

Carter Findley, *President*
Ohio State University

Ralph C. Croizier, *Vice President/President-Elect*
University of Victoria

Marie Donaghay, *Secretary*
East Stroudsburg University

Roger Beck, *Acting Treasurer*
Eastern Illinois University

Richard L. Rosen, *Executive Director*
Drexel University

Heidi Roupp, *Past President*
Aspen High School, *Emerita*

In This Issue

<i>Letter from the President</i>	1
<i>News from Affiliates</i>	3
<i>WHA Executive Council Meeting Minutes</i>	5
<i>WHA Business Meeting Minutes</i>	7
<i>Reexamining the Impact of Karl Wittfogel's Oriental Despotism in the Context of World History</i>	8
<i>Back to Modernity: Reforming Higher Education in the Post-Soviet World</i>	13
<i>Centered on Teaching: (center section, after p. 14)</i>	
<i>Integrating Environmental History and World History: A Brief Overview of Some Challenges, Prospects, and Suggestions For Teaching World History</i>	i
<i>Teaching World History That is Changing...All The Time</i>	v
<i>A Thematic Approach to Placing the Modern Middle East in a World Historical Context</i>	ix
<i>Book Reviews</i>	15
<i>European Imperialism in Africa: An Interdisciplinary Introduction</i>	20
<i>WHA Officers — 2001</i>	24
<i>Bulletin Board</i>	28

WORLD HISTORY ASSOCIATION
TENTH ANNUAL INTERNATIONAL CONFERENCE
June 28 - July 1, 2001

The University of Utah will be hosting the 2001 Meeting of the World History Association. The featured themes for the conference are:

Globalizing Regional/National Histories;
Exchanges and Encounters: Biological and Cultural;
and
Women in World History.

Plenary speakers who will address these themes are: John Thornton, Millersville University; Bonnie G. Smith, Rutgers University; and Dipesh Chakrabarty, University of Chicago.

Salt Lake City stands at the crossroads of the west and will be the site of the 2002 Winter Olympics. A Delta Airlines hub, it is well serviced by all the major U.S. airlines. North of the city (and there is much to do in and around Salt Lake) is Yellowstone; to the south lies Zion National Park, Arches National Park, Bryce Canyon, and the Grand Canyon.

Teaching World History Workshop **June 25th – June 28th**
The workshop will focus on the chronology and major themes in world history that have developed in the last ten years. Participants will explore key readings, both monographic and periodic literature; and discuss approaches to the construction of world history courses, themes and reading selections and the use of primary documents. Participants will be asked to attend the World History Association meeting and to incorporate sessions pertinent to the workshop. Registration fees will be waived for workshop participants. For information please contact: Edward J. Davies at: EDavies1@aol.com or Anand Yang at Anand.Yang@m.cc.utah.edu

Details on registration and accommodations can be found at our website:
www.conferences.utah.edu

WORLD HISTORY BULLETIN

Newsletter of the World History Association

LETTER FROM THE PRESIDENT

Dear WHA Members,

In recent communications, I have emphasized that WHA is now embarked on a long-term program of reorganization and strengthening in the interest of becoming better able to serve a membership that is growing in both numbers and expectations. During the past year, we reorganized our finances, increasing our dues to \$45 for 2001 and \$60 for 2002. The chief purpose for the increase was to equip the association financially to embark on a search for a host institution for a new, enhanced headquarters organization, the need for which is already urgent. To create such a headquarters, the WHA must be prepared to stand half the costs, which was out of the question without the dues increase that has been decided on. Once the Executive Council had studied and approved the financial reorganization, the next step was to create a Headquarters Search Committee. Including Vice President Ralph Croizier, our current Executive Director Dick Rosen, Jerry Bentley, Helen Grady, Richard Bulliet, and myself, the committee has been at work since late summer. It has defined criteria for the headquarters search, publicized those criteria, and received expressions of interest from some half dozen institutions, where the matter is currently under study. The committee will continue working with those institutions in the interest of having one or more bids that can be brought to the Executive Council for discussion and approval at the Salt Lake City Convention in June.

As we look ahead toward creating a new headquarters organization, designed to provide more extensive services and support for the WHA, this is an especially good time to give all members a chance to express their feelings about what the WHA is doing well and what it might do better. This will assist the Executive Council in defining the structure and functioning of the headquarters in the best possible way. With leadership from Al Andrea, a number of council members have therefore collaborated to develop an evaluation questionnaire, which was sent out with our latest mailing to members and has also been posted on the WHA website. All responses that he received by 15 April will be included in the tabulation of the results, which Al has agreed to present to the members of the Executive Council to study and evaluate in the period leading up to its June meeting at the conference in Salt Lake City.

Registration materials for the Salt Lake City conference were also included in last month's mailing to WHA members; they can also be found by going to www.conferences.utah.edu and following the links. Our colleagues Ed Davies and Anand Yang have been hard at work preparing everything for an excellent conference. Our permanent WHA Conference Planning Committee, chaired by Ralph Croizier, has also been hard at work elaborating long-term procedures for planning and implementation of future conferences, including the Seoul 2002 Conference. This is the time for all of us to start making definite plans for Salt Lake, including submitting our panel proposals and registration forms. We can dream about going to Korea in 2002 while we do.

World history teachers who were unable to attend one of

last summer's world history institutes will have another opportunity this coming summer, when 17 more institutes will be held at sites around the country. Further information about the summer 2001 teacher training institutes appears in the pages of this *Bulletin*. The vast effort to provide state-of-the art training to teachers of world history, spearheaded by Heidi Roupp with the energetic assistance of so many others, remains the most significant innovation in history pedagogy in decades. This is something for everyone who cares about world history to be proud of. College world history teachers take notice: you are about to see a large increase in the number of incoming students with strong preparation in world history.

During the past year, the conceptualization of the AP World History course and exam has been another focus of discussion among world historians. Since the Executive Council meeting in Boston in June 2000, Patrick Manning, Jerry Bentley, Michele Forman, and I, among others, have participated in exchanges with Lee Jones and Howard Everson of the College Board. These efforts have begun to bear fruit, and it now appears that widely voiced concerns about the course and the exam will be addressed collaboratively. Information about this topic will be found in the fall 2001 issue of the *Bulletin*.

Our *Bulletin* editors, Ross Doughty and Charles Desnoyers, who have served WHA valiantly since 1995, have announced that the fall 2001 number of the *Bulletin* will be their last. Accordingly, the search is now on for a new editor for the *Bulletin*. I will shortly form a committee for this purpose. I hope the WHA will be able to find a new *Bulletin* editor shortly so as to assure a smooth transition and avoid any gaps in this essential service to our membership. All of us are grateful to Ross and Charles for their excellent work as editors and for their willingness to stay on through the end of this year.

An apology is in order to some participants in the most exciting world history initiative of the past year, the 2000 summer institutes to train world history teachers. All those who enrolled in the institutes were supposed to receive a WHA membership as part of their registration. One result of the complexities of administering the institutes is that the essential matter of sending the names and addresses for these new members to Executive Secretary Dick Rosen, so that he could integrate them into the membership rolls, was lost sight of. Not only that, but the fact that it had been lost sight of did not come to light until December. Since that time, we have been taking steps to assure that the lists of names and addresses reach Dick Rosen, that the payment for the memberships reaches our Treasurer, Roger Beck, and that the names and addresses are integrated into the address list in time for the new members to receive this winter 2001 mailing, with profound apologies for the fact that what should have been 2000 memberships have become 2001 memberships.

Folks, this is one more clear sign of how badly WHA needs the enhanced organizational core that we are trying to create for it, and how badly we risk disappointing the rapidly growing world history constituency without enhanced administrative capabilities. As we apologize to our new members who have had to wait to enjoy the fruits of their membership, let's keep our eyes on the prize: interest in and demand for world history are

growing; let's see to it that the WHA grows so that it can continue to give all those world history enthusiasts a good home.

I would like to close by thanking all those who have contributed to the WHA through their memberships, new or ongoing. I would especially like to thank those who have made additional contributions, whether in time and energy through committee service, or in monetary form by contributing to the WHA Fund or taking out life memberships. I would like to take this opportunity to invite all those who wish to become more involved in WHA service to contact Ralph Crozier in his role as chair of the Committee on Committees (Department of History, University of Victoria, Victoria, BC V8W 3P4 Canada; e-mail ralphc@uvic.ca). Contributions to the WHA Fund should be designated for either the annual account, which funds current projects starting with our prizes, or for the endowment account, which is invested for the future. Fund contributions can be addressed at any time to our Treasurer, Roger Beck (Department of History, Eastern Illinois University, Charleston, IL 61920).

Best regards,
Carter V. Findley

WHA

NEH/WHA WORLD HISTORY SUMMER INSTITUTES

The National Endowment for the Humanities, the College Board, and the World History Association are jointly sponsoring 17 world history institutes this summer across the country. These summer programs provide an introduction to recent scholarship and teaching innovations in world history while highlighting the new AP World History course. The World History Institutes are located throughout the summer in such places as New York, Pennsylvania, Virginia, Georgia, Florida, Illinois, Missouri, Texas, Massachusetts, New Mexico, Colorado, Utah, and California. Additionally, there is an online institute. Core faculty are both world history scholars and master teachers providing participants with new scholarship as well as pedagogy. Scholarly articles, books, sample curricula, and bibliographies are provided to help design a course outline for teaching world history. The institutes are ideally suited for schools and teachers considering introducing the new AP World History course. Fees vary depending on the site but the average cost is approximately \$400, not including room and board. Institutes may fill early but local residency is not required to attend most.

Further information, including availability, can be obtained on-line at www.collegeboard.org/ap/worldhistory or www.worldhistorynetwork.org/teaching or by calling the World History Resource Center at Northeastern University: 617-373-4855.

WHA

CHANGE OF ADDRESS

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

STUDENT PAPER PRIZE IN WORLD HISTORY

The World History Association and Phi Alpha Theta Honor Society in History are cosponsoring a student paper prize in world history, with awards to be made in the autumn of 2001. An award of \$200 will be given for the best undergraduate global history paper composed during the academic year of '00-'01, and an additional award of \$200 will be given for the best graduate-level world history paper written in that same period.

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

To qualify for this competition, a student must be a member of either the WHA or Phi Alpha Theta (PAT) and must have composed the paper while enrolled at an accredited college or university during 2000-2001.

