, there is resistance to teaching world history at the Air Force Academy. Perhaps because many of the faculty are unaware of the larger movements in pushing standards in history espoused in the national goals established by the nation's governors,<sup>13</sup> endorsed in the national agenda, *America 2000*,<sup>14</sup> and enthusiastically supported by 81 percent of the American public.<sup>15</sup> This is not surprising when one realizes that almost none of the teachers brought to the Academy have an education degree, but rather earned their M.A. degrees in history at the Air Force Academy or other major universities across the country. Most of them are unaware of the problems confronting teachers in districts where world history is offered between grades seven and twelve because their children are still young and attending primary school. Students who now come to the Air Force Academy are generally expected to have had no fewer than two full years of world history with at least one of those years offered at the senior high school level.<sup>16</sup> The new generation of military officers teaching history at the Academy were brought up under school systems that taught Western civ. or a combination of "social studies (geography, history, culture, government, and

whatever fit)," popular in many districts within the past ten to twenty years in different regions of the country.

***Part of the problem of motivating the faculty to teach world history is due to the way we are organized as a department.***

Part of the problem of motivating the faculty to teach world history is due to the way we are organized as a department. Even before the person is hired, there is a sense that they are slotted to teach either world history, American history, or military history. The Department of History is organized by "Directorates" that are labeled "Director of World History and Foreign Area Studies," "Director of American History," and "Director of Military History." Dividing the department into three separate camps tends to foster parochialism and competition. Teaching military history has always been perceived as having more prestige while area specialists have perceived teaching world history as a burden. These perceptions have deep roots and are fostered by tradition in the department. In fact, the first course that introduces cadets to the discipline of history is the Modern World History course, and thus it is the most important. It is in this course that students are first introduced to the basic elements of the historical discipline: historiography and methodology. The faculty also has the honored privilege of being the first to excite and motivate students to consider the history major. Additionally, because the survey course is taken by new fourth class students without bias or cynicism, the instructors are able to shape the students' perceptions and ideas about the educational process at the Academy. Taken together, the Modern World History course is extremely important to the institution, the department, the faculty, and the students. Like social and political trends elsewhere, the culture of a department and its curriculum needs to be approached and analyzed in terms of the larger context which conditions them and within which they unfold. World history resonates on the subliminal level with many actively engaged with the new global environment, in which we all live and work. Why does it remain a matter of contention and resistance? Is it because we don't have the capability to understand the concept of world history as Michael Geyer and Charles Bright have pointed out?

Our fundamental basic strategy of historical narration has to be rethought in order to make sense of practices and processes of global integration and local differentiation that have come into play. Lacking an imagination capable of articulating an integrated world of multiple modernities, globality is enveloped in an eerie silence, which, however, cannot mask its powerful effects; and contestations over the terms of globalization, lacking a language that can accommodate, even facilitate, difference, turn into implacably hostile rejections of otherness.<sup>17</sup>

Or is it because we have failed to articulate its importance and relevance effectively in our faculty training programs and with students in the classroom? The whole problem seems to be hung up on a circular rack of thorns that begins with a misconception: world history must replace our knowledge of Western civ. and our own national histories. Nothing could be further from the truth. Knowing your own heritage is the jumping-off spot from which world history should take place. I advocate a strong emphasis on American history and Western civ. in university history education. Perhaps, world history should be the third course in a series that would begin at the cultural center (American history), then move to the broader cultural center (Western civ.), and then finally to the entire globe (world history). Unfortunately, in the days of budget cuts and fewer course offerings, students are most likely to miss out on one or more of these in their educational program.

If world history as a subject is to be taken seriously, few would argue that there has to be some general agreement on a theoretical framework for world history. In addition, as William McNeill cautioned several years ago, "unless historians at the university and college level made an institutional commitment to share educational resources and offer graduate training, world history would continue to be frustrated."<sup>18</sup> Much of the current scholarship appears to be of a regional character involving a focus on area studies. According to Geoffrey Barraclough, "area studies and comparative history offered a 'truly ecumenical interpretation of world history' and was 'one of the most promising trends of the future.'"<sup>19</sup> In fact, the Department of History at the Air Force

Academy relies heavily on the expertise of its European, African, Asian, Middle East, and Latin American foreign area specialists in teaching world history. These faculty members bring an in-depth knowledge of their regions to include foreign language training, cultural studies, practical experience in country, and historical research in their field. As you might imagine, these differing regional approaches provide balance, interest, and a non-European view to the teaching of world history.<sup>20</sup> It should be stressed that diversity and multiculturalism are welcome additions to the Academy's curriculum despite the fact that there is some bias on the part of the instructors in shaping the world history course by providing too many historical examples from their region of study. What is often missing is a vision of how to tackle the greatest challenge mentioned above, and that is to build a theoretical framework for an integrative world history. While many historians have called for teaching "Habits of the Mind"<sup>21</sup> unique to world history to our students, greater work needs to be done with the teacher. In the 1980s, Craig Lockard and Jerry Bentley called for graduate education and research in world history.<sup>22</sup> A few groundbreaking university programs have emerged, but most of the work is being done outside of the university system through the World History Association and its affiliates through teaching workshops and conferences. At the Air Force Academy, we have a commitment to faculty development in world history and use every vehicle available, including the workshops and conferences when our budget will allow. However, if more teaching faculty could be encouraged to take world history courses in their college studies, then all of the remediation would not have to be accomplished at the departmental level.

The foreign area expert is an invaluable and necessary part of the teaching faculty at the Air Force Academy. The Department of History has been supportive of a new Foreign Area Studies interdisciplinary major that has emerged in the last two years as part of the Academy's curriculum. However, the continuing emphasis and focus on interdisciplinary studies has resulted in a drop in student interest in history. As Director of the World History and Foreign Area Studies (FAS) program at the Academy, I continue to struggle with the parochialism of some faculty members to their unique regional expertise which definitely supports the FAS program, but

at the same time undermines the world history survey course and the history major.

In an effort to accommodate the two disciplines, I have tried to encourage the faculty to become more informed about their disciplines and how they relate to the teaching of world history. As the teachers prepare their lesson plans for the survey course, I ask them to search for the major themes in world history, to examine the lessons for the patterns of continuity and change, and perhaps most difficult of all to draw parallels with our own historical experiences. For the foreign area expert, it means avoiding the regional approach and stretching the imagination to think of globality without stemming from any one society, religion, or civilization, but rather that global development in the 20th century has broken through all historiographic conventions. "Historians must attempt to find a representation of the world as the field of human contestation in which the histories of the world are mixed together, but societies and peoples are not thereby transformed into one, or even made more alike."<sup>23</sup>

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## THE RISE AND FALL OF ANDEAN EMPIRES El Niño History Lessons

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Archaeologists have long studied the Andean civilizations through the remains of their cities, temples, burials, and artifacts. Much was learned, but pressing questions remained as to just why flourishing empires came to an end. Because Andean cultures had no written language and left no clay tablets, the questions tended to remain unanswered.

Things are changing now. Physical scientists have discovered ancient climate records etched in ice and laid out in alluvial deposits. Glaciologists have cored deep into the great ice caps and glaciers of the Andes to retrieve

annualized climatological data going back 1,500 years. Meanwhile, geologists have analyzed and dated layers in river alluvial deposits left from ancient floods. Oceanographers measure variations in ocean water temperatures as they rise and fall with the occurrence of El Niño events. Sediment cores in Lake Titicaca have provided clues on ancient lake water levels. When engineers and hydrologists piece these data together, the information begins to tell more about the history of the early Native Americans.

Through interdisciplinary analyses of new data by archaeologists, historians, anthropologists, physical scientists, and engineers, the answers to long-troubling questions begin to fall into place. For instance, the destruction of the Moche capital is tied to a climatological aberration when a great flood roared out of the mouth of the Moche River. The extensive mound agricultural development of the Tiwanaku Empire near Lake Titicaca included a 20-year drought period during which earth-moving caused a huge amount of dust particles to be deposited in the ice cap layers following the great drought of A.D. 563 to 594. As a result, it has been possible not only to verify dates, but to identify causes of natural disasters which impacted ancient people.

Of special interest to Andean paleohydrologists is the 1,500-year detailed record from the Quelccaya ice cap that provides annualized data on precipitation, dust, and temperature. Such records are etched in the ice cap.

## EL NIÑO

Storms buffeted the Andes long before man arrived in the Americas. Floods inundated coastal plains and prolonged droughts parched the land. The meteorological phenomena that we read about in newspapers, watch on the Weather Channel, or put up with today—floods, drought, storms, winds, etc.—occurred in the past. Natural weather cycles such as El Niño, and all the climate extremes, inevitably repeat themselves over time.

What is El Niño? It is a warming of the Pacific coastal surface water off South America. Typically, the onset of El Niño occurs during the Christmas season, hence the name "El Niño," the Spanish word for "Christ child." Warming of surface waters is significant, ranging between 2 to 8°C (4 to 14°F) and may last a full year. The Pacific Ocean thermocline (layer of water between the warm surface and a layer of colder water underneath) deepens,

causing a reversal of coastal current flow from north to south. The nutrient supply to the photic zone decreases. Then, too, El Niño disrupts the winds that sweep northern Peru and bring about the upwelling of deep, nutrient-rich waters. When this happens, the usually vast shoals of fish off Peru disappear.

In Peru, El Niño can be a time when great rivers roar down from the Andes, gushing onto the coastal plains. At the same time, drought may scorch an immense area in the Southern Andes. The La Niña phenomenon is another climate anomaly that tends to cause climate abnormalities opposite to those of El Niño; as a result, it is known as the little sister.

El Niño is also associated with an atmospheric counterpart first recognized by G.T. Walker over 70 years ago. This atmospheric condition is known in scientific circles as the Southern Oscillation (SO), hence the term El Niño/Southern Oscillation (ENSO). Simply stated, ENSO represents the single major cause of international climate variation on a worldwide scale. El Niño is a natural phenomenon that must be accounted for in modern planning.

## THE ANCIENT CLIMATE RECORD

Andean empires could not raise armies and establish huge work forces without a successful corporate agricultural system capable of producing surplus food. The success of great Andean empires depended on surplus food production. High agricultural yield meant power — food to feed armies and to control far-flung peoples often a thousand miles distant from the throne. Most of all, surplus food freed up enormous energy — human labor to build monumental stone structures, defend the empire, create works of art. On the other hand, mighty empires could be brought to their knees or even toppled by changes in climate. Prolonged droughts or repeated floods crippled food supply. Whole cultures went hungry and lost faith in their rulers.

The Quelccaya ice cap is located in the Cordillera Oriental mountain range of southern Peru approximately 200 kilometers northwest of Lake Titicaca. During the 1980s, scientists drilled and analyzed ice cores from the ice cap. Their work has given us a record of the climate dating from A.D. 500 to 1984.

Like layers in a cake, each slab of the ice record reveals yearly accumulations of ice along with dust particles and oxygen isotopes. A layer's thickness represents annual precipitation. The oxygen isotope is a guide to temperature. Dust from

parched agricultural fields is blown by the wind, some of it settling on the glacier. These dust particle concentrations are used to estimate severity of drought conditions and to identify periods of massive earth-moving. The variations in ice cap layers corresponding to the years 1935-85 correlate well with known 20th-century periods of El Niño.

### ***Ice cap data can confirm archaeological fieldwork.***

Ice cap data can confirm archaeological fieldwork. At a variety of archaeological sites, physical evidence of great flooding, drought, and destruction has been found, dated, and correlated with ice core data and sediment cores from Lake Titicaca. Over time, the particulars of El Niño's impact on ancient civilizations are being unraveled.

For example, cores from the Quelccaya ice cap provide "ground truth" or confirmation of suspected floods and droughts, with one dry period viewed as the "granddaddy" drought, which occurred during the 6th century. The climate tended to be more moderate during the 7th and early 8th centuries with well-above average accumulations from about A.D. 740 to 950. This was followed by some 350 years of progressively drier weather with each passing century.

## TIWANAKU EMPIRE

Around A.D. 400, the Tiwanaku Empire near Lake Titicaca had learned to live with the thin air and temperature extremes at 12,000 feet. From its capital near the south shore of the lake, Tiwanaku expanded rapidly. In just two centuries it had become an economic and political power spreading across what is now southern Peru, northern Chile, and Bolivia. Like other empires, Tiwanaku expansion depended on abundant food production; for over seven centuries, it was a powerful empire.

The German adventurer Arthur Posnansky explored Tiwanaku in 1904 and, in his 1945 monumental two-volume book on the Tiwanaku, attributed its decline to "malign climate conditions." Indeed, the historical record confirms that the Andean climate can be malign.

A 32-year-long drought from A.D. 563 to 594 caused widespread devastation across the empire. There is evidence, however, that a lesson was learned. The rulers took the catastrophe as a warning. They revolutionized their agriculture, instituting a totally new system, which some believe allowed the empire to prosper for 400 more years. In any event,

Tiwanaku agricultural surpluses after the drought can be attributed to the raised field system. Water surrounded raised agricultural mounds. Warmed during the day, the water kept the crops from freezing during the cold Andean nights and even extended the growing season. Raised field agriculture grew to encompass an immense area, at least 19,000 hectares (47,120 acres). Studies show that land cultivated in this manner could yield 20 metric tons of potatoes per hectare. Construction of the raised field system required major earth-moving operations. Interestingly, high dust concentrations show up in the Quelccaya ice core around A.D. 600 when the system was being built.

From about A.D. 950 on, a long-term decline in precipitation set in. After 1000, crops withered in the field; hunger gripped the empire. Drought seared the south-central Andes, lasting for 300 years. The abundant harvests of the past were now only memories. Unable to feed the hungry, the royal dynasty of Tiwanaku tottered and fell. Its ruins, south of Lake Titicaca, are annually visited by tourists from around the world. They marvel at the wonderful archaeological remains of this once-powerful and proud empire.

## WARI EMPIRE

While the Tiwanaku Empire enjoyed prosperity, the Wari Empire spread in the southern Andes 25 kilometers north of present-day Ayacucho. The Wari flourished because of agricultural practices they adopted from the Huarpa and earlier civilizations that inhabited the Ayacucho area. The Huarpa are thought to have invented terrace farming. Terraces allowed them to farm the steep mountainsides, using primary and secondary canals for irrigation. Building terraces demanded intensive labor, but, once built, terraces provided steady food production.

The Wari combined their knowledge of maize varieties with Huarpa technology to produce high grain yields. The Wari surrounded their capital with irrigated terraces, and, over time, introduced terraces throughout their empire. Later, the Inca adopted Wari technology to become the greatest empire ever in the Andes.

Irrigated terraces allowed the Wari to survive the 30-year drought that, in the 6th century, struck the Tiwanaku people. Terraced hillsides, moreover, remained unaffected by floods. The infrequent great floods that leveled floodplain crops caused little damage to Wari agriculture. For some 400 years, the Wari Empire successfully

countered the vagaries of nature.

But Wari ingenuity could not cope with the steady decline in rainfall that started about A.D. 950. The Wari Empire entered a period of decline much like the Tiwanaku culture.

According to Wari scholar Gordan McEwan, the Wari, over time, slowly ceased to function as a society. Archaeological evidence reveals doorways carefully blocked up like houses boarded up against a storm, and administrative centers such as Pikillacta were purposefully closed down. All of these measures were done with care, as if the Wari planned to return. The collapse most likely took place in a gradual and orderly way, but in the end, centuries of drought proved too much for the Wari.

The evidence of empire decline is laid out like an open book at Pikillacta. The network of canals, great aqueducts, terraces, and a huge city tell of a once-prosperous and proud provincial administrative center. It is difficult to understand why it was abandoned without first understanding the climate record.

## MOCHE KINGDOM

Moche scholar Michael E. Moseley has written that the Moche Empire represents a remarkable achievement in statecraft. For the first time, the coastal populations were forged together as one nation. Under the Moche, the arts flourished. Peace and prosperity reigned. Alas, it did not endure. Around A.D. 600, the Moche River, repeatedly swollen by heavy rains, swept down from the mountains, thundering toward the metropolis built of adobe. The seething water gouged away whole sections of urban landscape, gutted agricultural fields, and stripped away layers of ground to depths of six feet. And when, at last, after the vast work of reconstruction was finally completed, the skies were clear. Then for weeks and months on end, no rain fell. Drought settled over the land and the winds picked up. The soil washed out to the sea by the great floods returned to the beaches as sand and was then blown inland. Strong winds carried much sand, burying the Moche capital and surrounding fields under massive dunes.