All submitted papers must be no longer than twenty-five (25) typewritten (double-spaced) pages of text, exclusive of the title page, endnotes, and bibliography. All pages must be numbered, and all endnotes must conform to standard historical formats. The author's identity is to appear nowhere on the paper. A separate, unattached page identifying the author (along with the title of the paper) and providing a home address, collegiate affiliation, graduating year and status (undergraduate or graduate student), and the association (WHA or PAT) to which the person belongs must accompany each submission packet. Additionally, a letter from an appropriate faculty member must attest to the fact that the paper was composed during the academic year of 2000-2001. Each packet must contain four (4) copies of the paper and must be postmarked no later than 15 August 2001.

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

WHA

HANS-HEINRICH NOLTE INTRODUCES GERMAN-LANGUAGE INTERDISCIPLINARY JOURNAL

Hans-Heinrich Nolte of the University of Hannover has announced the publication of a new German-language interdisciplinary journal, *Zeitschrift für Weltgeschichte*. The journal, published under the auspices of the Verein Fur Geschichte Des Weltsystems, is edited by Professor Nolte, the organization's chairman, and distributed by Peter Lang Publishers. Its content, he notes, is "aimed at the interested German public," and its inaugural issue contains an article on the WHA's recent Victoria conference.

HATS OFF TO MARILYNN HITCHENS

New ground has been broken! Marilynn Hitchens did a great job this past summer, offering, for the first time, the new AP World History online teacher training class. It will serve as a model for other AP subjects. The class received rave reviews and will be offered again in the summer of 2001.

Marilynn designed her course in collaboration with the ten university College Board/World History Association/National Endowment workshops that Heidi Roupp organized and coordinated nationwide this past summer. These workshops will also be repeated this summer.

WHA

NEWS FROM AFFILIATES

MID-ATLANTIC WORLD HISTORY ASSOCIATION

MAWHA is still at work on its constitution, but we now have all of our offices filled:

Jacky Swansinger is our new Vice President (congratulations on your Excellence in Teaching award this year at SUNY Fredonia!); and Pete Krais from Freehold Township H.S., New Jersey, is our new Secretary. Tony Snyder continues to serve as Treasurer; Jon Iannitti remains as President.

The Mid-Atlantic World History Association will hold its sixth annual conference in the beautiful hills of northern New Jersey at Ramapo College on October 12-13, 2001. The conference planning group met on March 17 at Ramapo to begin preparations and issue a call for papers. This year's conference is jointly sponsored by the Eastern Community College Social Science Association (ECCSSA). For program information on this conference, we urge you to contact the website at Brookdale College (www.Brookdale.cc.nj.us); for directions to Ramapo College, and a map of the campus (www.Ramapo.cc.nj.us).

We welcome ALL proposals in our call for papers.

Send proposals or address inquiries to:

Tony Snyder, History Department, Brookdale Community College, Lincroft, NJ 07738.

E-mail: asnyder@brookdale.cc.nj.us.

Or:

Jon Iannitti, 1669 Preston Hill Rd., Hamilton, NY 13346.

E-mail: iannitje@dreamscape.com.

WHA

FIFTH CONGRESS OF THE AMERICAS

Paul Rich

The University of the Americas, Puebla, Mexico

The Hoover Institution, Stanford University

The Fifth Congress of the Americas will be held in Mexico on October 17 – 20, 2001. An examination of the website at www.udlap.mx/congress will show that past congresses are unusual in format and have attracted a number of well-known presenters on world history as well as a president of Mexico, the Canadian foreign minister, numerous ambassadors, and senior academics. The Mexican press has described the meetings as “an academic version of Bohemian Grove” and “the Mexican Aspen.” The last congress had over 1,000 in attendance, including members of the Chinese Social Research Council and a large group from various European learned societies. World History Association members are very welcome, either with whole panels or single papers, and can register through the website. Since discussion is going on about the possibility of having the WHA meeting in 2005 in connection with the Congress, this would be an opportunity to see it in action.

The Congress is sponsored by the University of the Americas along with the American Academy of Political and Social Science, the Hewlett Foundation, Phi Beta Delta, the Popular and American Culture Associations, Blue Key, the Canadian and American Embassies in Mexico, and CONACYT, the Mexican government research organization. It is completely interdisciplinary and is notable for having produced lots of publications, including special issues of *The Annals of the American Academy, Policy Research, The Journal of American*

WHA

AP WORLD HISTORY

AT NORTHEASTERN UNIVERSITY

The World History Center at Northeastern University has been involved in helping gear up for the AP World History course debut in the fall of 2001. With funding from the College Board last summer to run the first National Teachers Training Institute, Northeastern welcomed 36 extraordinary teachers to campus. After an intensive week of scholarly presentations, model lessons, syllabus and resource discussions, and culminating presentations, participants left feeling better prepared but both overwhelmed by the course and by the materials provided to help train teachers to teach the course and prepare their students to take the exam. Since then, participants have logged hundreds of hours as presenters around the country for the new course.

And the work continues.... The College Board has funded

WORLD HISTORY BULLETIN

Editors • Charles Desnoyers and Ross Doughty

Publications Director • Richard L. Rosen

Book Review Editor • Christina Michelmore

Composition • Maccreations Graphics and Data Services

Copy Editor • Elizabeth L. Allinson

Editor 1983-1995 • Raymond M. Lorantas

The *World History Bulletin*, newsletter of the World History Association, is published twice per year: winter/spring and summer/fall. The *Bulletin* is sent to all members of the World History Association. Dues for 2001 are U.S. \$45.00 per year for regular members (U.S. \$25.00 for students and independent scholars) and should be sent to Richard L. Rosen, Executive Director, Department of History/Politics, Drexel University, Philadelphia, PA 19104. The World History Association is a scholarly, nonpolitical, nonprofit, professional association and is open to all persons interested in world history. Book reviews and short articles should be sent for consideration to Charles A. Desnoyers, Editor, *World History Bulletin*, Department of History, LaSalle University, 1900 W. Olney Ave., Philadelphia, PA 19141-1199. Notices, announcements, and members' and affiliates' notes should be directed to Ross Doughty, Department of History, Ursinus College, Collegeville, PA 19426. The editorial committee and staff reserve the right to edit all material submitted for publication.

Culture, The American Behavioral Scientists, and other journals. It has drawn strength from hosting the annual meetings of other groups so that everyone could share in sessions: the sixth Congress in 2003 will include the annual meetings of the chapters of Phi Beta Delta, the honorary society for internationalists.

The Congress is one of the few that regularly have panels on the future of academic congresses. All of us in academia have an interest in the health of conferences and congresses, which in many cases have seen diminishing numbers and budget troubles. Nothing is more depressing than walking down a corridor in a hotel and seeing a half dozen or fewer in the audience, often outnumbered by the panelists. Watching a row of talking heads seems little competition for all the other options that people now have for their time.

Another problem is that international congresses are really not international because of the vast difference between the financial resources in the United States and many other regions. The fees for attending meetings in the United States, which Americans grumble about, are simply impossible for others. Since the economic crisis of 1994, Mexican academics have been far fewer in number at overseas meetings. One reason for the Congress of the Americas has been to provide a place where American and Canadian academics could meet with really substantial numbers of Latin American scholars. Our registration fee for Mexican professors is only \$30 and Mexican students receive free registration. Good hotels, which of course everyone enjoys regardless of nationality, are a fraction of the American cost. It actually is cheaper, figuring the air fares and hotels, for Americans to go to a congress in Mexico than to many held in the United States. Mexico is an overlooked choice for conventions.

One consideration is that although a number of hotels are used, the sessions are all held on a university campus. It isn't easy to get university cooperation for large congresses, but when a congress can be held on a campus and when the faculty and students can be involved, the effect on attendance at panels is remarkable and energizes the participants.

The only places where all delegates to an academic congress would attend all sessions would be the Gobi Desert or the Yukon tundra. The more attractive the setting, the more likely it is that many participants will wander off to see the sights. The University of the Americas is a case in point, located in one of the most scenic parts of Mexico, within walking distance of ancient pyramids, and with a backdrop of snow-covered mountains. Because it has direct airplane connections via Puebla airport with the United States, cutting out the ordeal at Mexico City Airport, it is an especially attractive site. So it would take superhuman restraint for first-time visitors to sit through all the panels. With a bilingual campus of students and faculty, we have been able to fill audiences without trouble, and there is no doubt that a full room brings out the best in most presenters.

Another consideration is enslavement to the standard panel format. There is a sign or two the logjam in this respect is breaking. The tedious model is four, five, or even in some ghastly cases six or seven panelists trying to get through their papers. The contest between a panelist determined to read all of his or her paper and the 25-minute time limit is seldom won by the audience. A candidate for the most frustrating words ever spoken is the frequent comment by session chairs that it is a shame that all the time was used up by the papers and there is no time for discussion.

The variety of innovations being tried by various groups include the Town Hall debates at American Political Science Association meetings, the increasingly widespread use of roundtables when no papers are given but a particular subject is

thrashed out by a panel of experts, publishing of papers on the Web prior to the actual meetings so the paper is not given but is discussed, and the requirement that everyone coming to a congress have read a core book or books.

While all of these ideas point to a concern about injecting new interest into meetings, the long-term prospects are problematic. What will happen in the light of potential competitors, such as the evolving Internet and Web, for the literally thousands of annual gatherings that are a feature of the professorial life is by no means certain. Lots of questions as to where and how these rites of the profession are held need asking. Because of its innovations and its concern about relevance, the Congress of the Americas is an unusual opportunity not only to present a paper or panel, but to see a new approach to the old tradition of academic meetings.

WHA

WORLD HISTORY AT NEBRASKA

A newly endowed Elwood N. and Katherine Thompson Distinguished Professorship of Modern World History will substantially enhance the area of world history in the curriculum of the Department of History at the University of Nebraska-Lincoln. The department recently revised its M.A. and Ph.D. graduate programs to emphasize world history, including it as one of three general areas along with North America and Europe. The department emphasizes broad-based training and comparative study. All doctoral students must take 12 hours in comparative world history courses; and all beginning graduate students must take an Introduction to Historical Study seminar, which exposes them to general themes in all areas of historical research and writing. The department's undergraduate major also requires courses in African, Asian, and Latin American as well as European and North American history. Several faculty in the department teach a one-semester survey of world history.