Since 1988, Thor Heyerdahl has been studying the pyramids of Túcume in the Lambayeque Valley of northern Peru, about 30 kilometers inland from the Pacific Coast. It was here the Moche flourished in the nearby Moche Valley, its capital flanked by two large pyramids — Huaca del Sol and Huaca de la Luna — that dominated the sandy plains. Heyerdahl has found archaeological

evidence of catastrophes between A.D. 500 and 600. He also uncovered signs of a prolonged and severe drought during the 6th century A.D., interrupted by periods of rain brought on by El Niño.

Ice core data confirm the archaeological fieldwork — El Niño struck the Moche capital in A.D. 511-12, 546, 576, and again in 600. Core samples also point to a great drought that began in A.D. 563 and continued until 594. During this period, rainfall dropped 30 percent below normal.

To their credit, the Moche survived years of drought, only to be undone by the floods that followed. After the floods circa A.D. 600, their fields stripped of topsoil and covered with dunes of sand, the Moche abandoned their capital and moved their city north to Pampa Grande in the Lambayeque Valley, alas another floodplain. Here, they carried on in their new city until 700 when the archaeological evidence shows fire leveled the capital. It is not known if the Moche, unable to cope with recurrent floods, abandoned Pampa Grande or if the empire fell apart from other causes.

Nearby, in northern Peru, the Sican culture rose up after the Moche collapse. Occupying an immense area in the present-day Lambayque province with more than a dozen pyramids, the Sican people built their capital, Batan Grande, in the Leche Valley. They, too, experienced the effects of El Niño when floods devastated Batan Grande around A.D. 1100. The catastrophe doomed Batan Grande forever.

## INCA EMPIRE

Some three centuries later, the Inca people rose to prominence. As it grew, the Inca State successfully absorbed far-flung peoples into an empire that at its height spanned over 2,600 miles from north to south. The Incas' rapid rise hinged on agricultural surpluses which they stored in countless stone food warehouses conspicuously dotting the hillsides in view of the lower-lying communities. The abundant food freed up a portion of the population of ten million for the military as well as for public works such as the construction of canals, roads, buildings, monuments, and temples. This they achieved through their mastery over land and water.

The Incas employed agricultural techniques formerly developed by their predecessors, while readily adopting new methods from the cultures they conquered. They quickly learned to build irrigation systems and additional flood-resistant terraces on steep mountainsides. They also perfected vertical agricultural zones,

planting crops at different elevations that thrive at particular altitudes, thereby maximizing harvests. The length of the Inca Empire straddled several El Niño zones. From this they learned flexibility in dealing with a variety of climatic conditions — i.e., heavy rains in the north while drought parched the southern highlands.

Over time, the Inca Empire endured wide environmental extremes as described by Huamin Poma in A.D. 1613. Poma described volcanic eruptions, the destruction of Arequipa, earthquakes, frosts, hailstorms, and a ten-year drought. Nevertheless, the Inca Empire held together and was able to employ a significant portion of its population for military purposes and public works. The Incas' eagerness to experiment with new technology and improve their knowledge of agriculture is illustrated by their agricultural research stations, such as the one at Tipon. The magnificent canal bringing water to Tipon covers many kilometers. At the time of abandonment, a fine reservoir was under construction that would have increased the water management capability at Tipon. There is evidence the Incas also understood micro-climatology. Tipon is in a narrow valley 23 kilometers downstream from Cusco. The Incas built magnificent terraces there. Stone terraces and walls, together with rock outcrops jutting from the sides of the valley, capture the sun's heat during the day and radiate warmth during the cold nights. Also, in this narrow valley at Tipon, warm air currents from the main valley below flow up and across the agricultural terraces, extending the growing season beyond that of valleys not so fortuitously situated.

If further proof of Incan agricultural prowess were needed, it can be found in the fact that the Inca Empire housed and fed an estimated ten million people, with energy and manpower left over to construct "crown jewels" such as Ollantaytambo and Machu Picchu, both elaborate feats of engineering. The Inca State fed numbers considerably greater than the Indian population that inhabits this region today — impoverished descendants eking out a subsistence living by farming their small plots of land.

The Inca Empire, weakened by smallpox and civil war, eventually succumbed to the treachery of conquistador Francisco Pizarro. During its brief 100-year history, however, it successfully overcame the challenges of drought and flood, efficiently making use of the land and achieving high levels of food production.

(Cont. pg 21)



## CALL FOR SCHOLARS OF WORLD HISTORY TEACHING

Bob Bain  
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The Teaching Committee of the World History Association is launching a new project with the next issue of the *Bulletin*. In our desire to fulfill two of the WHA's unique tenets — the melding of voices from the university and the schools, and a desire to improve teaching at all levels — we want to highlight the **teaching and learning** of world history. Therefore, we are calling for contributions to the *Bulletin's* Centered on Teaching (COT) section by SCHOLARS OF WORLD HISTORY TEACHING.

What is such a scholarship?

Let's start by what it is not: A scholarship of world history teaching is not world history content stripped of pedagogy. Hence, it goes beyond monographs. Nor is it pedagogical technique stripped of content. It goes beyond methods or lesson plans. The scholarship of world history teaching begins by recognizing that teaching world history is a unique enterprise. Teaching world history requires different tools from those employed by a world historian, though it incorporates elements of the historians' craft. And teaching world history requires special pedagogical tools, unique to instruction in world history. In other words, teaching world history is more than merely adding technique to content.

Rather, the scholarship of world history teaching situates world history within the context of the world history classroom. It always involves the interaction between two crucial features: (1) world historical content, processes, and thinking and (2) world

history students. In these essays, we are asking teachers to carefully consider the intersection between world historical content and world history students. Lee Shulman of the Carnegie Foundation for the Advancement of Teaching describes this form of scholarship as a "public account of teaching...in a manner susceptible to critical review by the teacher's professional peers and amenable to productive employment in future work by members of that same community." He reminds that "without such a scholarship, the profession of teaching cannot advance in ways that best serve our students' needs now and in the future."<sup>1</sup>

Our first call for essays focuses upon the difficulties, hardships or obstacles we meet in our world history classrooms, the ways we face those obstacles, and our assessment of the relative success of those solutions. In this first call for papers, we are asking people to address three questions:

1. What world historical issues, concepts, patterns, habits of minds, ideas, etc. are the most difficult for you in teaching? What makes them so difficult?
2. How have you overcome those difficulties?
3. How successful have these solutions been? Why?

We encourage teachers at all levels to give these questions some thought and submit an essay.

What problems do you face as a world history teacher? How are you working through that problem? How successful have you been? Of course, there are a number of areas you might consider discussing. For some, it might be the problem of locating an appropriate organizational schema. For others, it might be finding ways to structure courses to avoid the culture by culture cavalcade that so often defines world history at all levels. For others, the problems might be situated in particular content, i.e., how to approach Dar al Islam with young students. Or, you might consider ways you face the problems of presentism or ethnocentrism with your students. We could go on, but we hope you get the idea.

The format for the essays is actually quite simple:

1. Briefly explain the difficulty/problem you are working on in teaching world history. In this section, explain how the difficulty is connected to or, maybe, even unique to instruction in world history.
2. Describe how you have tried to "solve" the problem in your own classroom. Make certain to include information about the kind of classroom and the specifics of your solution.
3. What are the strengths of this approach? The weaknesses? What evidence supports or illuminates your analysis?
4. Finally, what piece of the difficulty remains for you to work on? What merits further study? Where would you welcome help?

Who should consider submitting an essay? Anyone serious about their world history teaching should consider writing. We are not asking for one type of work from members of the academy and another from K-12 teachers.

Rather, any thoughtful person working on a world history teaching problem —from kindergarten teachers through doctoral mentors — has something to offer the rest. World history teachers at all levels face problems of representation of content, of selection of sources, of handling multiple interpretations, of expanding and collapsing time and space, of pacing, or of shifting levels of analysis. As such, all of us will benefit by a thoughtful discussion of our peers' work as world history teachers.

Like all good scholarship, we anticipate that these essays will help transcend our current understanding by encouraging us to ask

new questions about what exists, what works, and what is possible in our classrooms. As Peter Stearns recently wrote, “[i]t’s time, then, for a new debate to open” in world history education, a debate moving outside “worthy” discussions of coverage, perspective, or approach. Rather, Stearns urged more research and discussion about “how to assure appropriate improvements in [students’] analytical capacity in the world history context.”<sup>2</sup> We agree, and hope that the revamped COT joins this emerging conversation among the scholars of world history teaching.

Essay submissions should be a maximum of 4,000 words, in Chicago style with separate endnotes, and accompanied by no more than four pages of supporting materials and commentary. Please send them on a disk in a Word-compatible format along with a hard copy of the manuscript.

Questions, comments, and suggestions regarding this project should be directed to the members of the WHA Teaching Committee: Helen Grady, chair, hgrady@springside.org; Jack Betterly, jbetterl@nycap.rr.com; David Burzillo, d.burzillo@rivers.org; Tom Davis, DAVISTW@mail.vmi.edu; Kate Lang, langkh@uwec.edu; David Peck, peckdd@ricks.edu; Heidi Roupp, Roupp@csn.net; and Bob Bain, bbain@umich.edu. The e-mail address for the entire WHA Teaching Committee is whateach@mm.isu.edu.

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WHA

### BALANCING DIVERSITY AND DEPTH: USING THE PORTFOLIO IN WORLD HISTORY

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Bryn Mawr is an independent girls school located in Baltimore, Maryland, with an upper school enrollment of about 350 students (about 25 percent from minority groups). The school is organized on a modified block schedule with most classes meeting every other day for 70 minutes. Our world history program begins with a two-year sequence. Ancient and medieval world history are surveyed in grade 9 and modern world history is surveyed in grade 10. After a year of U.S. history in 11th grade, students choose from a variety of senior electives offered in coordination with two other schools nearby. This article describes the 10th grade modern world history survey and the portfolio project that we developed for that course.

The portfolio project consists of a series of eight projects, one for each major unit covered. In each unit, students are offered a large selection of choices that highlight a variety of topics and methods of historical analysis. They must write portfolios for seven of the eight units, choosing one to skip. With each assignment, the student must complete a short self-evaluation. Over the course of the year, students must choose at least five different types of projects from among 12 types that we have identified. (See Appendix 1.) They use a check sheet to help them keep track of their choices. (See Appendix 2.) At the end of the year (after a five-week interlude for a term paper project) students review their portfolios and self-evaluations and, as their final exam for the course, write a short essay assessing their work and their growth over the year.

#### Advantages

Over the three years that we’ve used the world history portfolio, it has offered a number of advantages to us and to our students. These include:

**Diversity.** The portfolio is diverse both in content and in learning methods. The 12 different project types mean that students learn and practice a variety of ways of doing history, developing higher level thinking as highlighted in Bloom’s taxonomy. The various types of projects cater to multiple learning styles, allowing students to work where their strengths are while still developing a range of skills. Skills needed to complete the projects are taught during class, and we use a standard rubric to assess work on the different types of assignments.

**Depth.** The enormous range of time and place — of content in general — in a world history survey means that despite our use of consistent themes to organize course material, students often feel that they never really get to learn the whole story on any one topic, but rush constantly from one country, century, or theme to the next. The portfolio option allows students to research several different topics of individual interest in much greater depth than can be achieved in the classroom, while relating them to the overall context of that unit. The portfolio builds on the kinds of projects they have done in a more supervised way in the 9th grade, but at a higher level.

**Individual Growth.** Along with choice, the portfolio project also gives students the responsibility of managing that choice to build a complete portfolio. This makes the portfolio more student-centered than standard tests and essays, and creates greater student investment in the project. Students also watch the portfolio grow physically, since all completed assignments are kept in colored plastic folders (with decorated name tags) in a special box in the classroom

**Term Paper Preparation.** Getting hands-on practice in a variety of methods of historical analysis has proven to be excellent preparation for our spring term paper project. To begin with, we require students to include formal documentation with each portfolio project. Beyond that, the annotated bibliography assignment has been a particularly useful exercise in allowing students to get a jump start on the research process, especially now that so many sources are readily available online. Our school librarian sometimes pre-selects reliable websites for us and creates easy pathways that allow students to access the sites from our school intranet. At other times, students find and evaluate their own websites. Assignment types such as art, film, cartoon, and statistical analysis encourage students to consider using a wider variety of sources and methods of analysis for their term papers. Some particular forms of historical analysis such as biographical essays and current events analysis also have special relevance for some types of term papers. Finally, the independence offered — and required — by the portfolio gives students a taste of self-directed work before they are thrust into the term paper.

**End-of-Year Assessment.** Since we began using the portfolio project, we have eliminated the standard, content-oriented final exam in favor of a guided self-assessment of the portfolio. This self-assessment has two parts. (See Appendix 3.) The first part calls for answers to a series of questions about what the student has learned from the portfolio — about herself as a student as well as about history. The second part requires students to comment on one of several remarks by well-known historians about the nature of history, using specific evidence from their

portfolio experience. We have found this end-of-year assessment to be a critical component of the portfolio project because it forces students to consider their continuing growth as historians and also to make explicit connections among what might otherwise seem to be a group of unrelated projects.

**Student Reactions.** Typically, students initially react to the portfolio with a certain amount of anxiety about the number of papers and the requirements for five diverse assignment types. But while a few students continue to pine for a more predictable test format, most grow fond of the variety and independence afforded by the portfolio. Students seem to be learning more both in content and in skills, are more enthusiastic, and are better prepared for (and thus more comfortable with) the term paper project that follows the portfolio.

### Other Issues

**Assessment.** The variety of assignment types in the portfolio has allowed us to do a much better job of catering to multiple learning styles. It is, however, undeniable that assessing the portfolio can be time-consuming for the teacher, especially in the first year when so many different options have to be created for each unit, and so many different grading rubrics compiled (to the extent that these are used). This becomes easier in subsequent years, although we have continued to revise and add new assignments each year. Our policy of allowing students to rewrite most portfolio papers can also result in increased grading. However, the initial investment in time has resulted in a payoff of better prepared students and less class time required for drilling on basic research skills during the term paper project.

**Block Scheduling.** When our school adopted a modified block schedule some years ago, it became clear that our previous combination of regular testing, daily homework, and in-depth learning could not continue. We chose to eschew most unit testing in favor of frequent quizzes and the portfolio project. The portfolio allows us to encourage in-depth, individualized learning, while quizzes monitor mastery of basic material.

**Advanced Placement World History Curriculum.** With the new AP World History exam scheduled to begin in spring 2002, we, like other world history teachers, have been studying the new suggested curriculum and considering how best to prepare our honors-level students for the test. The College Board's curriculum guide identifies six key themes as central to the exam:

1. Impact of interaction among major societies (trade, systems of international exchange, war, and diplomacy).
2. The relationship of change and continuity across the world history periods covered in this course.
3. Impact of technology and demography on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry).
4. Systems of social structure and gender structure (comparing major features within and among societies and assessing change).
5. Cultural and intellectual developments and interactions among and within societies.
6. Changes in functions and structures of states and in attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organization).

The variety embodied by the portfolio makes it easy to cover all the themes through the range of assignments and be certain that students have appropriate exposure. Our sample assignments (see Appendix 4) include a key to identify the AP

themes relevant to each assignment.

**Resources.** We have faced some continuing challenges with the portfolio project. First, we have not always been able to find the kind of easily accessible and age-appropriate resources we need to make the portfolio assignments as globally balanced as we would like. For example, we would love to offer students the opportunity to analyze Asian films about Asia as well as Western ones, but have found little that is suitable and easily rentable. Also, local libraries don't offer as many textual resources for biographical and primary source research assignments.

**Larger Classes.** We teach an average class size of 16. In order to make the grading burden manageable with a larger class size while retaining the advantages of the portfolio's diversity, we recommend several possible modifications. First, the total number of papers assigned over the course of the year could be reduced in several ways, either by allowing students to skip papers for more than one unit or by allowing them to write slightly longer papers that count for two units. Second, the number of rewrites by each student could be limited. Third, students could be assigned to work in groups for some projects. Fourth, students could complete peer evaluations in lieu of teacher evaluations for some projects. Finally, eliminating the five-week term paper project would allow the rest of the portfolio to be spaced out over a longer period of time.