The historian who becomes the first Thompson Distinguished Professor of Modern World History will become a key member of the department's academic programs. For this position, the department seeks a distinguished scholar of world history who shall conduct research and teach undergraduate and graduate courses that address contemporary trends in political, economic, social, and cultural affairs as they relate to world history and international relations. This appointment will build on the foundation already established in the department, including its revised curriculum and its new Carroll R. Pauley Memorial Endowment Symposium. In September 2000, the first symposium focused on "Biography and Historical Analysis" in a comparative, global context.

The University of Nebraska-Lincoln has emphasized a global perspective in other ways. Over the past decade the E.N. Thompson Forum on World Issues has featured five or six outstanding speakers each year. Active participants and scholars of modern world history — such as Archbishop Desmond Tutu and Pulitzer Prize-winning historian Walter McDougall — attracted large audiences from the university community and general public for their lectures in 1999-2000. Historians who have spoken in the Thompson Forum have also contributed to the department's academic life as guests in seminars and other meetings with faculty and students.

For more information about this distinguished professorship: see page 12 of this issue of the *Bulletin* or contact Professor Lloyd E. Ambrosius either by e-mail (lambrosius1@unl.edu) or telephone (402-472-2414).

WHA

**MINUTES OF THE WORLD HISTORY ASSOCIATION
EXECUTIVE COUNCIL AND BUSINESS MEETINGS
Boston — January 2001**

**WORLD HISTORY ASSOCIATION
Executive Council Meeting Minutes**

Westin Defender Board Room
4 January 2001, 4 - 7:45 p.m.

Officers present: Carter Findley (President), Ralph Croizier (Vice President), Marie Donaghay (Secretary), Roger Beck (Treasurer), Alfred Andrea, Maggie Favretti, Ane Lintvedt, David Northrup, Annette Palmer, Howard Spodek, Robert Strayer (Councillors), Heidi Roupp (President, 1998-2000).

Ex-officio: Jerry Bentley (*JWH* editor), David Chappell (*JWH* book editor), Patrick Manning (*H-WORLD* editor), John Mears (President, 1994-1996), Kevin Reilly (President, 1982-1984/1986-1988).

Treasurer's Report

Roger Beck circulated the 2000 Treasurer's Report and stated that he expected to have quarterly reports in 2001. The Treasurer's office was in the process of putting everything on QuickBooks, which would facilitate establishment of sub-accounts. He stated that accounts would be audited by a Champaign-Urbana firm. Heidi Roupp noted that one-year federal grants of the magnitude held by the World History Association require a federal audit.

Much of the discussion focused on accounts held by the World History Association. Carter Findley said he would like to see better provision for prizes out of the annual fund rather than scattered donations. Could sub-accounts from the annual fund be established for each award? Discussion then turned to the restricted savings account in an Aspen, Colorado bank donated by past presidents Heidi Roupp and Marilyn Hitchens in 1998. The Treasurer suggested that this account be closed and a check forwarded to the World History Association so that a teaching award sub-account could be established. Heidi Roupp agreed.

Roger Beck, who took office just before the June meeting of the World History Association, was asked about the Treasurer's Archive (1982-1999 records) transferred to his immediate predecessor, Edward Davies, during the first quarter of 2000. Beck indicated that he had no records prior to 2000 aside from those in the briefing notebook prepared by Marie Donaghay (Treasurer, 1992-2000) for her successor, some Davies invoices, and ledger for the first half of 2000. Later, draft financial regulations were amended to include a statement that the Treasurer be custodian of financial records past and present. Davies will be contacted concerning records transferred to his care while he was Treasurer.

Alfred Andrea moved that the Treasurer's Report be approved. Ralph Croizier seconded the motion, which was unanimously approved.

Results of Executive Council Election

Carter Findley announced that Ane Lintvedt, Howard Spodek, and Robert Strayer had been elected to replace retiring Council members: Carol Adamson, Helen Grady, and Alan LeBaron. The terms of the newly elected members will expire in 2004.

Election of New Members for the Nominating Committee

Under the Constitution, the Nominating Committee consists of six members of the World History Association, who serve staggered three-year terms. Current members were the Chair, Joan Arno, whose term expires in January 2003; Gregory Blue (2002); Bullitt Lowry (2001); Marianna McJimsey (2002); John Mears (2001); Kevin Reilly (2003); and Tara Sethia (2002). To replace Bullitt Lowry and John Mears, who were rotating off the committee, the President nominated Timothy Connell and James Overfield. They were unanimously elected by the Council and their terms will end in 2004.

The Interim Treasurer Confirmed

As the Acting Treasurer's name was inadvertently left off the fall 2000 ballot, the Council decided that Roger Beck would serve as Interim Treasurer until the fall 2001 election.

Election of New Members of the Finance Committee

One of the committees defined in the Constitution is the Finance Committee, whose members are the President, the Treasurer, the Executive Director (ex-officio), and not more than three other voting members of the Executive Council. The President nominated two members of the Executive Council, Alfred Andrea and David Northrup, to serve on the Finance Committee during the 2001 fiscal year, and the Council unanimously agreed. New elections will be held in January 2002.

Bulletin Copy Editor Compensation

Betsy Allinson, freelance copy editor of the *World History Bulletin*, whose services to date have been largely donated, has requested a more formal arrangement with commercial rates for her services amounting to \$1,700 per annum. While the Council agreed that she deserved more compensation, there was concern about what the World History Association could afford to pay. Ralph Croizier pointed out the need to be careful with finances and justify expenditures to the membership. Moreover, he pointed out that the World History Association needs to build a war chest to underpin the Headquarters Search now underway. The Finance Committee had recommended \$500 per issue of the Bulletin (\$1,000 per annum) and the Vice President felt it was a good compromise. The Council unanimously approved.

AP World

Following distribution of a report just received from Lee Jones of College Board concerning steps to be taken in connection with the Advanced Placement World History course and examination, Jerry Bentley discussed possible revision of the program. The Council had expressed reservations that beginning the course in 1000 C.E. would reinforce Eurocentric assumptions. Patrick Manning noted acknowledgment of questions about the structure of AP World and that a committee is being formed to recommend that the course be left as is, changed, renamed, or extended in terms of time and/or coverage. Advanced Placement has been getting more attention now amidst rising concerns about educational standards. Maggie Favretti relayed assurances that AP is working hard on the committee while Heidi Roupp noted that the Foundations section of the course, that segment dealing with the period prior to 1000 C.E., would be beefed up. She will be offering 17 teaching institutes this summer and will make a teaching notebook available. As AP World discussion was purely informational, no vote was taken.

Committees

As Chair of the Committee on Committees, Ralph Croizier discussed changes being put in effect.

1) **The Conference Planning Committee** replaces the old Site Selection Committee. The new committee will be a permanent one and will work in an ongoing way with successive conference committees to coordinate conference planning and ensure progressive refinement of World History Association conference planning procedures. It will also work to generate panels for conferences held by the World History Association and other associations. Committee members include Ralph Croizier as chair, Dennis Flynn, Adam McKeown, Heidi Roupp, Steve Gosch, Vladimir Steffel, Edward Davies, and Julia Clancy-Smith. Qualification was experience in conference planning.

2) **Finance Committee** (see above).

3) **Committee on Education and Curricular Development** (Roupp)

4) **Pre-Service Teacher Education Committee** (new chair: Timothy Keirn)

5) **Publicity Committee** (chair open)

6) **Nominating Committee** (see above)

7) **Technology Committee** (Manning). This committee will have as its major concern the website, which will be the main outlet for publicizing World History Association activities. The website is maintained through Northeastern University.

8) **Prize Committees.** While the multiplicity of prize committees creates some confusion, differences in the nature of the competition made it needful to have different committees. In communicating to the officers and the Executive Council, committee chairs are requested to make clear which prize they are discussing.

9) **Headquarters Search Committee**, chaired by Carter Findley. Members include Richard Bulliet, who has prior experience with this type of search; Richard Rosen, who is Executive Director; Helen Grady as the teacher representative; Jerry Bentley; and Ralph Croizier.

Conferences

With regard to conferences, Ralph Croizier hoped that the revamped Conference Planning Committee would help reduce the load currently carried by local organizing committees. He noted that while conference registration was handled on-site when meetings were held in the United States (or Canada in the case of the Victoria Conference last year [1999]), overseas conferences must be administered through the World History Association.

There was discussion of possible speakers, funding of keynoters, announcement of themes, and attendance at the Korea Conference in August 2002. Carter Findley indicated that he has received a letter from the new president of the American Historical Association requesting panels featuring senior scholars. He suggested that Korea Conference panels be previewed at the 2002 American Historical Association Conference.

With regard to future sites, the President reported that SEWHA was planning to hold one of its future conferences at the University of the Americas in Puebla, Mexico, and that he had asked about combining that meeting with a World History Association conference. As of the Executive Council meeting, no details on the forthcoming Salt Lake City conference had been posted on the website. However, a representative of the Salt Lake organizers was present at the World History Association reception the next night: members and guests were assured that Salt Lake City is *ready* and were told about the facilities.

Ralph Croizier announced that the World History

Association is actively seeking panel proposals. It was asked if there was any way to increase conference revenue. At present, the World History Association splits profits with organizers, who swallow any losses. Heidi Roupp felt that the current arrangement afforded the best deal. Ralph Croizier concluded the discussion by arguing that the center needed to take more responsibility for organizing conferences.

Headquarters Search

The Headquarters Search Committee has been formed, the search announced through the website and H-WORLD, preliminary responses received. The published announcement should not be confused with a job description: it involves an organization. Favorable responses were discussed. The President noted that universities make financial decisions for the next academic year in the fall so there was need for speed if the World History Association was to find a new home by 2002. Heidi Roupp asked about support for grant writing and investment. Such support, she said, would pass through the institution's prism with overhead rates being very different regionally. Ralph Croizier noted that the endowment fund would be part of negotiations. Questions were raised about how much space would be allowed as the World History Association is now "kind of atomized." It was hoped that new headquarters would tighten organic links within the World History Association and that its staff would take over functions such as production of the roster and the *Bulletin* when those now performing those functions are ready to relinquish them. Indeed, reassigning the budget lines for those functions to the new headquarters would be one way to help finance it. Robert Strayer asked about decision making. Ralph Croizier replied that the search committee would be receiving proposals, seeking further details, and narrowing the search. Proposals would then be laid before the Council at its June 2001 meeting. Carter Findley reminded the Council that it was elected by members to make decisions. Robert Strayer asked if the World History Association could advertise the half-time executive director position. Kevin Reilly and Ralph Croizier then addressed the question of authority as change might tip the balance towards the director: lines of authority needed to be clearly delineated. The President emphasized that the constitution entrusts governance of the World History Association to the elected officers and the Executive Council, in which the Executive Director is an ex-officio, non-voting member: thus, while the officers might come to rely on an experienced Executive Director, he or she would answer to them. With regard to funding the war chest, there was discussion concerning membership renewals and what the amount of income from dues would be. Roger Beck summed up the discussion when he noted there were so many variables.