### The Example of Asia during the Age of New Imperialism

Recently, Bryn Mawr School has made a significant institutional commitment to expanding the school's emphasis on Asian history. In response, we have adopted a new, more globally balanced world history textbook for the 9th and 10th grades and will offer a new senior elective on the Pacific Rim next year. In addition, students have expressed an increased interest in Asian topics recently, in many cases because of family history (the school has a significant number of students of East Asian and South Asian heritage). Asian history is, of course, covered in our regular coursework. Topics such as the comparison of European and Asian civilizations during the early modern period, imperialism, the world wars, and decolonization are standards. Class projects further develop some of these themes. However, we would like to broaden student interest in Asia beyond class projects and family history for students of Asian heritage. In addition, like all teachers of world history, we face the constraint of having too much to teach in too little time. Teaching more about Asia means, inevitably, teaching less about something else. The portfolio has enabled us to address these concerns by creating more specific and in-depth assignments involving Asian topics. (See Appendix 4 for sample assignments.)

In conclusion, the portfolio project has helped us to introduce more diversity and more depth into our 10th grade modern world history program, while broadening students' skill bases and preparing them for more formal research papers. The project has generated student enthusiasm and excitement. Yet we do continue to face some challenges, both in general and in Asian history, in particular, as we continue to refine this project. The world history portfolio remains a work in progress.

### Appendix 1 The Modern World (1999-2000) Portfolio Guidelines

#### What is the portfolio?

The portfolio is a year-long collection of different kinds of assignments which you will complete throughout this year. These will take the place of regular tests and papers. Your

portfolio will demonstrate your ability to use a variety of historical methods and formats to explore historical topics, and to master different kinds of historical expression. It will also allow you to develop your individual initiative in structuring your work and choosing assignments that help you to display your strengths and address your weaknesses. Each of the assignments will help you to see history in a new perspective. At the end of the year, you will write a final self-assessment reviewing and reacting to your work over the year.

### **How does the portfolio work?**

Over the course of the year, you will complete **seven** portfolio projects of at least **five** different types. During each of our eight units during the year, you will be offered a variety of paper/project choices from among the different types, and you will select one to complete. During one unit (but not the first or last unit), you may choose to skip the portfolio assignment.

#### **Portfolio types:**

Your seven portfolio assignments over the year must include at least **five** of these different types. You must include at least one analytical essay. Some assignments will require outside research, while others will not.

- Analytical essay (comparison and contrast; research; assessment/evaluation, explanation, pro/con, etc.)
- Annotated bibliography (finding a list of sources — books, articles, websites — on a given topic and evaluating them)
- Art analysis (discussing an artwork or artifact in its historical context)
- Biographical essay (obituaries, profiles/comparisons of leaders)
- Cartoon analysis (analysis of historical political cartoons)
- Creative essay (diary or journal entries, etc.)
- Current events analysis (reading and evaluating current news articles and discussing their historical context or significance)
- Film review (viewing and analyzing a historical film)
- Graph analysis (preparing a series of graphs or charts to illustrate statistical information)
- Map study (preparing a series of maps relevant to a historical topic, with written discussion)
- Primary source analysis (analyzing one or more primary source documents, sometimes including novels)
- Special types (may occasionally be available — could include oral history, a museum visit, diorama, etc.)

You will be given a colored folder to keep all your portfolio assignments together. This folder will stay in the classroom in a box marked for that purpose.

### **Appendix 2** **The Modern World (1999-2000)** **Portfolio Check-Sheet**

Name \_\_\_\_\_

#### **Unit**

#### **Type of Assignment Chosen**

#### **Grade**

#### **Rewrite (optional)**

1. [insert unit name]
2. [insert unit name]
3. [insert unit name]

- 4: [insert unit name]
- 5: [insert unit name]
- 6: [insert unit name]
- 7: [insert unit name]
- 8: [insert unit name]

Keep this check-sheet in your portfolio folder. Fill out the check-sheet each time you complete an assignment (or fill in "SKIP" for the one unit when you choose to skip the assignment).

Remember:

- you must choose from at least five different types in your seven portfolio assignments
- at least one of those types must be an analytical essay
- you may skip one unit, but not the first or the last unit

#### **Assignment Types**

Analytical Essay	Current Events Analysis
Annotated Bibliography	Film Review
Art Analysis	Graph Analysis
Biographical Essay	Map Study
Cartoon Analysis	Primary Source Analysis
Creative Essay	Special

#### **Appendix 3**

#### **The Modern World (1999-2000)** **Final Portfolio Review**

#### **Part A: Short Answers** (10 points each)

History helps us to know who we are; history serves self-discovery. The following questions concern what you have discovered about yourself as a learner through the portfolio project.

Answer **five** of the **six** of the questions below, typing your answers in complete sentences. There is no minimum or maximum required length.

1. The portfolio assignment \_\_\_\_\_ (specify the unit and the assignment you chose) most made me feel like a historian, because \_\_\_\_\_.

(Actual grade received should not be a factor in your choice).

2. The portfolio has helped me to discover \_\_\_\_\_ about myself as a learner.

3. I am most proud of \_\_\_\_\_ in my portfolio because \_\_\_\_\_.

(You may choose either one particular assignment, or some quality that applies to multiple assignments.)

4. I wish I had done \_\_\_\_\_ in my portfolio because \_\_\_\_\_.

5. Over the year of portfolio assignments, I think I have most improved in my \_\_\_\_\_.

6. My biggest challenge in doing the portfolio this year has been \_\_\_\_\_.

#### **Part B: Paragraph Essay** (50 points)

Each of the quotations below comes from a well-known historian.

Select **one** of the quotations and write one paragraph (no more than one page, double-spaced) in which you either **agree** or **disagree** with the quotation. Draw upon some aspect of your Portfolio in explaining **why** you agree or disagree.

1. "History is a means of access to ourselves." --Lynn Hunt

2. "Everything has a history. At least part of the answer to any question about the contemporary world can come from studying the circumstances that led up to it." --Jules Benjamin

3. "Nothing capable of being memorized is history." --R.G. Collingwood

4. "Other people [meaning people from other cultures/times] do not think the way we do." --Robert Darnton

#### Appendix 4

#### The Modern World (1999-2000)

#### Sample Portfolio Assignment Choices: Asia in the Age of New Imperialism

##### General Reminders:

- All portfolios need a bibliography (5 point penalty).
- Late papers lose 3 points per day.
- You must complete 5 different assignment types over the course of the year.

1. **Analytical Essay.** Do you agree or disagree with this statement? "Compared to European new imperialism, Japanese imperialism of the same period focused more on cultural motives and less on economic motives." Why or why not? Respond in a 2-3 page essay. Be certain to discuss specific examples from both European and Japanese imperialism as evidence. Research using at least two outside sources in addition to your textbook. [AP Themes: 1, 6]

2. **Current Events Analysis.** In 1997, the former British colony of Hong Kong was returned to China. In 1999, the former Portuguese colony of Macao was returned to China. Research these two events using at least three outside sources for each. Write a 2-3 page paper in answer to one of the following questions:

- Contrast Hong Kong and Macao as colonies. How had Macao and Hong Kong developed as colonies? How was their transfer back to China similar and different?
  - What has changed in Hong Kong since its transfer back to China? To what extent can we expect similar changes in Macao?
- [AP Themes: 1, 2, 6]

3. **Biographical Essay.** Write two obituaries, one positive and one negative, for one of the following people. Your paper should be 2-4 pages total. You should try to incorporate a newspaper "feel" with appropriate headlines and newspaper titles. Consult *The New York Times* for examples of how obituaries are constructed and use at least 3 outside sources to research your person.

- Empress Cixi
  - Emilio Aguinaldo
  - Mutsuhito
  - Rudyard Kipling
  - Hong Xiuquan
  - Balwantrao Tilak
- [AP Themes: 4, 5, 6]

4. **Map Study.** Create (drawing or using the computer) a series of three political maps showing either the Indian sub-continent or Southeast Asia. Your maps should illustrate the following time periods:

- the region in approximately 1900
- the region in 1947 (post WWII, after Indian independence)
- SE Asia in 1973 (after Vietnam War) or the Indian sub-continent after 1971 (Bengali independence war)

Also write a 2 page paper explaining the political changes you have shown and identifying the extent to which the changes can be directly related to imperialism.

[AP Themes: 2, 5, 6]

5. **Annotated Bibliography.** Compile a bibliography of eight sources a student could use to research the Russo-Japanese War. Include a mixture of books, articles, and websites. Do not include general encyclopedias (the *World Book*, Encarta, etc.). For four of your sources write a 1-2 sentence annotation describing the kind of information contained in the source and how useful it would be in a student's research. In addition, write a 1-2 page summary of the war and its impact on Russia and Japan. [AP Themes: 1, 3, 6]

6. **Film Review.** View one of the films listed and write a 2-3 page paper on one of the following topics.

- Identify and discuss the relationships/interactions between the local populations and the imperialists portrayed in the film. Who benefits from the relationships? In what do the imperialists and local populations have common understandings; in what do they not?
- What evidence is there of ethnocentrism, xenophobia, racism, paternalism, nationalism, exoticism, heroism in the film? (select 3) By whom? Why?
- Discuss the merits and limitations of your film for a student learning about the new imperialism in Asia. Would you recommend the film as required viewing for this course? Why or why not?

##### *A Passage to India*

##### *The Keys of the Kingdom*

##### *Anna and the King*

##### *The Last Emperor*

##### *Empire of the Sun (WWII but still useful)*

##### *2 consecutive episodes of The Jewel in the Crown*

##### *Fifty-five Days at Peking*

[AP Themes: 1, 3, 4, 5, 6]

7. **Cartoon Analysis.** Create (draw or use the computer) three cartoons highlighting either imperialism or modernization in one Asian country during the late 19th century. Remember, cartoons are more than simple illustrations of an event; a cartoon represents a particular point of view about an event/situation. Use at least two outside sources to research your topic. Write a paragraph for each cartoon in which you discuss its symbolism and message. In whose press would the cartoon appear? Be certain to identify the event, situation, or issue that is the subject of the cartoon. [AP Themes: 1, 3, 4, 5, 6]

8. **Primary Source Analysis.** Compare the views of Fukuzawa Yukichi [handout from Anthony Snyder and Sherri West, Readings in *Global History Volume II* (Dubuque: Kendall-Hunt, 1993), pp. 82-84] and Feng Kuei-fen [handout from Ssu-Yu Teng and John K. Fairbank, *China's Response to the West: A Documentary Survey 1839-1923* (New York: Atheneum, 1968), pp. 50-55 documents 8 and 9 *passim*.] After reading the two excerpts write a 2-3 page paper in which you discuss three of the following questions:

- What is the writers' attitude toward Western civilization?
- What does each writer identify as strengths and limitations of his own culture?
- How does each writer's culture color what he understands/misunderstands about the West?
- What does each writer find useful in Western civilization and how does he intend to use it in his own culture?

[AP Themes: 2, 3, 4, 5, 6]

#### 9. Creative Essay. Two options:

Choose one of the events below and research it using at least 3 outside sources. Then write a 1-2 page description of the event as each of the participants would have seen it. (All the events/movements listed below were significant moments in Asian-European interaction in the 19th to early 20th centuries.) Also consider how the event influenced the relationship between the participants.

- Indian Mutiny/Sepoy Rebellion
- Philippine War for Independence
- Amritsar Massacre
- The "Club" in India (use excerpts from *Indian Tales of the Raj* and *Plain Tales of the Raj*)

[AP Themes: 1, 4, 5, 6]

or

Imagine that you are Ito Hirobumi. Write a 2-3 page excerpt from your travel journal during your mission to study governments in Britain, France and Germany. Research this mission in your textbook and at least two outside sources. Focus on descriptions of what Hirobumi would have seen in Europe and how this compared to Japanese life/government at the time of his mission.

[AP Themes: 1, 3, 4, 5, 6]



### ESSENTIAL QUESTIONS FACING THE TEACHER OF THE NEW WORLD HISTORY CURRICULUM

**Bill Plitt  
Falls Church High School**

I am a world history/geography teacher at Falls Church High School, a suburban school in Fairfax County, Virginia. We have about 1,400 students who reflect the diversity in our community with significant populations of Asian, Hispanic, white, and African-American students in attendance. We have large programs for the learning disabled, ESL students, as well as a program for the physically disabled which serves the entire county. The socio-economic level of the student body is varied and crosses both ends of the spectrum from the affluent to those on school lunch.

My present assignment is with ninth graders where I team with a Learning Disabilities Resource (LDR) teacher. About one-third of our students are identified as learning disabled, or are receiving services from the program. Because our school houses the program for the physically disabled, we also have a number of students with various developmental problems such as autism and cerebral palsy in some of our classes.

A little more than a year ago, I asked myself if I really wanted to continue working in the classroom with the proposed major

changes in the district's world history curriculum, with the increased numbers of 'needy' students, and with the new state-mandated standards for all students? It sounded overwhelming to me, just when I had settled into a routine with five years of teaching under my belt after 22 years away from a classroom assignment. I was finally feeling comfortable in the class. The prospect of sweeping changes was not appealing. Would I have to surrender to all the outside forces what I as the teacher felt were things students needed to know and be able to do as world citizens in the coming century? The answer was, "Of course not!"

After participating during the summer months on the writing team for the new district curriculum, and applying the knowledge gleaned from over 35 years of experience as an educator of special needs students, I felt I could return in the fall to the classroom and be successful. When I was able to identify some recent research that addresses the issues raised in the new state standards, I was more than certain.

### The New World History/Geography Curriculum

The new curriculum for our school means that students will not be studying "the West and the rest" under the old guidelines. Within a culturally diverse school like ours, a student will have the experience of seeing the larger global picture of the development of civilizations in the world, and learning specifically how his/her culture progressed through time. We are requiring students to study world history/geography over a two-year period in ninth and tenth grades. The first-year course covers prehistory through 1450 C.E. In the second year, tenth-grade students study from 1450 through the present day.

After spending the summer with a group of local and outside consultants on the design of the new curriculum, and then translating that experience into training for colleagues, I had some insights on the scope, purposes, and goals of the new curriculum. I felt confident about the new program. Such a course was designed to give students a more global view of their history. As we all know as teachers, when you have to explain something to someone else, you become a learner yourself. Isn't it a strange paradox? I led training that year on several occasions and absorbed much of what teachers were experiencing, and shared my own experiences with them as we went down uncharted paths together.

As a result of the new lenses I had acquired through teaching a much more global view of history that first year, I felt that some of my students came away with a much more objective view of their ancestors' role and the role of others in the development of civilizations than in previous years. My curriculum was less Western-centered and more globally interconnected than it was the previous year. Students were also more adept at the skills of the global historian/geographer, and began to see, more easily, themes cast across time and civilizations than my classes in the past. They began to use words like "cultural diffusion" and "common phenomena" in their analyses of regions and societies. I felt highly satisfied with the new approach and the results of my first year of teaching it.

### The Challenge of Needy Students

In some sense, all students are "needy," and I believe it is the responsibility of the classroom teacher to address the continuum of

varied needs that the typical class offers. This is the challenge we are called to address creatively as teachers. How do I do this? Regardless of the curriculum, I continually ask myself five questions:

1. Who are my students, and what are their needs and strengths?
2. What is it that I believe they need to know and be able to do and still have fun?
3. What resources do I have at hand? Which ones should I find?
4. How can I factor into the lesson strategies to address a variety of learning styles?
5. How will I know that the student will be different as a result of the learning experience?

When I began my first teaching experience in this country, some 30-plus years ago after a tour with the Peace Corps in Belize, I was teaching in an inner-city school as an intern with a federally funded project designed to address the needs of such students. “All I really know about” teaching, I learned that year at Cardozo High School with the Urban Teacher Corps. Here are some of the things I reflect upon in a conscious, decision-making process.

**1. Who are my students, and what are their needs and strengths?** Establishing some sort of baseline on students is important at the beginning of the year. The situation is similar to a speaker’s or writer’s knowledge of the audience beforehand. Using a variety of diagnostic tools that provide immediate feedback can be useful for planning purposes. Finding out student strengths as well as their needs helps to identify extension/enrichment activities for “stretching” those who are already skilled before arriving in my class.