Financial Regulations

The Council discussed financial regulations circulated through the WHAEXEC list. Carter Findley noted use of the term "regulations" instead of "bylaws" as a result of legal advice. Heidi Roupp emphasized that the WHA's financial records had to be maintained, that federal law required long-term retention of records on grant finances, that the Treasurer was the person to do this, and that she was stating this "publicly" as "representative" of the National Endowment for the Humanities. She was particularly concerned about duplicate payments. Regarding transfers of funds, she said they had to originate with the project director. She pointed to the need for monthly financial statements for grants and called for the World History Association to design invoices that could be tracked. Patrick Manning recommended that invoices be "uniquely numbered."

Heidi Roupp discussed the need for credit to cover contingencies before grant money arrived and other needs. She lamented the fact that the World History Association was unable to secure a table at this year's NCSS Conference — a fertile ground for the recruitment of school teachers. As grant funds do not always arrive in time to cover initial expenses, David Northrup called for procedures to cover contingencies and Patrick Manning stressed the need for flexibility if the World History Association is to seek grants. There must be room for discretion. Maggie Favretti suggested that where the advance of funds was delayed, the President in consultation with the Treasurer should decide whether an exception should be made. Carter Findley agreed to revise the regulations further with Council voting by e-mail.

European Affiliate

The Council discussed the possibility of a European affiliate centered in Leipzig. According to Carter Findley, Jerry Bentley and Carol Adamson thought it was a good idea. The President promised to draft something for the organizer. Ralph Croizier urged that there be a vetting process.

Adjournment: Ralph Croizier moved and Marie Donaghay seconded the motion to adjourn. Meeting adjourned at 7:45 p.m.

Respectfully submitted, Marie Donaghay, Secretary

**WORLD HISTORY ASSOCIATION
Business Meeting Minutes
Boston, 5 January 2001
Westin Flying Cloud Room, 5:00-6:15 p.m.**

Election Results

Carter Findley opened the business meeting by announcing election results and introducing the new Council members and those taking seats on the Nominating and Finance Committees.

AP World

Representing College Board, Michelle Forman responded to concerns raised by the World History Association Executive Council regarding the new Advanced Placement World History course. She assured the membership that College Board was dedicated to reviewing the issues raised and was forming a Working Group to re-examine the controversial foundations unit. She discussed who would be in the Working Group, which would examine comments and make recommendations. AP World, she said, could be revised as necessary without derailing the exam schedule. Discussion focused on the challenges posed by the foundations unit (pre-1000 C.E.) and the way the essay section of the exam was set up. Despina Danos of Test Development assured members that students would have choice. Michelle Forman concluded by saying that the Test Development Committee needed to hear the type of comment voiced by those at the business meeting.

Committees

Ralph Croizier, as chair of the Committee on Committees, discussed his efforts to reshape World History Association committees. Priority had been given to the committee handling conferences as the Korean Conference scheduled for 2002 would require the World History Association to handle detail. This committee will also generate panels for conferences including the

American Historical Association annual meeting. Anyone interested in committee work should get in touch with Ralph Croizier. As the World History Association has limited funds, the Technology Committee needed techies to help with the website.

Conferences

Carter Findley announced that the call for papers for the Salt Lake City Conference this year would come shortly. He recommended trial runs for Korean Conference panels at the 2002 American Historical Association meeting citing experience at the Oslo Conference this year. David Northrup asked about themes for the Korean meeting. Suggested themes included the Pacific and the World, Globalizing Regional History, Confucianism and Buddhism in World History. Ross Dunn, who was originally involved in the negotiations, stressed the importance of K-12 and college professors working together. Carter Findley said that there were plans for teacher tours and that he expected Korean school teachers to be involved in the conference. Larry Beaber pointed out that the conference coincided with the 50th anniversary of the foundation of the Korean History Society.

WHA

ERRATUM

Portions of the article, "Dialectic of Learning," published in the last issue of the *WH Bulletin* had been presented at and included in the proceedings of the 14th International Conference of the International Council for Innovation in Higher Education in November 1996, as "Performance Humanities: Theater, Role Playing and Dialogue in World History and Philosophy," by Louisa Moon and Alex Zukas.

WHA

Please submit your articles; Centered on Teaching pieces; personal, institutional, and WHA regional affiliates news items; and reports and announcements to the *Bulletin* editors for inclusion in the fall issue.

Deadline for the fall issue is September 1, 2001 and it should reach members by early November. The *Bulletin* needs your submissions to publish.



Faculty Consultants for the AP Reading

The College Board's AP Program gives high school students an opportunity to take college-level courses and appropriate exams in 19 subject areas. More than 3,400 colleges and universities worldwide offer credit or advanced standing to students based on their performance on AP Exams. During two one-week sessions in June, college faculty and high school teachers from all over the world gather to evaluate and score the free-response sections of AP Exams at the annual AP Reading. More than 5,000 of these hard-working professionals, known as faculty consultants, participated in the 2000 AP Reading.

Applications are now being accepted for faculty consultants for the annual AP Reading in the subject areas listed below. Participants are paid honoraria, provided with housing and meals, and reimbursed for travel expenses.

- | | | | |
|--------------------|-------------------------|----------------|--------------|
| • Art | • Economics | • German | • Physics |
| • Biology | • English | • Government | • Psychology |
| • Calculus | • Environmental Science | and Politics | • History |
| • Chemistry | • French | • Latin | • Spanish |
| • Computer Science | • Geography | • Music Theory | • Statistics |

Applicants should be teaching or directing instruction for the AP course or corresponding college course in these disciplines.

To apply — contact ETS Performance Scoring Services, MS 09-Z, Princeton, NJ 08541, e-mail apreader@ets.org, or apply online at www.collegeboard.com/ap/readers

Educational Testing Service is an Equal Opportunity/Affirmative Action Employer and especially encourages minorities and women to apply.

REEXAMINING THE IMPACT OF KARL WITTFOGEL'S *ORIENTAL DESPOTISM* IN THE CONTEXT OF WORLD HISTORY

Edward R. Slack, Jr.
Indiana State University

Overgeneralizing the experience of a rapidly changing world, they [19th-century European unilinealists] naively postulated a simple, unilinear, and progressive course of societal growth.... By equating the Orient and feudal Europe, we lose sight of basic differences. And by ignoring the existence of major non-Western societies, we run the danger of abandoning the freedom of historical choice, because we are paralyzed by the fiction of a unilinear and irresistible development.

— *Oriental Despotism*, pp. 369-70

I. The Life and Work of Karl August Wittfogel Prior to *Oriental Despotism*: A Rebel and a Pioneer

We are all the products of our environment; a seminal concept embodied in the research of Karl Wittfogel, and equally applicable to explaining his intellectual development. Born in Woltersdorf, Germany, into the household of a middle-class Protestant family, this rebellious adolescent joined the German youth movement *Wandervogel* in 1912. When he began his higher education two years later at Leipzig University, he was introduced to Marx, Weber, and Sinological studies under Eduard Erkes.¹ Against WW I in principle, he was drafted into the German Army Signal Corps in 1917. After the Great War, Wittfogel became one of the leaders in the German Socialist Student Movement, and joined the KPD (German Communist Party) in 1920. That same year he was dismissed from his teaching duties at the University of Jena for introducing "Communist propaganda" into his lectures on economy and sociology.²

From 1920 to 1924, he taught at the Lamprecht Institute for Cultural History in Leipzig, and wrote several left-wing plays à la Bertolt Brecht in the tolerant political atmosphere of the Weimar Republic. But it was in Leipzig that Wittfogel's interest in Chinese studies increased. Seeing Asia as the region with the most revolutionary potential, he attempted to place the Orient within a comparative framework that was primarily Marxist-inspired. However, he was increasingly influenced by works of Max Weber, especially the relationship of power and the bureaucracy within societies.³ The contradiction between these two influences was reconciled in his first comparative work, *Geschichte der bürgerlichen Gesellschaft* [History of Bourgeois Society] (1924). In this book, Wittfogel compared the growth of cities in Europe and Asia, agreeing with Weber's thesis that the reason for the underdevelopment of capitalism was that Asian cities were bureaucratic administrative centers that had not attained either the military or political independence of Western counterparts, but claimed that Weber stole this insight from Marx. A more significant insight was his own. With the end of Asiatic feudalism in China, India, Egypt, and Babylon, he contended that the main reason for the aborted development of capitalism in these regions was the rise of a "hydraulic-bureaucratic official-state" under a despotic ruler.⁴

The following year, 1925, he joined the Institute for Social Research (ISR) at the University of Frankfurt, whose members

were later known as the "Frankfurt School." Wittfogel was a rebel within this group as well, rejecting their pseudo-Marxian "Critical Theory" philosophical approach for a positivistic one, based firmly on the empirical tradition of legendary German social scientists such as Hegel, Marx, and Weber.⁵ His first major monograph on China for the ISR was *Das erwachende China* [Awakening China] (1925), a Marxist interpretation of China's political economy and social structure. In *Awakening China*, Wittfogel examined the "Asiatic mode of production" through the lens of environmental determinism. The decisive means of production in the arid cradle of Chinese civilization — often neglected by Western scholars — was water. Consequently, human-constructed irrigation and flood control works gave rise to a hydraulic bureaucracy, which in turn became the ruling class in China's imperial (Qin to Qing dynasty) era. The ruling class in China, which Marx had failed to discern, was the emperor and his officials. Thus, China's feudal age gave way to a hydraulically despotic one as Marx had theorized, but Wittfogel's more detailed class analysis and environmental causality fleshed out the skeletal framework of the Asiatic mode of production. In addition, he challenged the prevailing myth of a democratic examination system in China's past — accepted as an altruism by Western scholars — by claiming it was never democratic, but commonly favored the wealthy candidates for office.⁶

After receiving a Ph.D. from the University of Frankfurt in 1928, his thesis was published in 1931 as *Wirtschaft und Gesellschaft Chinas, Versuch der wissenschaftlichen Analyse einer grossen asiatischen Agrargesellschaft* [Economy and Society in China: Toward the Scientific Analysis of a Great Asiatic Agrarian Society]. This was a pioneering study in many respects. Prior to Wittfogel's book, most Western and Chinese scholars had focused on China's religions, philosophies, linguistics, or foreign relations. Bulwarked by his theory that the Middle Kingdom's hydraulic works gave rise to a specific form of agricultural production, *Economy and Society* was the first major attempt to dissect the relationship between China's political economy and social structure from a Marxist perspective, as he had done in *Awakening China*, but on a macro-historical scale, employing the comparative, interdisciplinary, and environmentally determined approach that would 26 years later culminate in *Oriental Despotism*. Besides challenging conventional Western wisdom that viewed China as a stagnant society during the imperial era as empirically erroneous, he also put forth the notion of an "economic-political core-area" that shifted several times during the course of Chinese pre-industrial history. A constant in each core was state management and sponsorship of large-scale hydraulic works. In other words, "irrigation was to Chinese (Asiatic) agrarian society what coal and iron were to English (capitalist) industrial society."⁷ The political economy of an industrialized China, Wittfogel argued, would naturally give rise to cores distinct from the traditional agricultural centers of production. *Economy and Society in China* was immediately hailed by his contemporaries as a work of immense importance, and he has even been called the "father of Chinese economic history" as a result.⁸

The mercurial political climate in Germany during the early 1930s, however, would profoundly alter his life and work. Disagreeing with the Soviet line forced on the KPD that Hitler's rise to power would promote socialist revolutions in the industrialized nations he planned to attack, Wittfogel became more outspoken against fascism, Hitler, and the Nazi Party in Germany.⁹ When Hitler was appointed Chancellor of Germany in early 1933, he turned against all leftists, incarcerated many communists and their sympathizers, and permanently closed the

Institute for Social Research. Wittfogel was targeted for arrest by the Nazis and spent some nine months in prison, about half of that time in various concentration camps. Due to efforts of his wife and foreign scholars such R. H. Tawney, he was released in December 1933 and left for England shortly thereafter.¹⁰ Having personally experienced the total power of the Nazi state apparatus, and growing increasingly disenchanted with Stalin's own version of bureaucratic despotism, would eventually compel Wittfogel to quit the KPD by the end of the decade.

After finishing one of the first books about Hitler's "work" camps, *Staatliches Konzentrationslager VII. Eine "Erziehungsanstalt" im Dritten Reich* [State Concentration Camp VII: An "Educational Institution" of the Third Reich] (1936), in 1934 Wittfogel joined the elite of Germany's intellectual diaspora in the United States. Once in New York, he was reacquainted with Frankfurt School colleagues who had renamed their scholarly endeavor the International Institute of Social Research. Of more significance over the long term was his introduction to members of the Institute for Pacific Relations, who were impressed with his credentials and sought to assist Wittfogel in future research on China.¹¹ In late 1934 he completed writing "Foundations and Stages of Chinese Economic History," in which he conceptualized the "crisis theory" (or as it came to be more popularly known, the "theory of the dynastic cycle") and carefully analyzed what he now called the "Confucian" ruling class (officials and gentry) whose economic position was determined by their relation to the land and its products, and thus concerned with state tax revenues. To increase revenues, he concluded, the ruling class/state alliance stimulated irrigation, canal, and levee projects.¹²

Wittfogel then journeyed to China in 1935 for what would unexpectedly turn out to be a two-year intensive investigation of Chinese civilization. Funded by the International Institute of Social Research and the Institute of Pacific Relations, he worked with many leading Chinese and Western scholars of the time in Beiping on the Chinese Family Project, the Chinese Bureaucracy Project, and the Chinese Dynasties History Project, all under his supervision. He was also teaching a course at Yanjing University called "Oriental Society and World History."¹³ When war broke out with Japan in July 1937, most of the translations of Chinese texts for the Chinese Dynasties History project were

completed and he and his staff managed to safely ship themselves and their research to New York. Shortly thereafter, he published the article, "Die theorie der orientalischen Gesellschaft" [The Theory of Oriental Society], that examined the relationship between China's political economy, society, and environment in a truly world historical comparative framework.¹⁴

In 1939 Wittfogel was named director of the Chinese History Project, jointly sponsored by the Institute of Pacific Relations and the International Institute of Social Research, and funded by the Rockefeller Foundation. Its offices were located in the Low Memorial Library of Columbia University, and later the University of Washington would also be involved in the project.¹⁵ In the 1940s, while lecturing at Harvard and Columbia, he began collaborating with Feng Jiahsing on another pioneering study, *The History of Chinese Society, Liao* (1949). Focusing on a non-Chinese "conquest" dynasty, Wittfogel and Feng iconoclastically attacked another prevailing myth about Cathay — the so-called "absorption theory." This theory postulated that all foreign conquerors were absorbed by Chinese culture once they had started governing the empire. Contrary to that assumption, Wittfogel and Feng discovered a symbiotic relationship existed wherein the economic, cultural, social, and ecological dichotomy between conquerors and the conquered was maintained not just during the Liao, but in the other conquest dynasties (Jin, Yuan, and Qing) as well. Complete cultural assimilation did not take place between the two groups until well after the dynasties had ended.¹⁶

In the late 1940s, Wittfogel was recognized as one of the most influential Asian scholars in the world, overseeing the most important research project on Chinese history. In 1947, he was appointed Professor of History at the University of Washington. However, with the advent of the Cold War and the fall of China to Communism, Wittfogel would be drawn into a political vortex of McCarthyism that would nearly ruin his career. He had begun to publish anti-communist tracts in the late 1940s and was clearly a stalwart "Cold Warrior."¹⁷ In 1951 Wittfogel was subpoenaed to testify before the McCarran Committee about his relationship with the Institute of Pacific Relations and, more specifically, with Owen Lattimore, whom McCarthy suspected as being the leading Soviet agent manipulating American foreign policy in East Asia. Although

Wittfogel did not explicitly call Lattimore a communist, he told the truth about the souring of their friendship as a consequence of Wittfogel's increasing animosity towards Stalin and the worldwide communist movement since the late 1930s. Unfortunately for Wittfogel, most of America's academics viewed him as a traitor and ostracized him personally and professionally.¹⁸

After losing his lectureships at Harvard and Columbia, he continued to teach at the University of Washington in the 1950s and work on a sequel to *Economy and Society in China*. With his third wife, Esther Goldfrank, herself an anthropologist interested in irrigation works of native Americans in the desert southwest, he pursued his study of China's hydraulic society in comparison with other societies that had arisen in arid and semi-arid regions. One scholar who did not abandon Wittfogel was Julian Steward, an anthropologist at Columbia and later the University of Illinois, who had been intrigued by the "Oriental (hydraulic) society" concept and the implications it had for cross-cultural irrigation research. Steward shared with Wittfogel the premise of multilinear evolution, and discussed his own theory of a cultural "core" that underlay every culture and determined how societies evolve as they adapt to their environments. This core, like Wittfogel's Asiatic mode of production, included irrigation. Steward encouraged Wittfogel to attend a 1953 symposium on irrigation where he would meet experts on Mesopotamia and Mesoamerica. An intellectual and professional revitalization that ensued from his relationship with Steward and likeminded anthropologists would presage Wittfogel's macro-historical magnum opus four years later.¹⁹

II. The Publication of *Oriental Despotism* and Scholarly Reaction

Oriental Despotism: A Comparative Study of Total Power was originally to be published by Oxford University Press, but Wittfogel's academic notoriety had crossed the Atlantic and persuaded the editors to unilaterally abrogate their contract to publish the book. Fortunately, in 1955 Yale University Press agreed to publish the work he had tentatively titled *Oriental Society*, but suggested that he eliminate the last two chapters on the Asiatic mode of production and his comparative invective against communist totalitarianism in Russia and China, which Wittfogel nevertheless convinced them to keep. The editors also suggested the title "*Oriental Despotism*," which ultimately

stuck. To publish a book that was over 550 pages long, however, required a substantial subsidy that Wittfogel had to pay out of his own pocket.²⁰

The tome was a sophisticated and systematic macro-historical/anthropological/sociological comparative analysis of pre-industrial human civilizations across the globe, and perhaps the prototypical multidisciplinary study. It was the first work to attempt a complex hypothesis regarding the causality behind the interrelationship between state formation, political economy, social structure, and the environment in cultures ranging from the Pacific islands, the Americas, Africa, the Middle East, Southern Europe, and Asia. *Oriental Despotism* contained several general themes that traversed the book like the irrigation networks in the lands of the cultures surveyed.

The first theme was one of environmental determinism. The relationship between human beings and nature was not static but dynamic; humans change nature, and, conversely, nature changes humans. This ongoing dialectic affected social organization and development in the course of human history. In cultures operating above the level of an extractive subsistence economy in arid or semi-arid regions, humans moved toward a specific hydraulic order of life. Irrigation, flood control, and canal building conditioned institutional development in their political and social structures. Consequently, as these waterworks grew larger and more complex, it necessitated the mobilization of forced labor (corvée) and resources under centralized leadership, which in turn led to despotic political systems. Salient features of advanced hydraulic societies included architecture on a colossal scale (road systems, palaces, capital cities, tombs, and temples), government management of "feeding" industries (mining, quarrying, salt production) and "finishing" industries (weapons, textiles, chariots, furniture, naval vessels), a bureaucratic ruling class (emperor/king/pharaoh and his administrators), autocratic rule, centralized military structure, use of terror and intimidation to maintain social control, acquisition of tax revenues in kind or currency to sustain the hydraulic state, and dominance but not complete control over the economy or property.²¹

The second major theme was a typology of so-called hydraulic societies. He divided hydraulic societies into three categories: core, marginal, and submarginal. For the core regions, he

identified two major types, compact and loose, each with a subtype. The cores were associated with the cultures of Imperial China, Pharoanic Egypt, pre-Alexandrian India, Mesopotamia, ancient Meso-America, and Peru.²² Wittfogel made the term hydraulic society synonymous with the words "Oriental despotism," "agromanagerial despotism," "Oriental society," "Asiatic society," and "agrobureaucratic," which proved confusing to some of his colleagues.