**2. What is it I believe they need to know and be able to do and still have fun?** Some of the answers to this question were new for me. Identifying global interactions and common phenomena in the new world history course was a reorientation for me after teaching “the West and the rest” for most of my career. The district’s new curriculum helped me set the parameters for some of that new knowledge and skill:

\*To develop a vision which places Western civilization within the context of the world’s history.

\*To recognize the importance of the geographic perspective to the historical development of the interactions of peoples, cultures, and regions.

\*To understand the major changes in lifestyle in the past, including standing upright; peopling the earth; the nature of hunter-gatherer societies; the agricultural and pastoral revolutions; the development of ethical patterns of social interaction; and the commercial, industrial, and technological revolutions.

\*To develop abilities in collecting, analyzing, and interpreting data, and writing a five-paragraph historical essay.

There were other outcomes for my students, too. I wanted them not only to write well and apply the skills of the global historian, such as with comparative analyses, but I wanted them to be able to formally present and openly discuss such knowledge with others. I wanted them to become more sensitive to the legacies of past cultures, and the values of present ones. I also wanted them to be able to work effectively in small group activities. These are some of the things I wanted my students to know and be able to do better at the end of the year.

**3. What resources do I have at hand? Which ones should I find?** A real challenge of the new curriculum is that the new scholarship is emerging as we speak. Textbooks are often behind the curve for what is needed. Those that do present a more global view of history/geography are not appropriate for high school students. This forces us to make adaptations of existing texts, research new sources, and share experiences in professional settings with other teachers. I begin with ancillary resources that accompany most texts, and adapt the lessons to fit my audience. I use lots of commercial transparencies to make the content more visual for students, as well as short “clips” of videos to illustrate specific points. I also use drama, music, and the arts not only as forms of expression of the historical period, but also as tools for creating our own interpretations of the past. And finally, knowing the answers to the previous questions helps prepare my search for new materials.

**4. How can I factor into the lesson strategies to address a variety of learning styles?** For me, this part in the decision-making process is the most creative piece and the most fun. Teaming with the LDR teacher as I do is a wonderful resource. It is her skill of looking at a wide spectrum of learning styles, and the creation of systems for organizing information, that helps all students learn more effectively in our classes. Designing material for the exceptional child yields experiences that cover whatever student we might find in our classroom — either the poor reader, or the one who initiates enrichment activities. Matching those needs with the resources described earlier is the real challenge of the classroom teacher. Teacher-directed instruction alone will not float with the students of the 21st century, nor the needs of the global historian of the new millennium.

**5. How will I know that the student will be different as a result of the learning experience?** Asking this question at the beginning of the decision-making process helps set the compass and course for the year for me. All that I do during the year focuses on the end product. For example, if I want them to be effective contributors and leaders in small groups, then my ability to determine their abilities to do these things should be observable or describable in some form by the end of the year. What I do in my class is to establish a set of criteria or a rubric for effective group performance. Students then participate together in solving a group problem, and as the students are doing so in their small groups my partner and I use an observation sheet and record a check next to the criterion as they perform the function. I would also like them to be able to demonstrate skills of a global historian/geographer in an end-of-the-year essay, which

summarizes their experiences. (See example: *Teaching World History, A Resource Book*, edited by Heidi Roupp; M.E. Sharpe, 1997, "The Nature of Civilization: A Final Exam," by Laurie Schmitt.) Being able to demonstrate their knowledge as found in the goals of the new world history/geography curriculum in some form would be a good indicator of their ability to view the interconnected world in which they live.

These are the questions that I continually ask as I work with the new curriculum for world historians. Finally, responding to the public's right to know and to hold schools accountable for what they learn is another force I had once feared.

### **Meeting the Expectations of New State Standards**

The public has a right to know that students are learning. We as teachers have an obligation to provide them with that information for their questions through improved performance on standardized testing, and also to educate them about what we know from our experiences in the classroom. It is that latter activity which we have neglected to do. For example, we fail to make use of lots of valuable information that does not always appear in standardized test results. If we use portfolios for student writing, we can evaluate progress during the course of an entire year about our students' abilities to write. Assessments that we make during various student performance activities are also valuable sources of information. Teacher research about the implications of such data for instruction, as well as for student achievement, is a missing voice in the assessment process. There are lots of reasons for this void, including a lack of teacher confidence in "what we know." But first, we must be responsive to what parents and community wish to know.

As an illustration, earlier in this article I referred to a set of apprehensions I had as I anticipated teaching the next curriculum within the state standards. I felt that, as important as the standards were, they were not all that I thought world history/geography students should know and be able to do. Furthermore, I wanted to know how to give the parents and the community the information they demanded, but still teach what I felt students needed.

After attending a presentation of research by Robert Marzano and others from the Mid-central Research in Education Lab (MCREL) in Colorado, I saw a way of addressing the tension I was feeling between what was required by the state and what I felt students needed as future world historians. In his research, Marzano observed that much of the new testing done by states was based upon recall of information. The approach used in the creation of most tests was fundamentally, but not entirely, objective testing. (Source: *Essential Knowledge, What American Students Should Know*, Marzano, Kendall, and Gaddy, MCREL, 1999.)

The research goes on to say that one of the ways to help prepare students for such tests is to focus on the vocabulary of the standards and the curriculum. As curriculum writers, we identified in each of the two new world history/geography courses over 300 words which we thought were essential for successful performance on the state test, and what we, as writers

of the new district curriculum, felt were needed for the new global view. The research went on to say that students who were taught a system for learning new vocabulary did significantly better on standardized tests than those who had not received the training. What this meant is that students not only could define words, but also could describe their meaning in their own language with such a system. This was great news for me!

Every other week we present a list of ten defined or undefined words which students will need in the next unit. They then complete a chart in which they write the word, define the word if it was not provided, draw an illustration of the meaning of the word to them, and then write a definition of the term in their own words. For example:

**Word: Alexander the Great**

**Definition: Macedonian leader who conquered Persia**

**Drawing: Map with an arrow pointing toward India**

**Sentence: "Alexander spread the Greek culture as far as India."**

Throughout the year they see the words on individual cards displayed at the back of the room, and watch that list grow with new words. They participate in "word of the day" activities, and they review though a variety of means — including Jeopardy-type games, puzzles, and other interactive strategies that demonstrate their knowledge and skill. These words are taught in anticipation (within a few days) of new material, so that they learn the words within a context, and thereby retain the information longer than if it were presented in isolation.

The jury is still out as to whether such preparation improves test scores or not for students in our classes. First-year results indicate that they do at least as well as students in other classes in our school with this approach. What I do know is that students leave our class with a global view of history, the ability to work collaboratively with others, and some of the skills of a global historian and geographer. They are also able to demonstrate understanding of some 150 terms found in both state standards and within the local district's curriculum. They feel successful. While we must provide the parents and community with the results they expect with the new standards — through strategies such as this one — we must continue to teach what we feel our students should know and be able to do. We must also anticipate additional questions and answers for which they have not asked.

### **In Conclusion**

While the future citizens of the global world who are portrayed in the August 1999 issue of the *National Geographic Magazine* will need new strategies to understand the connections in their world, both past and present, the essential questions we as educators raise in the paradigm shift are not all that different from what we know about effective teaching and learning. What is new is the global focus of our journey as peoples of the world.

## LESSONS TO BE LEARNED

The demands of an exploding work population have created a reliance on irrigation, centralized food distribution, and ever-higher crop yields. So far, the green revolution is keeping pace, producing crop yields many times those of only 75 years ago. There are dangers, however, notably including the mono-culture crop system. Increased agricultural demands have moreover led to expansion — both urban and agricultural — into flood-prone areas. As farmers, corporate agriculture, and governments struggle to increase agricultural production, they tend more than ever before to make plans based on average climate conditions — average rainfall, average sunshine, average temperatures.

Then, too, modern engineers and scientists ignore climate extremes. Agricultural decisions are made on a statistical "frequency of occurrence" or tied to an economic payout when such decisions should reflect environmental design principles that take into account ecology, climate, and harmony with nature.

The Andean countries are unique. Archaeologists have studied no other part of the Western hemisphere so extensively. This research has provided untold opportunities to learn from the past. The rich and abundant research by archaeologists and physical scientists has extended our knowledge of ancient Andean civilizations — the climate that prevailed, the weather extremes these cultures endured, and the unique farming practices they developed and used with great success.

Alas, the countries of western South America — Ecuador, Peru, Bolivia, and Chile — have not yet learned the lessons of history, the lessons clearly inscribed amongst the many ruins and indelibly etched in the ice caps of the Andes.

**Extreme weather conditions — floods, droughts, etc. — are regular disasters in Andean countries.**

Extreme weather conditions — floods, droughts, etc. — are regular disasters in Andean countries. The deadly damage they can cause, however, is greatly exacerbated by unwise land use. In 1962, for example, 3,500 people died in seven minutes as ice and debris flow crashed down a mountain with explosive force at 80 miles per hour. Ranrahirco and nearby communities at the foot of Nevada Huascarán perished. Eight years

later, a similar, lethal flood of water, rocks, and mud rumbled down the same valley burying Yangay, which had escaped the 1962 disaster due to a ridge formerly serving as a barrier. Mud slides buried communities near Arequipa, Peru, in 1997, as heavy rains loosened the soil on steep terrain. Families of the many victims spent days fruitlessly digging through the mud and debris for their loved ones. Sadly, these are just a few random examples that illustrate the widespread disregard of climate extremes when building towns and villages.

Nor is South America alone in ignoring the lessons of history. In the United States, floodplain management at the local community level has been shifted to the Federal Emergency Management Agency (FEMA). FEMA uses the National Flood Insurance Program to limit unwise floodplain development. This did not happen overnight. It took some 30 years from the time Gilbert White wrote his important study on floodplain management before Congress finally passed the Flood Insurance Act (1968). Some communities, even now, have not adopted floodplain regulations and are not in the FEMA program.

The ancient Andeans lacked long-term climate records. Today, on the other hand, research of ancient Andean climate patterns and El Niño events are instantly available on the Internet. Floodplain management methods and technology are well known and widely available. No longer are modern societies at the mercy of nature. El Niño-induced weather can be tracked via satellite. With present technology, scientists have advance warning of droughts and floods. In short, modern engineers with all the advantages of hindsight have what they need to make plans for orderly urban growth and environmentally sound land use.

To paraphrase George Santayana, if we don't learn from our past, we will be forced to relive it.

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## IMPLEMENTING BIG HISTORY

Mark Welter, Ph.D.

### Preface

The author has been a world history teacher since 1963. Much of that time he has organized his course around the "Big History" philosophy. Shortly after Carl Sagan's pithy and provocative article "The Cosmic Calendar" appeared in 1977, Welter added the dimensions of the Big Bang and cosmic history to his curriculum. The views that follow are a product of his experience, views expressed by authors cited in the bibliography, and documentation generated by the Hubble Telescope.

"What is world history? So far, a compelling answer has eluded the World History Association. What the organization needs, a member remarked, is a 'simple, all-encompassing, elegant idea' with the power to order human experience."

In one sentence, Fred Spier summarizes the quandary of world history instruction. Everyone agrees that the subject needs to be offered, but few concur on what should be taught or how it can be effectively communicated.

This is not to say that no one has been trying. Since William McNeill demonstrated the interconnectedness of the human experience in *The Rise of the West*, many have taken up the challenges of organizing and articulating the message of world history. Most agree that old identities are too limited. The prevailing paradigms of Greece, Rome, Christianity, and 1492, 1776, 1848, do not serve global needs. On a planet where peace, pollution, pestilence, and poverty are continuing dilemmas, where cyberspace technology obliterates borders, and where violence is no longer an option, successful civilization demands a more inclusive model. But what will replace the older structures?

Recent replies to this challenge come from historians Spier and David Christian. They call for a "Big History," one that includes all space and time. Only by beginning with the "Big Bang," they contend, can we properly frame the questions that address modern dilemmas. Christian presents convincing rhetorical questions: What are the best models for conveying the human story? Should it be presented through the eyes of separate nations or through the experiences of an entire species? Which more accurately frames the human appearance on the planet, a country or the entire cosmos? What is the more revealing prism through which resource consumption or environmental impact may be viewed: a specialized, ethnic, or national history? Or the full scope of Big History? How do we study population trends — in terms of the last generation, the last century, or in light of the complete dimensions of human existence?

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### **Big History presents compelling answers.**

Big History presents compelling answers. Its macrocosmic perspectives tell us that for over 99 percent of planet Earth's existence, humans did not exist. And if one chooses to examine only the time since our prototypes (hominids) first walked — about 4,000,000 years ago — the message is the same: humans, or human-types, roamed about as hunter-gatherers for over 95 percent of their time. Only about 200 years ago were the national models introduced. Given the Big History framework, the labels "French history," "British history," "Chinese history," the "Christian" calendar, and an accompanying quiver of "superiority"/"inferiority" myths are exposed for what they are: arbitrary impositions of recent vintage.

Furthermore, the macro-view tells us that all life inexorably originates from one source. In reality, we are brothers and sisters composed of a common DNA, gathered from common cosmic dust and debris — people who grew into their present form from a common cradle (Africa). Finally, if we insist that contemporary models of consumption, production, and population growth are normal, we are saying that we can consume, produce, and populate to infinity.

Given the enhanced perspectives of Big History, a clear message emerges: The "J-curve" trends in population, production, consumption, and ecological impact of the last century are an aberration, not a norm. For the vast bulk of history, all four phenomena have been stable and non-threatening. Spier confirms the same picture in terms of "regimes." We have had, he explains, three regimes since humans appeared: fire, plants, and industrial. In each case, although we are not yet as sure about the third stage, the environment has been able to adjust to evolving demands. We have, so far, made "successful ecological transformations," but we are reaching the point where the environment may not be able to cope. Again, Big History presents the only vantage permitting full comprehension of these quandaries. In terms of these dimensions, Big History is a boon for citizenship development. Its viewpoints generate two desired outcomes: more fully informed citizens, and a tension-reducing awareness that humans are more alike than different.

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### **Does this end the need for small, or specialized, history?**

Does this end the need for small, or specialized, history? Certainly not! Small history retains its place of importance. Big History seeks equalization, not elimination. Indeed, the basic contention of Spier and Christian is that "the discipline of history has failed to find an adequate balance between opposing demands of detail and generality." David Sweet skillfully synopsizes: "Perhaps the best argument for...world history is that it [demonstrates] history is all of one piece — that it is the whole story of humanity.... [Inherently] this includes an acknowledgment that all parts of the story are important to the whole..., that they have full meaning only when seen in relation to the whole."

Given this rationale, Big History appears to qualify for a "simple, all-encompassing elegant idea." It evokes large questions and stimulates the search for broadly based answers to contemporary issues, while simultaneously discouraging intellectual apartheid. Launching the human story with the primordial explosion innately calls for use of a full gamut of disciplines, such as astronomy, physics, biology, anthropology, ad infinitum, to complete the narration.

Said another way, properly structured and taught, Big History invites what E.O. Wilson calls the "Ionian Enchantment" — the belief in a unity of knowledge, a conviction that the world is orderly and can be explained by a small number of laws. What Big History seeks, then, is what Wilson calls a consilience or "jumping together" of knowledge, a linking of information — an interdisciplinary synthesis to create a common groundwork of explanation, of meaning. "When," he continues, "we unify enough certain knowledge, we understand who we are and why we are here."

But how do we do this? Most observers do not find a modus operandi within the status quo. In Spier's words, "The history of humanity still lacks a general paradigm, an intellectual framework to articulate Big History's message."

Indeed, the problem is formidable. Not only is it nearly

impossible to teach *all* of Big History; it is difficult to know what to exclude. The challenges for the student are equally intimidating. As one consultant observed, "Searching for meaning in world history is like drinking from a roaring fire hydrant. Before your curiosity is slaked, you are drowning in subject matter."

To assuage the difficulty, the writer offers what educators term a course structure — a set of concept-anchored generalizations used throughout a course of study. Framed as questions (hereafter called "Cardinal Questions") and serving as foci for data (but not replacing their value), concepts function as organizers of subject matter and references for future use. More so, much of the beauty of concepts (or central ideas) lies in their dual nature. Because they inherently transcend space and time, they serve as prime ideas which operate in both the academic and in the decision-making domains. Generally, in the former they are organizers; in the latter, they are information regenerators for decision making.