Wittfogel's study was an institutional analysis of society, and claimed that a hydraulic society could not be explained purely by geographical (arid or semi-arid) factors alone. It was in the marginal and submarginal regions that the degree of bureaucratic density (with little to no evidence of hydraulic activities) was evaluated on the basis of absolutist methods of construction, organization, and acquisition. Wittfogel argued that they were the direct result of contact with or conquest by a core area. Consequently, in the marginal regions such as Byzantium, Czarist Russia, the Ottoman Empire, and Mayan state, a bureaucratic ruling class with despotic leadership was the norm, as was a centralized military structure, registered population and cadastral surveys, elaborate postal systems, and state control over major sectors of handicraft and commerce. In the submarginal zones, such as early Rome, Japan, pre-Mongol Russia, and Imperial Spain, "stray features" of hydraulic statecraft were in evidence. Nevertheless, he argued that the "submarginal zone of the hydraulic world cannot be explained by a simple formula," nor was it self-perpetuating like the higher forms.²³

The third major paradigm, and one with longer-lasting heuristic implications, was an Asian-centered approach to the pre-industrial history of humanity. In other words, Wittfogel's methodology was a complete reversal of Eurocentric scholarly inquiry that had dominated the academic profession until the publication of *Oriental Despotism*. To quote Wittfogel from a 1940 draft of the work,

Until the introduction of machinery in the West, feudal Europe was nothing but a regional component in an agricultural world which covered four continents. This agricultural world achieved great heights, but not in the West. It produced and sustained large populations, but not in the West. The history of the agricultural world, therefore,

must be written from the standpoint of its main agricultural complexes and trends, just as the history of the modern world is written from the standpoint of its main industrial complexes and trends.²⁴

The taproot for this approach was his fixation on the Asiatic mode of production as a palpable alternative to human development as first mentioned by Marx but later abandoned by Lenin, Stalin, and Mao, who for political reasons asserted a unilineal dialectic that denied any Asiatic mode of production whatsoever.

Lastly, and related the "rise and fall of the theory of the Asiatic mode of production," Wittfogel attempted to explain the emergence of "despotic totalitarian" communist Russia and China as successors to the Asiatic societies of the past. Since China had long been a hydraulic "core" and Mongol/Czarist Russia a hydraulic "marginal" state, the precedents for "totalitarian systems of integrated power and ideology" built on a foundation of "general (state) slavery," a command economy, and bureaucratic (apparatchik) ruling elite were environmentally and historically conditioned.²⁵

When *Oriental Despotism* was published in 1957, it shattered existing paradigms and approaches with the force of the newly developed hydrogen bomb. The fact that something completely original and multidisciplinary had appeared on the academic scene was manifest in the over 100 reviews written by Orientalists, historians, political scientists, anthropologists, geographers, and sociologists within a year of its publication.²⁶ Typical of the majority of reviews lauding the work was the one written by Bertram Wolfe:

Karl A. Wittfogel has produced in *Oriental Despotism* one of those rare and infrequent works that is likely to mark a watershed in political theory and social thought. He has sought to take up where... Karl Marx left off in the nineteenth century and Max Weber in the early twentieth... this is sociological and historical generalization in the grand manner such as had almost seemed to have gone out of style... history, political science, sociology, and anthropology will take a long time to assimilate critically the rich insights it provides.²⁷

The minority of hostile or negative reviews seem to have been either politically or personally motivated. S. N. Eisenstadt, writing for the *Journal of Asian Studies*, stated: "The simplistic theory of the state which is behind Wittfogel's analysis is paralleled by very deficient sociological theory or assumptions.... This book is another indication of the fact that intensive personal ideological-political concerns are crusading and not the best guides for sociological or historical analysis."²⁸ Arnold Toynbee, whom Wittfogel in Chapter 9 of the book had chastised along with Spengler for a weak theoretically comparative technique, blasted the work on many fronts. Perhaps the two most disparaging remarks were, "This is a queer book by a fine scholar," and that *Oriental Despotism* was "something of an aberration and still more of a menace."²⁹ Because several reviewers, like O.H.K. Spate of Australian National University, were claiming that "Wittfogel's geography is much more soundly based than Toynbee's," and "he [Wittfogel] does not make such monolithic demands as Marx, Spengler, or Toynbee... he avoids the great rifts of inconsistency... which tear or protrude from any 'system' which tries to subsume all the richness of human institutions under one pattern,"³⁰ perhaps Toynbee saw a threat and rival in Wittfogel.

III. Long-Term Significance and Influence of *Oriental Despotism* in the Context of World History

To quote Julian Steward, "A scholar's contributions to science should be judged more by the stimulus he gives to research — by the nature of problems he arises and the interests he creates — than by the enduring qualities of his provisional hypothesis."³¹ Although *Oriental Despotism* was mandatory reading for students and professors in the late 1950s, 1960s, and early 1970s, the archaeological/anthropological research it catalyzed poked holes in the levee supporting Wittfogel's irrigation hypothesis. Intensive studies that were undertaken around the globe following the publication of *Oriental Despotism* made it clear that in places such as Mesopotamia, Meso-America, Peru, and Egypt, Wittfogel overemphasized the role of irrigation as the decisive factor in state formation. In some instances, large-scale irrigation works appeared after centralized states had been in evidence, or in others the scale of the waterworks was exaggerated.³²

Nevertheless, his influence on world

history has been vastly undervalued, ignored, or just plain forgotten. One of Steward's students inspired by Wittfogel's irrigation hypothesis and non-Eurocentric cross-cultural approach was Eric Wolf, who would go on to write and edit important works such as *Agriculture and Civilization in Meso-America* (1972), *The Valley of Mexico: Studies in Pre-Hispanic Ecology and Society* (1976), *Peasant Wars of the Twentieth Century* (1976), and his masterpiece *Europe and the People Without History* (1982). Another work impacted by Wittfogel's hydraulic society theory was Donald Worster's *Rivers of Empire: Water, Aridity, and the Growth of the American West* (1985). Worster makes a strong case for federal/state bureaucratic control over large-scale irrigation systems, dams, and huge portions of "public" land, working hand-in-hand with big money agriculturalists and wealthy industrial and/or technology-based corporations as determining factors in the evolution of "new, modern hydraulic societies" in California, Arizona, and other arid western states.³³

In chronological terms of classic works in the field of world history, *Oriental Despotism* was the dominant study between Toynbee's ten-volume *A Study of History* (1933-1948), Braudel's *The Mediterranean and the Mediterranean World in the Era of Philip II* (1948), and McNeill's *Rise of the West: A History of the Human Community* (1962). In other words, it was the single most consequential world history monograph of the 1950s. Its impact on other outstanding works in our discipline is significant. Traces of Wittfogel are evident in Wallerstein's three-volume *The Modern World System* (1972-89). Wallerstein's use of the terms core, semi-periphery, and periphery to describe his three zones of the world economy based on "a 'world'-wide division of labor and bureaucratic state machineries,"³⁴ suspiciously resembles the core, margin, and sub-margin terminology popularized in *Oriental Despotism*, even though not a single reference to Wittfogel appears in any volume.

Undoubtedly, the most enduring legacy of *Oriental Despotism* for world historians was that Wittfogel was anti-Eurocentric before it was cool to be anti-Eurocentric. By privileging an Orient-centered perspective in writing the pre-industrial history of humanity, Wittfogel was iconoclastically challenging the procrustean Europe-centered approaches that had a stranglehold over academic interpretations in the West for nearly two centuries. During the past decade, and

with increasing frequency, there have been various studies published using a comparative, macro-historical approach that is undeniably non- or anti-Eurocentric. For instance, there is a lot of Wittfogel in Andre Gunder Frank's recent work *ReORIENT: Global Economy in the Asian Age* (1998). Although Frank focuses on the political economy of the world economy-system from 1500 to 1800, his argument that the real "core" was located in China is equally controversial. Another correlation is the pit bull-like ferocity that both authors employ to attack and shred certain widely accepted Eurocentric dogmas. An additional study in this genre includes Kenneth Pomeranz's *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (2000). Pomeranz's meticulous comparative institutional approach and *gestalt* methodology are in my opinion very reminiscent of *Oriental Despotism*.

The impetus for writing this article is a disturbing trend that I have discerned since the early 1990s: a ubiquitous, collective amnesia regarding *Oriental Despotism* in many leading world history programs in the United States and Canada. World historians seem to have thrown out the Wittfogel with the irrigation water. This fact became more apparent as I recently began preparing a graduate seminar in world history using existing programs as a model. Northeastern University's graduate world history program is a case in point. On the World History Center's webpage are bibliographies of works, a short list of 50 books that "form the basis for the doctoral exam in world history" and another "expanded version" of over 200 books and articles. In neither list is *Oriental Despotism* included.³⁵ At the University of Hawai'i, the University of Toronto, and the University of Minnesota, world history seminars do not contain Wittfogel's *meisterwerk* in their respective syllabi.³⁶ These four "core" graduate programs in world history are a microcosmic symptom of a larger systemic problem: that the next generation of world historians are not reading one of the most innovative works of the 20th century.

My objective is not to point fingers but to correct a troubling tendency endemic to graduate world history programs in North America. When Karl Wittfogel passed away in 1988, intellectuals who specialize in Asia ignored the event entirely. Despite the enormous contributions he had made to the field of Chinese history, the

Association for Asian Studies (of which Wittfogel was a founding member) never officially acknowledged his death, even though other scholars whose bodies of work pale in comparison have had their obituaries published in *The Journal of Asian Studies*. Perhaps it is simply a case of drinking from the River of Lethe, but it is more likely that oblivion was politically induced. As far as graduate world history programs are concerned, the culprit appears to be one of unfamiliarity with *Oriental Despotism* and its subsequent influence on comparative studies rather than any intentional act of omission. Thus for the reasons articulated throughout this article, we should welcome Karl Wittfogel into the fold and honorably place his name in the world history pantheon alongside those of Wells, Spengler, Toynbee, McNeill, Braudel, Wallerstein, Curtin, and others who are currently making world history the most dynamic and cutting edge of all the fields of cliometric research.

ENDNOTES

1. G. L. Ulmen, *The Science of Society: Toward an Understanding of the Life and Work of Karl August Wittfogel* (The Hague: Mouton Publishers, 1978), pp. 7-25.

2. Ibid., pp. 15-22.

3. Ibid., pp. 22-38.

4. Ibid., pp. 39-46.

5. Martin Jay, *The Dialectical Imagination: A History of the Frankfurt School and the Institute of Social Research, 1923-1950* (Boston: Little, Brown, and Company, 1973), pp. 13-16; Ulmen, *The Science of Society*, pp. 62-65, 133-135.

6. Ulmen, *The Science of Society*, pp.

59-61.

7 Ibid., p. 112.

8 Ibid., pp. 106-115.

9 Ibid., pp. 144-147. Among the anti-Nazi articles he wrote for Communist publications in 1932 were "Is Hitler the 'Savior' of the Middle Class?", "Who Finances Hitler?", and "Why Hitler Beat his Competition."

10 Ibid., pp. 157-170.

11 Ibid., pp. 171-177.

12 Ibid., pp. 180-183. The article was published in *Zeitschrift für Sozialforschung* in Paris in the fall of 1935.

13 Ibid., pp. 186-199. The scholars he encountered and worked with in Beiping included Wang Yuquan, Owen Lattimore, Tao Xisheng, Hu Shi, John Lossing Buck, and Chen Hanseng.

14 Ibid., pp. 209-210.

15 Ibid., pp. 221-224.

16 Ibid., pp. 232-236.

17 Such works included "Russia and Asia" in *World Politics*, 2.4 (July 1950); and "How to Checkmate Stalin in Asia" in *Commentary*, 10 (October 1950).

18 Ulmen, *The Science of Society*, pp. 267-297.

19 Donald Worster, *Rivers of Empire: Water, Aridity, and the Growth of the American West* (New York: Pantheon Books, 1985), pp. 29-30; Ulmen, *The Science of Society*, pp. 304-305.

20 Ulmen, *The Science of Society*, pp. 306-311.

21 Karl A. Wittfogel, *Oriental Despotism: A Comparative Study of Total Power* (New Haven: Yale University Press, 1957), pp. 11-101.

22 Ibid., pp. 161-227.

23 Ibid.

24 Ulmen, *The Science of Society*, pp.

343-344.

25 Wittfogel, *Oriental Despotism*, pp. 369-412.

26 Ulmen, *The Science of Society*, p. 321.

27 *Saturday Review*, 8 June, 1957.

28 *Journal of Asian Studies*, 17.3 (May 1958): 435-446.

29 *The American Political Science Review* 52.1 (March 1958): 195-198.

30 *Annals of the Association of American Geographers*, March 1959.

31 Julian Steward, "Initiation of a Research Trend: Wittfogel's Irrigation Hypothesis," in G. L. Ulmen, ed., *Society and History: Essays in Honor of Karl August Wittfogel* (The Hague: Mouton Publishers, 1978), pp. 3-13.

32 Ibid.

33 Worster, *Rivers of Empire*, pp. 48-60

34 Immanuel Wallerstein, *The Modern World-System: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century* (New York: Academic Press, 1974), p. 63.

35 To locate these sources on the World Wide Web, go to the following addresses:

www.whc.neu.edu/recenter/list50.html

www.whc.neu.edu/recenter/list300.html

www.whc.neu.edu/recenter/biborg.html

36 See the History 609 syllabus from 1998 for the University of Hawai'i; the 1996 World History and Social Theory seminar proposal 6005/6105 Social Change and Development syllabus for the University of Toronto; and the University of Minnesota's History 8640, Winter 1999 syllabus.

WHA

ELWOOD N. and KATHERINE THOMPSON DISTINGUISHED PROFESSORSHIP OF MODERN WORLD HISTORY

The Department of History, University of Nebraska-Lincoln, seeks a distinguished scholar of world history who shall conduct research and teach undergraduate and graduate courses that address contemporary trends in political, economic, social, and cultural affairs as they relate to world history and international relations. Competitive salary at a tenured, full professor rank. Ph.D., outstanding teaching and research record, and future academic promise required. Consideration of candidates began on December 1, 2000, and will continue until this endowed professorship is filled. Send applications (curriculum vitae and references) or nominations to Professor Lloyd E. Ambrosius, Department of History, 612 Oldfather Hall, University of Nebraska, Lincoln, NE 68588-0327. E-mail (lambrosius1@unl.edu) inquiries welcome. The University of Nebraska is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity and is responsive to the needs of dual-career couples. We assure reasonable accommodations under the Americans With Disabilities Act. For further information contact Lloyd Ambrosius at 402-472-2414.

Back to Modernity: Reforming Higher Education in the Post-Soviet World

Dimitra Giannuli

University of Minnesota at Morris

Since the collapse of communism in the former Soviet empire an extraordinary transition has been taking place across Eurasia. The independent countries are seeking to undo the vestiges of communist structure and interdependence in order to forge their separate political, economic, and cultural identities. One such enormous undertaking has been the campaign to transform the educational system in many post-Soviet Eurasian countries. It entails the revamping of state-funded education, the introduction of private schools and universities, and closer contact with Western academic traditions and practices.

During the summer of 1999 fourteen educators from Minnesota had the opportunity to observe closely this educational "revolution" in the post-Soviet world. Our group of university faculty, secondary education teachers, and academic administrators traveled to Belarus, the Kyrgyz Republic in Central Asia, and the Czech Republic. For six weeks we participated in a Fulbright-Hays Group Project Abroad Program organized by the College of Education and Human Development, University of Minnesota. It was an intensive and rich program aimed at internationalizing academic curricula in our state. The thrust of our tour was the study of the comprehensive educational reform in the three countries since the collapse of Soviet rule.

Educational reform itself is part of a complex effort to articulate each country's intellectual, spiritual, civic, political, and economic direction in this new era of national self-determination. Debate among reformers revolves around the civic role of education, pedagogical methods, learning outcomes, and preparedness to meet changing occupational-professional demands. Educational programs are being infused with pedagogical values and practical goals which reflect the slow transition: from the one-party to a multi-party political system; from a command economy to a framework which seeks to blend state-controlled sectors of the economy with market forces; from an isolated and ideologically rigid society to a civic society of pluralism, openness, and participation.

Private education is being rapidly introduced in all three countries, with the expectation that it will embrace much-needed curricular innovation and contemporary trends of pedagogy. Growing interest in private education also reflects deep suspicion against state-funded education (hence referred to as public education). Some reformers view public education as a vestige of the socialist state, unable to foster academic autonomy and independent learning.

On the other hand, private education faces its own perils. While it has generated competition and healthy experimentation on curricular and pedagogical matters, it has often proven to be an unreliable economic investment. A good number of these private "ventures" at all levels of learning fail quickly due to financial difficulties or mismanagement. Other private schools try to survive and increase enrollment by reducing admission and examination standards or by extracting illegal fees from prospective and/or current students. Still a few others are setting the standards for competitive private education at all levels. The European Humanities University in Minsk, Belarus (founded in 1997), is one such example.

Another challenge for private educators is the need to compete against public education for funding and recognition.

Public education had enjoyed these privileges during the Soviet period. It should be noted that public education has much deeper roots in the cultural life of many Asian and European countries. In the post-Soviet period public education continues to enjoy its traditional status and prestige. Graduates of public universities in Belarus and the Kyrgyz and Czech republics are afforded better professional opportunities while graduates of private institutions cannot assume that their degrees will even be recognized.

Public and private education are not always unequal competitors. They face a common financial predicament. Since 1991 the withdrawal of Soviet support has thrown these countries into economic bankruptcy. Tremendous cutbacks in state subsidies for public education and increasing state taxation on private institutions are taking a toll on the essential mission of academic institutions. Instructors do not get paid for months, instruction materials are not available, research and technical support is an almost eclipsed amenity. It is no surprise, then, that university faculty and instructors of secondary education, who possess knowledge of foreign languages and computer skills, leave the field of education for attractive opportunities in business. We visited public and private secondary and tertiary schools in Belarus and Kyrgyzstan whose "library" holdings amounted to a small bookcase. Against such impossible odds it is ever more astounding to witness the work of our fellow educators. They sustain the learning experience with enthusiasm and ingenuity. Tangible evidence of their success is the impressive mastery of foreign languages by the high school and university students we met.

A critical component of the educational reform has been the mandatory process of re-qualification and accreditation of all academic institutions and many individual educators in each country. These are processes of both internal institutional evaluation and external review. The criteria and objectives are supposed to reflect the larger pedagogical values of the educational reform and the civic society in the making. But they are not always well defined. Accreditation standards remain fluid and subjective. More concrete and identifiable is the goal of "harmonizing" academic assessment standards with those applied at academic institutions in European Union countries and the U.S. (introduction of B.A., M.A. and Ph.D. degree programs to replace the socialist five-year diploma of specialization that was accompanied by a complex program of graduate studies).

The process of re-qualification and accreditation itself is long and arduous. Additional factors hinder its progress significantly: sizeable cuts in government funding for education, an omnipresent and retarding bureaucracy, and frequent intervention by government officials to ease or ignore the standards of accreditation. At the same time, the process of re-qualification triggers its own deadlock: when public and private institutions are denied accreditation, due to the poor quality of their academic standards and programs, they initiate a lengthy and costly legal battle to regain recognition and status.

The challenges and difficulties in the reform campaign are many and, often, overwhelming. However, obstacles do not seem to discourage those who are dedicated to it. At least the educators we met share a strong vision and an infectious spirit of optimism. Their passionate commitment to educational reform requires

painful sacrifices and, even, political risks, with potentially tragic consequences. Yet they carry on with determination and pride, for they view their educational and cultural revival essential to their country's independent identity and its hopeful future. This spirit of optimism was prevalent in Kyrgyzstan, very notably *among our hosts in Belarus, but not so in the Czech Republic*. Perhaps it is the latter country's geographic proximity to the European Union which prompts unavoidable and discouraging comparisons between the expressed goals of Czech educational reform and the current reality.

In all three countries the "West" is held as a prototype of achievements and strong traditions in education. In post-Soviet Eurasia the term "West" assumes refreshing validity and meaning void of the regret and self-castigation in which Western academic communities engage over the West's recent colonial past. Educators in post-Soviet countries are yearning to learn about Western pedagogical methods and epistemological developments which they "missed" in the long years of intellectual and political isolation. For example, instructors of English are fascinated with postmodernism.

The ambition to establish meaningful ties with Western institutions of learning also reveals deeper political and geostrategic considerations. For example, Kyrgyz academics are eagerly pursuing cooperation with U.S. academic institutions but they are not interested in similar exchanges with their powerful neighbor, China. After considerable hesitation, individual Kyrgyz academics explained to us their concern over possible territorial and ethnic disputes between China and Kyrgyzstan in the future. Belarusians and Czechs, on the other hand, validate their cultural reconnection with Western Europe. It is the path

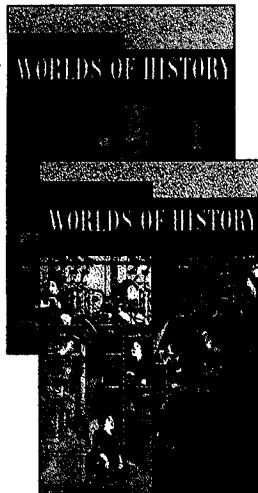
of "return" to their European and "Western" home. Their long cultural and political ties with Western Europe, they note, were severed only under Stalin's Soviet rule.