#### **But concepts offer additional values.**

But concepts offer additional values. They encourage the desired consilience of subject matter and catalyze communication of Big History's message. As such, they are universal in use, interdisciplinary in nature, and infinite in their application. The concept, "interdependence," for example (see below), illustrates all three characteristics. It may be used in any era or area of history; it is inherent to biology (photosynthesis), astrophysics (gravity and formation), chemical composition (hydrogen/oxygen symbiosis), and so on.

Simultaneously, concepts centralize, organize, and facilitate a lifelong learning process. With repeated use, the mechanics of testing a set of central questions with course data becomes a process that is retained and serves the learner both in the classroom and indefinitely into real-life decision making.

Additionally, a course structure efficiently accommodates evaluation. Using a pre/post format, the instructor can measure progress in achieving different levels of understanding and use of the Cardinal Questions. Normally, "answers" become increasingly sophisticated as the weeks pass. But the entire process can be better understood if we more fully explore the pedagogical dynamics of concept-centered instruction. This follows:

Professional educators have long proclaimed the advantages of using a course structure. Their conclusions bear repeating:

**1. If one understands the fundamental ideas (the structure) of a subject, its entire body of knowledge becomes more comprehensible.** If, for example, the student grasps the ideas that "change" is inherent and ubiquitous, that adapting to it plays a vital role in the survival of any form of life s/he can more fully understand the details and interconnectedness of events, ranging from the Big Bang to the survival of species, to his/her current environment.

**2. Recall and re-use of data are improved.** As Jerome Bruner stated in his classic, *The Process of Education*, "If a century of research on the human mind has proved anything, it is rapidly forgotten." Details, in other words, are both better preserved and more frequently used when related to some fundamental principles or central ideas. Whether one is using the alphabet, the decimal system, or the music scale, this is true. Once the structure is mastered, any product is possible — from graffiti to genius.

The use and function of a math formula illustrates the point. The mathematician does not memorize logarithms. S/he recalls a formula, looks up the corresponding numbers, and applies them to the problem at hand. World history teachers can, with the aid of a structure (the equivalent of a formula), use their subject similarly. Less memory work is required; only proper use of the structure or concepts need be recalled. (But there are, of course, no categorical answers as in mathematics.)

Use of a Course Structure (Cardinal Questions) facilitates the same process in employing the endless dimensions of Big History. Data have focal points; memory work is diminished; and the procedure of using information in the terms of the "structure" ("answering" the Cardinal Questions) is accented. As mentioned earlier, the learner frequently employs data to "answer" a set of questions (below) throughout the school year (recommended in lieu of tests), the operation becomes familiar and more easily applied (with increasing finesse) in new situations both within and without the course. Thus, the structure becomes a vehicle for a lifetime of learning. The following points expand on this.

**3. Understanding the basic ideas of a course opens the road to transfer of learning and encourages future use.** Because the concepts (like the math formula) are few in number and central to the discipline, they are universally adaptable to the subject matter, are easily recalled, and infinitely employable. Regardless of where the learner is in Big History (or in life), s/he encounters universal phenomena such as change, causation, and diversity. They have touched all peoples and all times. Still, the evidence and the interpretations of their meanings are infinitely changing according to time, culture, and research. Returning to the math analogy: The formula remains stable and permanently usable while the data encountered are endlessly changing.

**4. Because concepts transcend time and space, a consilience of subject matter is facilitated.** As central ideas, concepts draw together a vast number of disciplines in the scope of sequence of the course. They are equally adaptable in discussing and analyzing events and groups ranging from the primordial explosion to the Persian Empire to Pentagon budgets. How can this be? Because all places and time are subject to the same laws of physics, and because all peoples have common wants and needs, a judiciously chosen set of central ideas can tie together vast amounts of earthly phenomena. If some agreement can be reached, therefore, on such a set of universals, our task of appropriating both pre-human and human experience as the grist for collective decisions is greatly facilitated.

If a structured, conceptual approach to world history offers these advantages, what concepts should be selected? In March of 1998, a group of Minnesota history instructors met to discuss the status of their discipline. A three-person committee — two university professors and the writer — was charged with selecting a list of concepts as a course structure. To encourage open-endedness and to discourage close, "easy" answers, the committee decided to frame the concepts in the form of questions. The following list was nominated (key concepts are in bold).

1. Does the study of Big History broaden perspectives?
2. Does the study of Big History increase tolerance for diversity?
3. Is history a series of isolated events, or is it part of a

**process of change and continuity?**

4. Does the study of Big History increase awareness of interdependence?
5. Why do the events of history — wars, plagues, depressions — occur? Is there one reason, or are there many causes?

Thus the structure and some of the elementary dynamics for teaching Big History are set out. How does a concept-anchored course structure work in practice? What views emerge when we run the data of Big History through the Cardinal Questions? What are the effects of launching a world history course with the cosmic-spawning Big Bang in lieu of the traditional Sumerian/Egyptian first chapter?

Begin with the initial Cardinal Question: "Does the study of Big History broaden perspectives?" The answer is clear: overwhelmingly! An entirely new dimension of human, biological, and geological life surfaces. The evidence is compelling: We are, from this perspective, all the final products (to date) of the same cosmic whirling, swirling dust and debris. How do we know? The evidence has been filmed. Over the last five years, Hubble Space Observatory has photographed heavenly bodies forming. Satellite pictures have documented all stages of celestial evolution — from cosmic dust and dirt to molding of a new planet. The corollary is irrefutable: In the final analysis, all our origins stem from the same place.

This conclusion has paradigm-busting repercussions. If, ultimately, we are all of the same cosmic construction material, we are inexorably of one family. Granted, sagacious visionaries have already declared this, but only Big History supplies the empirical substance for the conclusion. A careful examination of the anthropology, biology, geology, and environmental metamorphoses occurring over the endless millennia further reveals that differences in physical appearance and pigmentation — race — were heavily influenced by the climatological and dietary diversity to which our ancestors were long exposed.

The ultimate message of the Big History perspective is difficult to miss: All claims of superior race, "chosen people," and "Manifest Destiny" are artificial. They are based on manmade conclusions that stem from, and are reinforced by, the views of "small" history. Seen in the macro-view, we are all "Cosmic Cousins"; there is only one race, the human race. When this is the case, all ethnic violence and wars become internecine. Conflicts are actually struggles among brothers and sisters who have common origins, who are constructed from an irreducible set of heavenly building blocks. Of course, most of the world's people do not know this, for they remain locked in the grips of the traditional paradigms generated by standard interpretations of knowledge.

**As the learner continues work with the Cardinal Questions, s/he perceives their interdependence.**

As the learner continues work with the Cardinal Questions, s/he perceives their interdependence. Using one sets off a "chain reaction"; others almost immediately come into play. If, for example, Big History expands perspectives as described, a heightened tolerance for "diversity" (#2) is virtually corollary. This, in turn, activates the "interdependence" question and so on.

But let us look more closely. Let us examine in detail the "change and continuity" question. Big History and the Big Bang are models of "change and continuity." Whether we look at the development of the wheel, the evolution of the human form, or the metamorphosis of the ultra-primitive giant cloud formations into which current galaxies have evolved, the fundamentals are

the same; change and continuity are central. Big History confirms that this process applies to human cultures, creeds, and colors as well; as mentioned, all were significantly shaped by their environments and their diets. Further, seen in full view, there is no such thing as an "original" invention or "innovation." Since the first person picked up a rock or stick and used it as a tool, the Big Picture reveals that we have borrowed from each other. Therefore, no one person invented the wheel, or the gasoline engine, or the printing press. All learned from each other, and no one color, creed, or culture can pin all the gold medals upon itself. (See James Burke's classic work, *Connections*, for a wonderful detailing of this contention.) Big History also demonstrates that "change and continuity" apply to plant and animal life. Paleobiologists, archaeologists, and anthropologists have the fossils proving that there were flora, fauna, and hominids around eons ago that either morphed into what we have today or simply died out.

The foregoing is but a microcosm of some of the dimensions which can be safely assumed to flow from a Big History course. The writer has expounded more fully on the pedagogical merits and the psycho-dynamics of this genre of instruction in the *World History Bulletin*. There are four complementary articles (see Volume XI, Number 2, Summer/Fall 1996, for bibliographic references).

It is to be hoped, then, that we have fulfilled most of the missions assigned earlier. In review, we have contended that world history should become Big History. It must be taught, for only Big History offers the full picture (both time and space) of all life: plant, animal, and human. Inherently, its dimensions transcend color, creed, and culture; and in a technology-dominant, interdependent world — one where information travels at the speed of light — this outlook is a mandate, not a choice.

Said another way, Big History evokes the desired "Ionic Enchantment," the reality that we are all from a single source, constructed from the same building blocks, and subject to the same cosmic laws. Big History exposes (and James Burke delineates) the fact that we have all learned from each other, that we share a common fragile biosphere, a common home, and are subject to a common destiny. Another declaration follows: our problems are neither French nor German nor American nor Chinese — they are common to all living species. Finally, Big History presents all earthlings with a clear choice and a concentrated challenge: Solve your economic, ecological, and ethnic challenges as one people, or succumb to them for narrow notions of national sovereignty.

Robert Leestma, noted global educator, spelled out the qualities that future citizens, the users of Big History, must have:

1. some basic cross-cultural understanding — a tension-reducing awareness, an empathy and ability to communicate with people from different value systems;
2. a comprehension of why and how humankind shares a common future...; and
3. a sense of stewardship in the use of finite resources and a responsibility for those yet to come.

Perhaps it is safe to say that the concepts and structure nominated here, when implemented through a course in Big History, can help elicit the outcomes Leestma describes. As such, they will qualify as a "simple elegant idea" that injects some order and rationale into the amorphous mass of material known as world history.

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### FORUM: TEACHING RELIGION IN WORLD HISTORY CLASSES

#### A HUMANISTIC APPROACH TO TEACHING RELIGION IN THE WORLD HISTORY CLASS<sup>1</sup>

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World history instructors teach a lot of material — especially in the first half of the two-semester sequence. As we survey the main human cultural groupings, the major world religions all take a turn on our stage of presentation.<sup>2</sup> Most of us have not been trained in religious studies or philosophy to any significant degree and some of us only learned what we know about these religions by "staying one day ahead of the students" the first time we were thrust into this course. In addition, it is probable that each of us has her or his own belief structures and has come to some personal conclusions about religion in general and about particular religions. Given this circumstance, it is quite reasonable to ask, "How can I, or ought I, present this material?" As a scholar trained in both religious studies and history, I want to delineate what I believe to be the central problem in the teaching of religion in the world history class and to describe how a class can successfully be presented with this important material in a manner consistent with the rest of our history teaching.

Generally, the study of religion falls under the broad heading of cultural history and, more specifically, the history of ideas. Thus, our textbooks usually mainly treat religions as conglomerations of ideas: they are belief systems. It is surprising how many texts do exactly the same thing. But while

religions are belief systems they are also social organizations. Without a doubt, we need to present the content of the belief systems so that students understand what the religion is about (something they probably have had no prior exposure to). However, I wish to suggest that from the outset we recognize and acknowledge that such presentations are idealistic and that deviations are normal. For most of us, teaching about beliefs and the philosophy behind religions is outside our field of training and expertise; furthermore, the subject matter of religious belief is complicated, touching upon anthropology, sociology, philosophy, and even scientific understandings of people and the world. When we try to go into detailed explanations, our presentations run the risk of becoming mired in theological arcana. So instead of presenting all the complexity, books and teachers usually opt for a quick "essential" description of the belief system. With this "essentialist" approach Judaism simply becomes a series of beliefs about Jews being the covenant people of one God; Buddhism about following the Eightfold Path to Nirvana; Islam is reduced to being a radical, legalist religion of the Arabs; and the Christian religion is summed up in the love of God and fellow Christians. While these characterizations have some truth to them and are easy for students to retain, they are all ultimately reductionist. As intellectual abstractions they miss something fundamental: the believers! The reality of "lived religion" (which I would define as "religion as it is actually practiced by individuals") is nowhere to be found. And yet, if we think critically about it, we realize that religious belief does not exist outside human persons. Just as in political science or economics, any effective idea finds its vitality only in practice. There can be no religion without believers, and with no practitioners religion ceases to be a social force in the world and only becomes an intellectual curiosity like, for example, ancient Greek polytheism. As historians, our interest in religions is precisely in the role they play as social forces while they are lived realities and not as antiquities. It is my contention that in history courses our *focus* ought to be different from what it now is and we should concentrate more upon people's practice than ideas. I mean, we need to *focus* more upon biography and less on intellectual history. This does not mean abandoning presenting the content of religion, but rather illustrating religions on the basis of their human context rather than the world of ideas. Furthermore, this method also allows historians to "work from strength," for by training we are more adept at handling biographical material than philosophical ideas.

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From my perspective, this focus upon lived religion gets us out of another, more important difficulty which we inherited from religious studies, though we may be only dimly aware of it. I am referring to the essentialist fallacy. As we teach about religion and how it is put into practice, we invariably get drawn into value judgments about how well or badly a particular individual incorporates "the essence" of that religion. For example, in teaching about Asoka Maurya, Indian Emperor and Buddhist advocate, all textbooks invariably emphasize his Buddhist conversion and most happily display a Pillar Edict as evidence in an accompanying illustration. However, the texts also must deal with the contradiction that when Buddhism has been presented as following the Eightfold Path, which clearly forbids killing another human being, Asoka appears as somewhat of a hypocrite for continuing to employ capital

punishment and preserving his power by military means. The same pertains to Constantine the Great and most of the Caliphs of medieval Islam. The resulting conclusion seems to be to stress the flaws of these rulers as religious practitioners: they didn't live up to the essential ideal of their own religion. The cynic even sees the shrewd but predictable manipulation of the masses by a clever ruler's pretensions to belief, using religion as the "opiate of the people." However — setting aside saints and bodhisattvas for the moment — I doubt seriously that these rulers' appropriation of religion was much different from anyone else's. However, by the essentialist standard all non-saints are more or less hypocritical and failures to a greater or lesser degree. But consider this: when any standard ends up describing most people as abnormal — people whom their contemporaries thought were doing perfectly well — the problem is with the standard not the people.

The other problem with the "essentialist" model is that it feeds a kind of agnostic, positivistic attitude which tends to believe that, based upon the evidence, no one can live up to the essence of the religion and that no one ever did. So, a posteriori, the religion must be flawed. This appears to me to be a case of begging the question.

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*I say this as someone who was trained in the study of Western religions as well as history, and who teaches courses in religions of the world as well as world civilization.*

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I say this as someone who was trained in the study of Western religions as well as history, and who teaches courses in religions of the world as well as world civilization. Over time I have abandoned the essentialist approach and have concluded that the most useful heuristic for teaching religion is the simple definition of religion — as *the way an individual constructs reality*. Put slightly differently, the Ultimate Focus of a religion provides devotees with a sense of the meaning of human existence.<sup>3</sup> When we carefully study religions on their own terms, we quickly discover that there really is not an "essence" of any religion but a consensus of experience and belief that describes a shared construction of reality. However, within that shared vision there is inherent variation, often of a wide degree. If we wish to be historically accurate, it is usually better to talk about that variation — its individual incarnations/constructions — than to pose the problem in terms of "essence" and "deviation from that essence." In other words, we need to teach about Christianities and Buddhisms and (dare I say it?) even Islams as streams or trajectories of belief and practice and experience<sup>4</sup> from which different individuals draw different emphases. In truth, in the final analysis, there may be as many different emphases as there are believers. In this view a religion becomes a shared construction of reality but with distinctive and individual emphases. And the emphasis needs to shift to the believers and not stay focused upon the ideas themselves. We can see the truth of this when we look at what often appear to be contradictory movements within a religion: the role of the Buddha in strict Theravadan tradition vs. the god-Buddha of the Mahayanists; the Aryan Christian Jesus as "created" vs. the Orthodox view of a Christ who was "co-eternal" and "consubstantial" with God. The ideas are mutually contradictory, but they are held by people who consider themselves believers. All the people who held to contradictory beliefs, beliefs that were considered by the official hierarchies of religions to be heretical, were people who lived and died believing themselves true followers of their religious leader, sharing his construction of reality. If we succumb to the

essentialist position, we are simply propagating orthodoxy rather than presenting religion as it was lived in the lives of people. In our world civilization class, we seek to present the course of history as much as possible as it was, not as some religious orthodoxy (or, for that matter, any political or economic orthodoxy) would have it. In fact, were we told that we had to teach religious orthodoxy, most of us would object in the name of academic freedom. When we do it unintentionally to our students, who know next to nothing about religion (including their own) by this essentialist model, we do them an intellectual disservice.

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#### *How has this predicament come to pass?*

How has this predicament come to pass? Quite simply it is part of the history of the scholarship in religion and we inherited it. Religious studies began in universities in support of particular orthodox religious sects, first in the medieval Islamic world in support of Sunni orthodoxy and later in Christian Europe advocating for the truth of Catholicism or Protestant Christianity. Gradually, and only in the 20th century, the departments of religion expanded their focus (usually under the guise of Comparative Religion) but their *raison d'être* was still to provide academic support for their brand of orthodoxy. The study of any religion as composed of a true essence and heretical variation is the logical — though perhaps subconscious — consequence of the initial framework for study, viz. Orthodoxy vs. Heresy. This was the universal approach of "theology" departments or schools. A second and mitigating factor is that when religion has been taught outside of theology departments, it is generally in departments of "Religion and Philosophy," wherein religion is considered much as all the other ideas that are examined logically. Until very recently, the theoretical preoccupation of religious studies was in seeing religions as conglomerations of ideas. With the advent of anthropology and sociology and psychology, the phenomenon of religion today is studied as part of human culture, but this is only a 20th-century occurrence, and old ideas die hard.<sup>5</sup>

My call is for world historians to go their own way in presenting religions by presenting the "varieties" or "trajectories" of those religions. I believe that the best way to do this is through biography. I would suggest that after presenting a sketch of the "construction of reality" that is shared throughout the religion (for it is unavoidable that we discuss something of the content that makes the religion what it is), we offer biographical examples of the behavior of people who considered themselves followers of it — as contradictory examples as we can find. Perhaps my own training in Islamics is responsible for this aberrant idea, for in Islam scholars have traditionally spent as much time studying biography as theology. I think this can be fruitfully applicable to all religions. Let's pick up those saints we left aside earlier: Consider contrasting the life of Asoka not with some ideal standard but with that of a contemporary Indian bodhisattva. Take up St. Antony of Egypt — who fled the Roman Empire of the 3rd century because in his vision it was going to Hell — alongside Constantine the Great. Compare Rabia al-Adawiyyah, the mystic of Basra, with a caliph like Haroun al-Rashid. Contrast the life of a Hildegard of Bingen with Richard the Lionhearted on crusade — each hoping to expiate some sins and gain salvation. Needless to say, resources for this kind of teaching are harder to find while most of the major textbooks in religion do not address the material as I have suggested here. I believe that we can comb available collections of biographies to find the raw material for such comparisons. I

have found much useful in older collections (many out of print) like Eric Schroeder's *Muhammad's People*, and church historians like Roland Bainton's *Christendom*. Ken Wolf's small reader *Personalities and Problems* is good on some of the important figures and has the advantage of being geared to the undergraduate student, as does Al Andrea and James Overfield's *The Human Record*. The contemporary series of "Textual Sources for the study of Religion" (ed. John Hinnells) out of the University of Chicago Press has some fine biographical material. There are also numerous Internet resource pages with especially good material on Byzantium and the European Middle Ages. As far as I know, there is no collection of historical biographies in existence, though Gary Comstock has a nice collection of contemporary *Religious Biographies* (Wadsworth). In all the world religions, which are mostly patriarchal, we should be especially attuned to consider the roles available to women in contrast to those of men, and pay attention to how women constructed their own versions of reality. Add to this the evidences of "popular piety" seen often in religious art and fables in contrast to the work of learned theologians.

By doing this, we have a better chance of presenting religion as at least an approximation of "how it was" than the "essence/heretic" model ever could. More importantly, it will help students to think critically about one part of life that, in most cases, they have been taught never to think about and gives them material to think about that is much more varied and interesting than the simplistic, monochromatic orthodox views of religion that they bring with them from home, school, and religious institutions. Another advantage is that it makes the study of religion accessible to the student who has a hard time understanding the importance of ideas in history: how those ideas are put into practice becomes clear in each individual life. Surprisingly, it makes the comparison and contrast of religions easier to see and the relations of religion to the wider society clearer. In short, this method is the best way I know of to present the religions of the world in their human context.

## ENDNOTES

1. At the outset I want to acknowledge the influence of Herbert Mason, who taught me to see religion in people.
2. By major, I mean Hinduism, Judaism, Taoism, Confucianism, Buddhism, Zoroastrianism, Jainism, Christianity, and Islam (not to mention primordial religions, Native American spirituality, and African religion).
3. This definition is usually associated with Ninian Smart, *The Science of Religion and the Sociology of Knowledge* (Princeton, 1973). See also his *Worldviews*.
4. The phrase was originally used by James Robinson and Helmut Koester to describe the variation in early Christianity: *Trajectories in Early Christianity* (DATA).
5. Recently, the American Academy of Religion published a collection of essays by young professors on what excited them about teaching religion (*Religious Studies News*, February 1998). The astounding thing about those essays was their preoccupation with theory; religion professors wanted to teach their students what Durkheim or Weber or Muller or Eliade said about religion much more than they wanted their students to see religions in practice! Not a one was interested in lived religion as I describe it here. It is no wonder that religion textbooks reflect this emphasis.

## TEACHING AND BELIEVING\*

(Part II from the Teachers' Manual for  
*Thinking About Religion from a Global Perspective*)

Brant Abrahamson  
Director, The Teachers' Press

Teachers, like others, have religious and/or secular values. What does one tell students about these values, if anything? How can one keep strongly held beliefs from resulting in biased teaching? Many parents, along with local leaders, are very fearful that teacher bias will negatively impact their young people. What should one do to keep the classroom from becoming a religious war zone?

### What should one tell students about personal beliefs?

When a teacher begins a unit on religion, she or he should be prepared for the question, "What is your religion?" Often it is one of the first questions students ask, and it is a legitimate question. Students have a right to know an instructor's biases! They are attempting to do some source analysis for which they should be praised — if one is using a critical thinking perspective. It is a question that an instructor should think through ahead of time. How is one to respond?

Perhaps more often than not teachers share religious values found in the community. In this case openness is the best policy. For instance, one can say, "My personal views are Christian, but in this unit I'm trying to see the world through the eyes of a Hindu." Or, "My family is Muslim, and I am, too." Or, "My parents had no religious affiliation, and I suppose that is one reason why I try to understand other's religious beliefs."

Our long-time department chair was an excellent teacher, and he could make students sensitive to how people with deep religious feelings interpret events by using his Roman Catholic upbringing. Another member uses her Jewish heritage effectively. My own background is Amish/Mennonite on my mother's side, and I refer to it from time to time. It seems to help establish a commonality with the deeply religious students in class without alienating those from non-religious homes.

Or, challenge students to decide for themselves what they think a teacher believes. For instance, say, "During this lesson I am going to present the world and humans' place in it as seen by a Daoist. I'm going to do the best job that I can, and you determine if these are my personal beliefs. At the unit's end we'll base our discussion on this question." The (often lively) discussion is held, and almost certainly some students will ask, "Who is right?" And, the teacher responds by saying, "I can't tell you yet because we are going to be studying more religious perspectives. In other lessons, I'm going to try to present Muslim, Christian, and Jewish beliefs fairly — in ways members would approve. Then, I'll ask you the same questions again!"

In summary, there are many ways that one can effectively respond — if one has thought through a strategy ahead of time.

### Non-biased classroom instruction.

A public school teacher should be objective and empathetic when describing a religion. While this statement may sound self-evident, it is easier said than done. The biases that we have color our teaching about religion just as they do our discussions of politics. How do we keep them in check?

One can imagine that there is a highly educated member of the faith being discussed sitting in the classroom. And, one concentrates on making explanations and activities acceptable to this person. Ask students who adhere to the faith, "Did I present your views in a fair

\*This article appeared previously in *Multicultural Education* (Vol. 6, No. 2, Winter 1998). It is reprinted here with the permission of the author.

manner? Did I give any false impressions? What should I correct?" Encourage them to find other authorities whose ideas and credentials can be analyzed.<sup>1</sup> Prod them into investigating their own faiths. Give them class credit for interviewing their religious leaders.

New religions pose a special challenge in this regard. How do we discuss them? Do we approach them with the same seriousness of purpose that we use when describing established faiths? Most of us would not ridicule one of the established world religions, but what about those that have developed this century? Should we have a different set of rules based upon age? Are the leaders of new religions correct when we say that we are biased against them?

From history we know that when people of differing traditions are thrown together, there will be attempts to reconcile differences and to develop new understandings of humans' place in the universe. Because many Americans come from very diverse backgrounds, an astonishing array of new religions have evolved in the United States during the last 200 years. Most do not survive, but a few do. How do we deal with them in our classes?

#### **Parents and local religious leaders.**

Attempting to instruct children about how groups of people have viewed the divine involves some danger. We recommend maintaining close contacts with parents and local community leaders.

Contact parents at the beginning of a course. Send them an initial student assignment sheet, and offer to continue doing so for later units. Solicit their input on a unit by unit basis. Invite them to class with no advance notice necessary.

If problems arise over matters of religious instruction, it will be within a previously established positive relationship. At these times, show respect. Mostly listen, using conflict resolution techniques. For instance, try to state the parent's position better than he or she does.

Work with members of the local clergy. Welcome those who want to visit the class. If college-trained, they are valuable resource people. Teachers should call upon them. Generally they know their religious history better than we do. For example, a local Catholic priest likely can provide details regarding the Crusades not known by most teachers. And in the diverse communities in which many of us teach, an instructor cannot possibly know the doctrines of all of the faiths represented. So, one has guest speakers, and organizes field trips to community places of worship.

Be aware of the possibility of "stealth evangelism." American Civil Liberties Union leaders believe that it is inappropriate for clergy to speak in public school classrooms. (For example, see Rob Boston's article, "Stealth Evangelism," in the October 1994 issue of *Church & State*, pages 4-8.) As when driving a car or engaging in any activity that involves an element of danger, one exercises caution, and then goes ahead. Rarely if ever have I had to go beyond reminding speakers to preface their statements by saying "We believe that...." Without any exceptions that I can remember, community religious leaders are aware of the difference between "teaching religious belief" which they do in their places of worship, and teaching public high school students *about* their religion.

#### **Dealing with "abhorrent" religious practices.**

What should one do when particular religious practices are abhorrent from the standpoint of one's personal beliefs? As one example, what does one say about religiously based gender roles that require enforced female seclusion or submission to males? Suttee? How can one be empathetic — or non-ethnocentric — yet not abandon personal, community, and cultural moral standards?

In these situations we use the United Nations' *Universal Declaration of Human Rights* as a standard. The Preamble of the *Universal Declaration* — found in many sources including the last chapter of the *Student Text* — begins with these words: "Whereas recogni-

tion of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice, and peace in the world...." After the Preamble the authors say, "Now, therefore, the General Assembly proclaims this *Universal Declaration of Human Rights* as a common standard of achievement for all peoples and all nations...." Thirty articles follow. Article 1 states that "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood." Article 2 says that "Everyone is entitled to all the rights and freedoms set forth in this *Declaration*, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status."

At the same time, we need to recognize that belief in human equality — appropriate for our classrooms — is an assumption. Its "rightness" cannot be proven scientifically any more than can a religious doctrine. Our students' families may have different beliefs, alternative standards of what is "right." Many religions are hierarchical, very non-democratic. Members believe they should obey specific leaders perceived to know divine will. Gender roles may be narrowly defined, different from one another and imposed. "Proper" child-rearing can be authoritarian. How should one respond? The following suggestions may be helpful:

1. **Avoid false assumptions.** Specific families from an authoritarian faith system may share this perspective only tentatively, or not at all. There are great differences within all established religions. Organizations that are authoritarian in non-democratic nations may operate quite differently in the United States.
2. **Be honest about practices found in various faiths, but focus on those aspects most worthy of respect from a democratic point of view.** Teach students to do likewise.
3. **Separate personal crusades from one's teaching.** Classroom proselytizing — secular or religious — is likely to backfire. Work toward family support for one's efforts.
4. **Obey existing laws. Evidence of beaten children — or sick children not receiving standard medical care — must be reported.** A parent's (or teacher's) belief about divine commands is not a relevant consideration under the law.

#### **Dealing with religious conflict.**

Dealing with religious struggles for power in an objective, fair, and historically justified manner is easiest when these battles were fought long ago and far away. It is most difficult when dealing with religiously charged current issues. For instance, many Americans get upset with the ways that leaders of new cult-like religions seek converts and try to control the lives of existing members. Their tactics may be reprehensible, and we must teach our young how to recognize deception wherever it is found. But by what standards are the founders of new religions being judged? What comparisons are being made? Methods used by religious leaders in the past? Those employed by leaders of established faiths today?

When teaching about a particular religion, we focus upon members' perception of their relation with the divine — however interpreted. We separate this study from analysis of religious conflict, a topic found in the *Analysis Materials* booklet. See "Case Study Two: Religion and Exercising Influence."

#### **ENDNOTE**

1. Developing guidelines for evaluating authorities is a major focus in the critical thinking course, and the topic is emphasized in the world history curriculum as well. (A summary of our procedures appears in the Winter 1991 issue of *Magazine of History*, Vol. 5, No. 3, page 60.)

# WORLD HISTORY BULLETIN BOARD

## GETTING ALONG TOGETHER ON THE INTERNET

George E. Brooks, Department of History, Indiana University, announces that the world history text developed for the course he has taught since 1966 is now available on the Internet at:

<http://www.indiana.edu/~histweb/fall1999/brooks/b391/index.htm>

The title is *Getting Along Together: World History Perspectives for the Twenty-First Century*. Publishers are not interested in a world history text that is "only" 99 pages long, so I am making it available via the Internet. As reported in the Preface and Acknowledgments, I welcome critiques and suggestions.

## BRADLEY SUMMER SEMINAR 26 June-8 July 2000

The annual Prague-Berlin Seminar organized by Bradley University will be held at the Prague University of Economics and the European Academy of Berlin. The seminar is intended to inform college faculty about a wide range of contemporary issues facing the Czech Republic and Germany. Past presentations have focused on politics, foreign policy, history, economics, social relations, and art. For further information, contact: Dr. Gregory G. Guzman, Director, Department of History, Bradley University, Peoria, IL 61625; phone: 309-677-2399; fax: 309-677-3377; e-mail: ggg@hilltop.bradley.edu

**CARGOES FROM THREE CONTINENTS: ANCIENT MEDITERRANEAN TRADE IN MODERN ARCHAEOLOGY**, edited by Marie Cleary and Mark J. Meister, is a new education publication of the Archaeological Institute of America (AIA). It presents lesson plans and teacher resources derived from the 1997 summer institute of the same name held in Boston (AIA headquarters), and underwritten by the National Endowment for the Humanities. The aim of the institute was to enrich the precollege curriculum by showing the importance of archaeology in reconstructing the past, and to get away from the "spotlight" method of presenting history by demonstrating the interconnectedness of ancient cultures.

The innovative materials in this 200-plus-page book, with handy maps and drawings, come from sixteen social studies teachers, three Latin teachers, and one teacher who conducts inservice workshops combining history and science. Also included are the institute's detailed lecture schedule (a who's who of distinguished archaeologists and ancient historians participated), syllabus, and bibliography.

The book is available from AIA Order Department, Kendall/Hunt Publishing, 4050 Westmark Drive, Dubuque, IA 52002. Or by calling their toll-free number: 800-228-0810. The cost is \$16 for AIA members, and \$19.95 for non-members; shipping is \$4 for the first book, and \$.50 each additional copy.



## SUMMER SEMINARS IN RELIGIOUS TEXTS AND CLASSICS SPONSORED BY ST. FRANCIS HIGH SCHOOL AND RSISS

### PRESENTING IN 2000 RELIGION AND ECOLOGY

Dr. John Grim, Bucknell University

Dr. Mary Evelyn Tucker, Bucknell University

**General Information:** Saint Francis High School and RSISS are pleased to announce the fourth annual Saint Francis Project in Religious Texts and Classics. The twofold purpose of these seminars is to provide public, private, and parochial secondary school teachers with 1) a unique opportunity for in-depth study of religious texts with renowned scholars, and 2) an occasion for quality professional interaction with peers from around the country.

**Location:** The first of this year's seminars will be held at Bucknell University in Lewisburg, Pennsylvania; the second will take place on the Bloomington campus of Indiana University. Both Lewisburg and Bloomington are delightful college towns offering participants the chance to sample a wide variety of restaurants, bookstores, and parks.

Tuition includes books and materials. Housing will be in air-conditioned, single rooms in university dormitories. Bathrooms are shared. Food service will be provided by the university, with occasional meals out. Participants will have access to university library, computer, and recreational facilities.

A final schedule, transportation information, and reading materials will be mailed to participants after final registration.

Early registration is encouraged, as applications will be accepted in the order received. For additional information, contact Tom Collins, 3134 Covenanter Drive, Bloomington, IN 47401, or e-mail to [program@rsiss.org](mailto:program@rsiss.org).

Cost:	Registration (non-refundable) by January 1:	\$150
	Balance due June 1:	\$450
	Total:	\$600
	Registration (non-refundable) after January 1:	\$195
	Balance due June 1:	\$455
	Total:	\$650

Some financial assistance is available for those whose schools do not have resources to cover tuition.



# MORE BULLETIN BOARD

## UNDERSTANDING AND TEACHING ABOUT ISLAM

### Institutes for Teachers

Session 1: July 9 - July 22, 2000  
 Session 2: July 30 - August 12, 2000  
 Dar al Islam, Abiquiu, New Mexico

#### Program

Dar al Islam is pleased to offer two residential, two-week-long intensive institutes this summer for the study of Islam. The program covers the faith, civilization, and world view of Islam through the study of basic texts and beliefs. The major goal of the institutes is to offer teachers an opportunity to see how Islam works in the daily life of Muslims, and to better understand the basic tenets of the fastest growing faith in the United States.

How did Islam become the world faith it is today? How did scholars of the Islamic world influence the European Renaissance? What is the Muslim view toward non-Muslims? What should we know about Islam in America today? How does Islam view reform, diversity, and change?

The faculty consists of dynamic academic and traditional scholars. Through discourse, study of texts, and interaction with Muslims, participants will have the opportunity to develop a deeper understanding of Islam. Participants will become more familiar with teaching resources, as well as the techniques for integrating them into the social studies, religion, or world history curriculum.

#### Format

The daily program is comprised of three hours of lecture/discussion in the morning, followed by group study sessions in the early afternoons. Late afternoons provide time for reading, study, reflection, use of the library and audiovisual resources, and other enrichment activities. Evening sessions feature films, slide programs, discussions, and demonstrations. The academic program is intensive. There are, however, opportunities for mountain hikes, swimming, river-rafting, and stargazing.

#### Setting

The location of the institutes is Dar al Islam's Abiquiu, New Mexico site, situated on approximately 1,600 acres in the beautiful mountains of northern New Mexico. The Mosque-Madressa (school) complex is an outstanding example of Islamic architecture, designed by world-famous Egyptian architect Hassan Fathy. Teachers and faculty will be housed in this traditional North African-style adobe building, which sits on a mesa where one can view sunsets and meteor showers simply by walking out the front door.

The accommodations are rustic, and you will be living in a shared dormitory setting. Bring your open mind and spirit of adventure.

#### Costs and Expenses

Participants pay for their travel and incidental expenses. The institutes provide required books, art supplies, supplementary materials, and room and board, as well as in-state transportation.

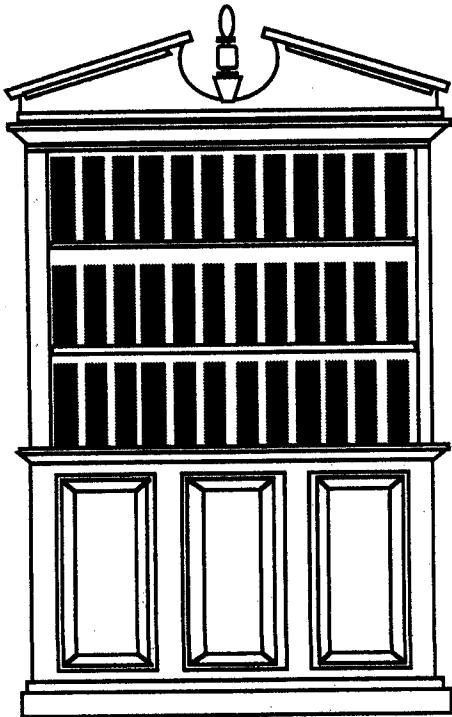
#### About Dar al Islam

Dar al Islam is a nonprofit educational organization founded in 1979 to facilitate the growth of accurate and authentic knowledge of Islam among the American people. Our commitment is to build bridges among the Muslims and non-Muslims of America. Programs focus on reaching beyond information to the contextual and experiential dynamics of living in a multicultural society. This is the fifth year Dar al Islam has hosted institutes committed to a style of education that engages both head and heart.

For further information on the site, the teachers' institutes, and other Dar al Islam programs, please visit our website at

[www.daralislam.org](http://www.daralislam.org).

# BOOK REVIEWS



## *The History of the Human Community: Prehistory to the Present.*

By William H. McNeill. 5th ed.  
Saddle River, NJ: Prentice Hall, 1997.  
Pp. xvi + 715.

Reviewed by:  
Alan LeBaron  
Kennesaw State University

William McNeill's textbook of world history puts strong emphasis on Western civilization, and the success story of the rise of the West and Western dominance over much of the modern world. The backbone of the text maintains some major theories McNeill made famous with his classic 1963 publication, *The Rise of the West: A History of the Human Community*. According to McNeill, important historical change occurs from interaction among different human communities, in particular when contact is made with "strangers possessing new and unfamiliar skills." Advanced civilizations will "upset their neighbors by exposing them to attractive novelties," therefore creating a painful choice of imitating the superior civilizations, or hanging on to the past and backwardness. Eventually the superior civilization will dominate, and the "grain of world history begins to run in a single direction."<sup>1</sup>

The first half of the text covers world history to 1500, and describes the evolution of the human being, the characteristics of civilizations, the interchange of ideas and discoveries that

took place across Eurasia, the cultures that achieved periods of greatness, and the powerful empires that rose and fell. McNeill writes that by 500 B.C.E., Eurasia had developed "distinct and different" civilizations "in China, in India, in the Middle East, and in Europe"; by 1500, each civilization had basic structures that in many ways remained unchanged from the previous 2,000 years.<sup>2</sup>

Each civilization had significant achievements, and each contributed to the ideas and skills that passed back and forth across Eurasia. Persians, for example, developed timeless and universal techniques for ruling an empire.<sup>3</sup> The Muslims "carried forward and developed" knowledge from the Greeks, India, China, and elsewhere.<sup>4</sup> By 1200, China's immense wealth, skill, cultivation, and learning were greater than all its contemporaries.<sup>5</sup> The classical Greeks receive strong praise, and McNeill demonstrates that the Greek ideals and accomplishments underlay the eventual rise of the West. Athenian democracy was "definitely democratic" and "enormously successful and deeply impressive," commanding "wonder and amazement."<sup>6</sup> The Greek ideal of the hero gave a "special tone" to the Greek character. Greeks had the desire to "excel every rival" and "meekness, patience, and submission played no part in their catalog of virtues."<sup>7</sup>

## *The grand narrative found in The Human Community follows the history of these four civilizations....*

The grand narrative found in *The Human Community* follows the history of these four civilizations, then focuses on the rise of Europe and its challenge to the rest of the world. McNeill describes Europe as innovative, energetic, bold, reckless, relentless, warlike, and unsubmissive; and explains how each of the other civilizations had serious flaws which caused them to fall under Western dominance. China developed a "conservative and stable style of civilization" with a "remarkable uniformity" where strong Chinese families would "mold their members to the roles tradition demanded of each of them, generation after generation."<sup>8</sup> The Chinese "distrust of all things foreign" blinded them to foreign accomplishments, and "set a ceiling" upon development.<sup>9</sup> Chinese merchants "lacked any sort of independent spirit."<sup>10</sup> The study of Confucian classics "molded the rulers and leaders" and "completely closed their

minds" to other ways of thinking.<sup>11</sup> China suffered from "sublime self-satisfaction" and "smug self-satisfaction."<sup>12</sup>

The primary and most distinctive characteristics of Indian life were transcendental religion, in which the "proper thing to work for was escape from it all," and the caste system, which made significant change or progress difficult.<sup>13</sup> When challenged by the rising West, Indians showed little interest in "reforming Hindu customs in the light of European ideas or examples."<sup>14</sup> In the 19th century, industry grew slowly in India because of a "lack of will."<sup>15</sup>

Muslims followed a similar pattern of reluctance to change. After Muslims succeeded in establishing a great Islamic empire, they "turned their backs upon science and philosophy" and "almost ceased to concern themselves with anything foreign."<sup>16</sup> Challenged by a rising West, "most Muslims felt deep doubts about trying to imitate the West."<sup>17</sup> As a whole, Chinese, Hindus, and Muslims "hesitated, worried, floundered, and endured."<sup>18</sup>

European history is treated in stark contrast to the other major civilizations. The people of Europe developed an "enormously successful" civilization after 900 C.E., and although they had "taken in much from the barbarian world of the north," the Europeans were the "heirs and successors" to the Greek civilization.<sup>19</sup> Several chapter titles convey the spirit and tone given to the power of the West: "The Great European Discoveries," Europe's Self-Transformation," and "World Reactions to Europe's Achievements." Part of Europe's strength came from the warlikeness of the people, and the fact that "they did not meekly submit to their social superiors."<sup>20</sup> Europeans admired heroic achievement and daring risk-taking, and such ideals carried "tiny companies of adventurers into strange and hostile parts of the globe."<sup>21</sup> In describing Europeans of the mid-19th century, McNeill quotes Thucydides on the Athenians: "They were born into the world to take no rest themselves, and to give none to others."<sup>22</sup>

## *Japan was the only major civilization to accept change based on Western influence, which allowed for Japan's subsequent successes.*

Japan was the only major civilization to accept change based on Western influence, which allowed for Japan's subsequent successes. The Japanese were "open to new thoughts in a way that was

not true in China.”<sup>23</sup> In summary, “Japan chose to borrow from the West and soon forged ahead.”<sup>24</sup> However, the Japanese process of learning is always described as “borrowing” or “imitating,” which are words that carry a strong tone of submissiveness. The Japanese imitated Chinese painting and literature, and borrowed from Christian and Buddhist rituals.<sup>25</sup> Threatened by the United States in 1853, Japan “meekly agreed” to open trade, and then began to change its ways “by opening itself wide to imitation of and borrowings from the West.”<sup>26</sup>

But learning in Europe is always described in very positive terms, and “imitate” or “borrow” are never used. Looking to Byzantium, Europeans made the “discovery” of Roman law.<sup>27</sup> Europeans made a “recovery” of ancient science and philosophy from the Arabs and the Greeks.<sup>28</sup> Europeans “took advantage of what they could learn from distant China, as well as from nearer regions and places, with reckless energy.”<sup>29</sup> Europeans made an “acquaintance” with Chinese technology.<sup>30</sup> Europeans had no regrets for “seizing” knowledge or skills.<sup>31</sup> Between 1500 and 1850, Europe became the “strongest and most skillful civilization in the world” because of its “readiness to learn and experiment, to change its own habits in the light of new experiences, and, above all, never to flinch from the next confrontation.”<sup>32</sup>

Western power and dominance are presented as a success story, and resistance to Western power is largely dismissed as closed-mindedness. *The History of the Human Community* reflects the goals that McNeill discussed in the premier issue of the *Journal of World History*: “We must, I think, admire those who pioneered the enterprise and treat the human adventure on earth as an amazing success story, despite all the suffering entailed.”<sup>33</sup> Writing in *History and Theory*, McNeill indicated that history should inspire humans to ingenuity and inventiveness, and that world historians can promote “a tolerable future for humanity as a whole and for all its different parts.”<sup>34</sup> By interpretation, *The Human Community* could be seen as a message of hope and inspiration, a celebration of human accomplishments, and the basis of a commonly shared global past. The effort is laudable, but not likely to satisfy great numbers of people around the globe who reject the Western success story, and deny the theory that modernity results from being Westernized. William H. McNeill deserves our gratitude for being a powerful promoter of the idea of world history, and for his positive influence on the creation and growth of a professional field in world history. As he wrote in *The Human Community*, human beings are “prisoners and beneficiaries of the part of the past we choose to remember.”<sup>35</sup>

## ENDNOTES

1. William H. McNeill, “The Rise of the West after Twenty-Five Years,” *Journal of World History* 1:1 (Spring 1990), p. 2.
2. *The History of the Human Community*, pp. 170, 353.
3. p. 98.
4. pp. 227, 240.
5. p. 270.
6. p. 113.
7. p. 113.
8. p. 169.
9. p. 255.
10. p. 259.
11. p. 493.
12. pp. 430, 496.
13. pp. 132, 140.
14. p. 490.
15. p. 607.
16. p. 248.
17. p. 486.
18. p. 594.
19. pp. 183, 353.
20. p. 351.
21. p. 545.
22. pp. 545, 546.
23. p. 434.
24. p. 594.
25. pp. 316, 497.
26. p. 499.
27. p. 297.
28. p. 297.
29. p. 327.
30. p. 352.
31. p. 248.
32. p. 360.
33. William H. McNeill, “The Rise of the West after Twenty-Five Years,” *JWH* 1:1 (Spring 1990), p. 3.
34. “The Changing Shape of World History,” *History and Theory: Studies in the Philosophy of History* 34:2 (1995), pp. 8-26.
35. *The Human Community*, p. 196.

WHA

**The Human Record: Sources of Global History.** By Alfred J. Andrea and James H. Overfield, eds. Third Edition. Boston: Houghton Mifflin, 1998. Volume I, To 1700, 485 pages; Volume II, Since 1500, 525 pages.

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G.M. Treveleyan once defined social history as history with the politics left out. The earliest world history textbooks tried not to leave anything out, but often in a framework that was little more than Western civilization with the rest of the world put in. When it first appeared in 1990, *The Human Record: Sources of Global History* was a revelation. Rather than reissue a Western civ. reader with token sources from the rest of the world, this was one of the first of a generation of texts for courses that were truly global in scope. The evolution of these volumes from the second edition in 1994 to the third edition in 1998 suggests changing trends in the teaching of world history.

Both volumes feature new sources. On the one hand, some documents simply fill slots taken by similar sources in the previous edition. Substituting Mrs. Humphrey Ward for Sylvia Pankhurst may shift the emphasis or highlight a debate, but has little effect on the overall structure or argument of the book. With the exception of its illustrations and a final chapter on the world since 1945, most of the changes to Volume II (since 1500) fall into this first category: substitutions rather than major revisions. On the other hand, new sources or the way they are organized may herald a new approach to the subject. The shift in chapter title from “Afro-Eurasian unification” in the second edition to “Afro-Eurasian interchange” in the third edition is indicative of the way Volume I (to 1700) has been reconceptualized.

The revision of Volume I begins with the titles of sections or chapters and extends to the discussion of world religions. The added descriptors given to extracts on world religions — *Braminical Hinduism*, *Mahayana Buddhism*, *Rabbinical Judaism*, or *Gnostic Christianity* — offers a healthy emphasis on the diversity of the broader religious movements as well as the specificity of these particular sects. Such changes are not merely cosmetic. New sources on Buddhism in China and Japan, sources on India, as well as a new section on Islam and unbelievers extend coverage of existing topics. Chapters on Christianity also offer new approaches. The “growth of

Christianity" becomes "conquering the world for Christ," and the negotiation and exchange within Christendom between hegemonic and renegade sects receives emphasis. A chapter on "Western Europe" has been entirely recast as a comparison between Byzantium and Western Europe. The only source from the previous edition that has survived is the "Song of Roland." The result is a comparison of great salience and analytical depth at a time when contemporary conflicts in southeastern Europe often glance backward to mythical medieval roots.

The final section of Volume I addresses the themes of travel, encounter, and exchange from 1000-1700, reflecting the recent prominence of this paradigm for understanding this period of world history. A new selection on pilgrims before the Mongols augments a chapter on travel. The final chapter on "trans-oceanic encounters, 1500-1700" is the crucial bridge between these two volumes. This single chapter discusses Europeans in the Americas as well as the reaction of Africans, Chinese, Japanese, and the Mughals to the West. The succinct presentation emphasizes a central theme of Volume I, the increasing interaction and exchange of diverse parts of the world. Indeed, this is a key theme — perhaps the master narrative — of many texts in world history or global history: the movement from discrete civilizations to cultural interchange, from isolation to integration, from the local to the global. It is striking that Volume II is organized so that this process is repeated in both volumes.

Volume II begins with separate regional chapters on Europe, Africa and the Americas, Islam, and Asia, followed by clusters of chapters on revolutionary transformation, imperialism, and the global society of the 20th century. This preserves the narrative of isolation to integration but, by taking separate regions as its starting point, runs counter to the very trends emphasized in the first volume. I would prefer to see an opening chapter in Volume II on global encounters to c.1600, similar to the last chapter of Volume I (or to the opening chapter of the second volume of Bulliet, et al., *The Earth and Its Peoples*, the companion text I use). On close inspection, eight of the nine sources in the end of Volume I are indeed included in Volume II, but they are spread across the regional chapters. Notably, half of the sources from the end of the first volume are in Volume II's second chapter on Africa and the Americas, but none appears in its opening chapter on Europe.

#### *I know that I can assign the subsections in any order that I want to (and I do).*

I know that I can assign the subsections in any order that I want to (and I do). Yet I have misgivings about opening a book on global history since 1500 with a document on the Reformation (Martin Luther). The initial placement of this source promotes the kind of "after this, therefore because of this" thinking and European bias that are all too common among students. Or perhaps its placement is merely a sop to that part of the course market that prefers Eurocentric wine in "world history" bottles. (The publisher's website plugs the book as "suitable for both Europe-oriented and global approaches.") To be fair, several canonical European sources, such as Machiavelli's *Prince*, have been cut to make way for additions that enhance the volume's coherence without any loss of quality or substance. Nevertheless, if the order of the first two chapters were reversed, the chapter on Africa and the Americas would follow the prologue's excellent discussion of a letter from Columbus. Extracts on Tenochtitlan or by Nzinga Mbeba would precede the debate between Sepulveda and Las Casas. The first

source would be by Leo Africanus.

One of the strengths of *The Human Record* has been its inclusion of many sources by and about women, an area that does not tell a straightforward story of integration and improvement. An extract on witches in early modern Europe makes way for a tract by Anna Bijns on the happiness of the woman without a man, jolting some students out of the assumption that their mothers discovered women's lib. A justifiably ambivalent and anti-teleological perspective on women's issues continues into the post-1945 section with a source on genital mutilation of women in Africa.

The inclusion of sections devoted to paintings and other visual sources are the most significant additions to Volume II. Such sources are devoted to the Mughal court, Chinese painting, Meiji prints, British imperial advertisements, art in World War I, and more. These illustrations challenge students to reconceptualize what is a historical "document," much as the reorganization of Volume I asks students to rethink exchanges and encounters. In addition, the concluding chapter on the world since 1945 abridges the discussion of the Cold War in order to devote more space to admirable and pertinent selections on ethnic tensions, religious conflict, racial equality, women's issues, and environmental degradation.

The prologue to both volumes provides an excellent introduction for students on how to use written and visual sources. Moreover, each extract is introduced with perspicacious background information and questions for discussion. Anyone teaching world history will also benefit from the extensive resources in the teacher's handbook. *The Human Record* is one of the best collections of primary source documents in any field of history.

WHA

#### **The World's History.**

By Howard Spodek. Upper Saddle River, NJ: Prentice Hall Inc., 1998. Pp. xxv + 777.

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Instructors who are seeking a comparative and thematic approach for their world history classes will find much of merit in Spodek's new textbook. The author's goal is to make students aware of the patterns and trends that have shaped the world so that they may appreciate the alternatives, choices, and multiplicity of perspectives regarding those patterns. The textbook achieves this goal by combining factual information with interpretive issues in a manner that encourages critical thinking.

To a great extent the effectiveness of the text derives from its structure. Spodek has divided the book into eight chronological/thematic units according to world historical turning points. Furthermore, each unit highlights a different disciplinary approach. The units consist of the following: emergence of first humans to 10,000 B.C.E. (anthropological approach); urbanization following the agricultural revolution, 10,000 B.C.E. to 400 C.E. (urban studies approach); emergence of early empires, 2000 B.C.E. to 200 C.E. (political approach); rise and spread of world religions (focus on religion); world trading systems, 1000-1776 (economics); free and slave migrations, 1000-1750 (demographic approach); political and industrial revolutions, 1750-1914 (social history); and technological change since 1914 (technological systems approach).

Within each of the eight units the individual chapters break down the coverage into digestible comparative blocks. For example, the urbanization unit takes up the question of what constitutes a city and why is it important? The discussion then extends from Sumer (chapter 2) to the Nile and Indus cities (chapter 3), and concludes with cities in East Asia, West Africa, and the Americas (chapter 4). Similarly, the unit on world religions compares Hinduism and Buddhism (chapter 9), treats Judaism and Christianity together in chapter 10, and concludes with Islam (chapter 11). The unit about migrations contains a single chapter, but embraces Asian migrations 1250-1600, European expansion and the Columbian Exchanges 1096-1750, the enforced migration of slavery 1500-1750, and population movements from rural to urban environs using the imperial capital cities — Delhi, Isfahan, Constantinople, and London — as comparative examples.

From a teaching standpoint, unit 7 is perhaps the best conceived. Within this unit, chapter 15 addresses political revolutions — including the English, American, French, and Haitian revolutions — along with Latin American independence movements. Students gain a greater appreciation of the phenomenon of revolution as a historical problem, and they better understand the interconnectedness of these revolutions by having them presented in the same chapter. The global changes resulting from industrialization receive due consideration in chapter 16. Here Spodek pulls together the first and second phases of industrialization up through 1914 and draws the connections to European imperial expansion into Africa and Asia.

Although the text's organization proves remarkably successful overall, the final unit dealing with the 20th century offers some problems. Here Spodek tries to use technology as a theme for all the 20th century chapters, but the presentation of "technology" systems is not coherently articulated within the body of the chapters themselves. For example, in chapter 21, which covers the Arab world and its neighbors, the subsection on Technological Innovation in Egypt, 1956-1990s, consists of a scant two pages about the Aswan Dam.

One drawback to the book is that, by itself, it does not provide enough significant detail for students to generate meaningful

discussion or thoughtful analytical essays. For example, the discussion of nationalism is commendable for including Chinese and American nationalisms along with European nationalisms prior to 1914 in the same chapter. Unfortunately, the author did not provide enough meaty detail for students to appreciate how Chinese nationalism was similar to or different from other forms in terms of ideological content. Nor did nationalisms in the Balkans receive due attention. Lack of detail is also a problem in the dramatic reduction in coverage of the First World War (two pages) and the Second World War (about four pages) within the same chapter. In this case, instructors preferring a more conventional approach will be extremely frustrated with the almost complete omission of any narrative of the wars. Students will most likely respond very favorably to Spodek's preference for social history over political narrative (my students do), however instructors will probably find that they need to assign supplemental readings for balance.

The specific strengths of the text are many. Spodek does an admirable job of interweaving historiographical issues of interpretation into the chapter discussions. The chapters regularly take up the questions "How do we know?" and "What is its significance?" One especially good section deals with slavery and the slave trade and engages in discussion of the works by Philip Curtin, Paul Lovejoy, and John Thornton. In this case, the combination of discussion and graphics gives students a sophisticated and comprehensible introduction to the nuances in the arguments surrounding the assessments of slavery's effects in Africa and the Americas. In general, the scholarship appears adequately up-to-date, and the chapter discussions give a fair representation of the current interpretations and issues in the various fields. In addition, the prose is engaging and the material is presented in an interesting way so that it does not wear down the student. The textbook is pitched at an appropriate reading level so that students should have no difficulty in following the material. Also, the book's length is about right, although it could be expanded slightly. Finally, the greatest strength of the textbook is that it really is a world history text, rather than being a Western civilization text with a few chapters thrown in for the rest of the world.

WHA

## CARTER FINDLEY AWARDED A 2000 UNIVERSITY DISTINGUISHED SCHOLAR AWARD

Carter Findley, Professor of History at Ohio State University, has been awarded a 2000 University Distinguished Scholar Award. It is one of only six such awards conferred annually in a university of more than 3,000 faculty. The University Distinguished Scholar Award is the highest honor the University bestows on its best scholars. Professor Findley is the seventh member of the History Department to win the award.

A member of the history faculty since 1972, Carter Findley has worked with colleagues to make Ohio State an internationally recognized center for the study of Ottoman history, and to add a new field, world history, to the curriculum. His lengthy bibliography includes both a successful textbook, *Twentieth-Century World*, co-authored with John Rothney (fourth edition, Houghton Mifflin, 1998), and two major monographs in Ottoman history: *Bureaucratic Reform in the Ottoman Empire: The Sublime Porte, 1789-1922*, and *Ottoman Civil Officialdom: A Social History*, of which the latter won prizes from both the Turkish Studies Association and the Ohio

Academy of History. Findley has written articles in English, French, and Turkish and has published them in some of the most prominent scholarly journals, including *The American Historical Review*. Many of his works have also been translated into Turkish. Recipient of many research fellowships, he was a visiting member of the Institute for Advanced Study (Princeton, 1981-1982), a visiting professor at the Ecole des Hautes Etudes en Sciences Sociales (Paris, May 1994), and the Leon Poullada Memorial Lecturer at Princeton University (December 1999). His lengthy record of professional service includes serving the Turkish Studies Association as president (1990-1992) and the World History Association as both vice president (1998-2000) and president (2000-2002). He is now engaged in a study of "Turkey's Experience with Nationalism and Modernity."

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Heidi Roupp is becoming the Director of Educational Development for the World History Association.

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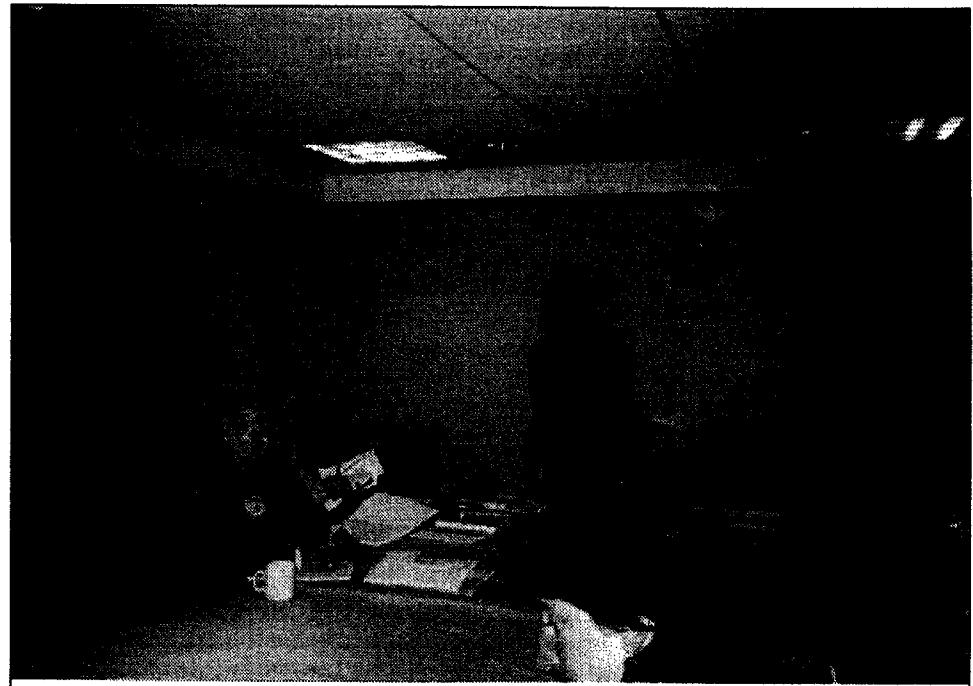
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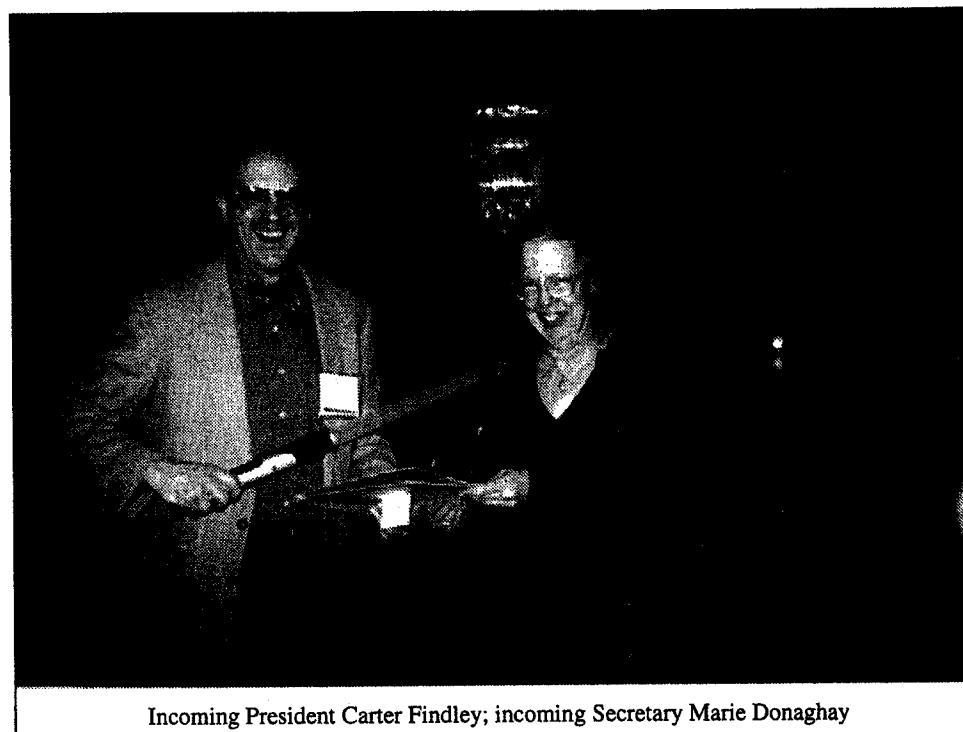
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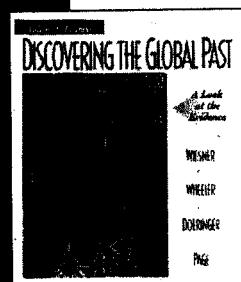
This engaging CD-ROM contains 30 interactive maps that illuminate events throughout world history, from the ancient world of Western Asia to Cold War Europe. Each map is accompanied by an introduction, exercises, and essay questions, making *GeoQuest World* an excellent way to show students the connections between history and geography.



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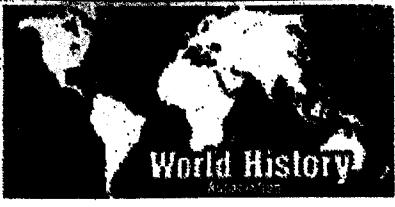
### Latin America and the World Economy: Dependency and Beyond

Richard J. Salvucci

### The Atlantic Slave Trade

David Northrup





# World History Association Ninth Annual International Conference

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

**World History as a Research Field**  
The conference will focus on the development of world history research and its relationship to the conceptualization, methodology and teaching of world history.

Forty sessions, with a total of over 100 individual presentations, will take place during the three-day conference. An opening plenary session will be held in historic Faneuil Hall on Thursday evening, June 22, and additional major plenaries will meet on Friday and Saturday.

Registration and sessions will take place in the Shillman Classroom Building on the Northeastern campus. A major book exhibit will be open to all throughout the conference.

Northeastern University is located centrally in Boston. It adjoins the Museum of Fine Arts, Symphony Hall, the YMCA (from which it emerged), and the New England Conservatory, and is near Fenway Park and the Boston Public Library. It is accessible by the Green Line (at Northeastern) and the Orange Line (at Ruggles).

The full conference program will be posted on the website (see below) as of March 15.

Additional meetings will be held by affiliated organizations, including the WHA Executive Council (June 22), and various regional and other affiliates.

Local arrangements for the conference are handled by the World History Center at Northeastern University

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

## Teaching Environmental World History June 25-26, 2000

### New Research and Teaching World History

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

### Fees and Lodging

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

For general questions contact Conference Chair Pat Manning, Department of History, Northeastern University, Tel: (617) 373-4453; Fax: (617) 373-2661 Email: manning@neu.edu.

For further information on registration and lodging visit the conference web site below.

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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 2000 dues were mailed in October, 1999, and January, 2000. 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. 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.