Overall, the current transitory and unsettled state of their educational system(s) is not necessarily a disadvantage. Belarus and the Kyrgyz and Czech republics are involved in a reassessment of their educational priorities, but they are not alone. State-funded education is currently a critical issue of national and cross-national debate among European Union countries as well. For reasons that lie beyond the focus of this essay, Western European countries need to reinvent their national educational systems. At this crossroads, collaboration is beginning to happen between "East" and "West." For example, the European Humanities University, a private university in Minsk, Belarus, is working closely with academic administrators and the ministry of education in France on harmonizing academic standards and programs. Both sides foresee mutual benefit out of this joint effort.

Similar efforts of educational cooperation are springing up across post-Soviet Eurasia. But beneath the optimism of cultural "reintegration" lurks the danger of a new kind of conformity: the drive for the standardization of academic goals and the untested fascination with "Western" practices and solutions might undo worthy "Eastern" traditions of learning. Post-Soviet Eurasia is an exciting and rich world. After all, it has been an ancient human home. Hopefully, the newly found opportunity to journey across Eurasia without the barrier of "walls" will allow us to preserve and privilege learning values and practices of both the younger West and our ancestral East.

WHA

A Comparative Reader with a Skills Focus



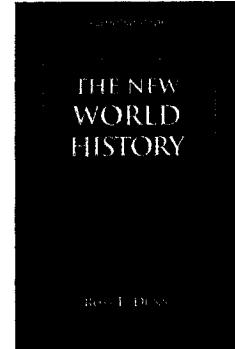
WORLDS OF HISTORY A Comparative Reader

Kevin Reilly
Raritan Valley College

A comparative reader that offers a dynamic balance of primary and secondary sources, *Worlds of History* invites students to make connections across cultures while teaching them to think like historians. The 90 readings in Volume 1 and 96 readings in Volume 2 combine global coverage, topical balance, and new scholarship, expanding on the features of Kevin Reilly's popular *Readings in World Civilizations*.

VOLUME 1 (TO 1550): 2000
PAPER/544 PAGES
VOLUME 2 (SINCE 1450): 2000
PAPER/544 PAGES
INSTRUCTOR'S MANUAL (2 VOLUMES)

An Important Resource for Instructors



2000/PAPER/656 PAGES

THE NEW WORLD HISTORY A Teacher's Companion

Ross E. Dunn
San Diego State University

As more and more schools add the world history survey to their curriculum, the need for a practical and authoritative guide to teaching issues becomes more pressing. This collection of articles includes some of the best thinking about teaching world history, organized around important concerns of both new and seasoned instructors.

CENTERED ON TEACHING

New Directions in Teaching:

Integrating Environmental History and World History: A Brief Overview of Some Challenges, Prospects, and Suggestions For Teaching World History

Jon E. Iannitti
SUNY Morrisville College

Integrating Environmental History and World History

Environmental history and world history have emerged as vital, separate fields for research and teaching in the last half century.¹ Environmental history is concerned with how humans act on and react to the environment, and cause change. World history is about interactions of human communities through time, resulting in continuities and changes in cultures and societies. This essay seeks to consider ways of integrating environmental history and world history in our teaching so we can begin to see how people have — and have not — functioned in the large contexts of their physical, social, and cultural environments.

J. R. McNeill, writing from an ecologist's perspective, says "[t]he enormity of ecological change in the twentieth century strongly suggests that history and ecology, at least in modern times, must take one another properly into account. Modern history written as if the life support systems of the planet were stable, present only in the background of human affairs, is not only incomplete but is misleading. Ecology that neglects the complexity of social forces and dynamics of historical change is equally limited. Both history and ecology are, as fields of knowledge go, supremely integrative. They merely need to integrate with one another."² To some extent, world historians

have already integrated environmental history. Alfred Crosby's work on Old World encounters with the New World immediately comes to mind.³ Few would question the value of this and other environmental contributions to world history — including the work of Philip Curtin and William H. McNeill, to which we will refer later in this essay. Such studies are more than an addition to a traditional story. Indeed, they have transformed how we think about, and teach, history. After reading Crosby's insights about the exchange of flora, fauna, and microorganisms between continents separated for almost 20,000 years, and what that exchange meant in terms of discovery and spread of mineral wealth, disease, foods, and populations around the world over the following centuries, one can no longer teach the Age of Columbus without restructuring the story.

Some Challenges

Students, I have discovered, are curious about how something as relevant as ecology can be seen in historical dimension. They respond with interest and queries — they want to know more. Are we ready to offer more with an ecological perspective? Environmental history presents some challenges for students of world history. First, ecology (the study of living things in their environmental contexts), fundamental to the study of environmental history, has its own agenda. The academic references in this field might include history, but are as likely to involve the natural sciences, humanities, and social sciences. As a result, environmental history may be taught as a polyglot interdisciplinary "environmental studies" course in association with physics, chemistry, biology, ethics, literature, anthropology, and geography. Research in ecological and historical studies is often local and particular, rather than global and comparative.⁴ Nevertheless, scholars from a variety of academic backgrounds have contributed to a vital environmental history. Their efforts suggest the need to turn to larger frames of reference.⁵ World historical studies can provide that context.

A second challenge presented by environmental history is of greater concern for world historians. Historians are generally wary of socio-biologists, demographers, and geographers who may introduce determinism (one-dimensional causal explanations for historical change) into historical narratives. The clearest statement on this can be found in Lewis and Wigen, in *The Myth of Continents*: "Second only to fighting residual Euro-centrism is the importance of *combating geographical determinism*, [their italics] that still-pervasive mode of geographical thought that posits iron links between environmental conditioning and social response."⁶ Clive Ponting with population, and Jared Diamond with geography, are two of the more popular recent examples of determinist efforts on behalf of environmental history.⁷ World historians who welcome environmental history, however, have been critical of these efforts.⁸ Fears about determinism are not entirely groundless. History subjected to various determinisms might reveal ideological agendas: fundamental pessimism concerning the present directions of human history accompanied by radical environmental politics, and/or retreat into some mythical past. However, those who have worked to integrate environmental history and world history have not yet demonstrated a propensity to overturn history as we know it.⁹

Some Prospects

Since the ecological dimension is too important to ignore these days, some world historians are making a distinction between "old style" and "new style" environmental history. They point out that "old style" environmental history poses limits, while "new style" environmental history allows for greater human action in transforming environments.¹⁰ Although concerns remain about integrating environmental history and world history, we should reflect, again, on the examples of Philip Curtin, William McNeill, and Alfred Crosby. These world historians made their mark very early with the introduction of the

role of disease in history: Curtin in dealing with Africa and the slave trade; William McNeill with the impact of disease among Eurasian societies; and Crosby with disease in his general assessment of the ecological consequences of plant and animal transfers between the Old and New worlds — ecological imperialism — in modern world history.¹¹ Others observed the impact of Polynesian and European discovery and colonization of ocean islands and found in the destruction of native flora and fauna, radically transformed environments.¹²

In the last couple of years, historians from both fields have moved a little closer together. I will illustrate this with reference to two new books: Kenneth Pomeranz, *The Great Divergence*; and J.R. McNeill, *Something New Under The Sun*.¹³ Pomeranz, a world (economic) historian compares parts of Europe and Asia in the early modern era to understand why industrial revolutions occurred in the English midlands and the Netherlands, but not in the Yangzi (China), Kanto (Japan), or Gujarat (India). McNeill, an environmental historian, evaluates the environmental impact of industrialization around the world in the 20th century. As different as these studies are, together they focus on the causes and consequences of industrialization in global, comparative terms, and make ecology an important element of their stories.

Pomeranz's contribution is the latest in a scholarly world economic history debate.

Pomeranz's contribution is the latest in a scholarly world economic history debate. Economic historians have demonstrated the importance of American silver mining for European and Asian economies. Attention has shifted in the last decade to the strength of the Chinese economy, suggesting the period from the 14th through the 18th centuries is not a simple traditional one of growth in Europe and stagnation in the rest of the world.¹⁴ Many argue that China's economy, for centuries far more vibrant than Europe's, remained so in spite of the Mongol invasions, until only about 200 years ago. Why did Europe come from behind, economically speaking, and emerge in the 19th century with an expanding economy powered by an industrial revolution? Kenneth Pomeranz's answer, supported by other globally minded economic historians, is that while both Europe and China faced increasing economic and ecological constraints by the late 18th century, Europe had an advantage. Europe's edge could be found in colonialism — export of surplus population, cheap slave labor in sugar and cotton plantation economies, and timber. Colonies took pressure off land and labor in Europe, and mobilized capital via trade

companies.¹⁵ Europe was environmentally lucky, too, in having lots of ports, favorable wind and water currents across the Atlantic, and ample supplies of easily accessed coal in northwestern Europe. With dwindling supplies of wood for fuel, coal/coke paved the way for a fossil fuel-based industrial revolution. Water in the mines in England made access to coal difficult, but a simple mechanical pump to remove water became the forerunner of the steam engine, an invention useful much later on for other purposes.¹⁶ China did not have the considerable advantage of colonies and its coal was not as easy to access or transport to industrial centers in the lower Yangtze region. From this perspective, the divergence between Europe and the rest of the world (particularly China) occurred only recently owing to "contingencies, global conjunctures and reciprocal influences."¹⁷ Not all are convinced. Some historians still argue that Europe's uniqueness can be traced to Post-Classical times and can be seen in scientific inventiveness and quantification techniques allied with a history of political and religious fragmentation, military aggressiveness, and commercial independence.¹⁸ But these historians are also inclined to refer to Europe's environmental uniqueness as contributing to its cultural uniqueness.¹⁹

While world (economic) historians attempt to integrate ecological information into world historical analyses, environmental historians are also at work in their own effort to accomplish the same goal from very different perspectives. J. R. McNeill's new book is, so far, the clearest call from that direction. McNeill's perspective is that of a globally oriented environmental historian. Fully two-thirds of his book is about the impact of humans on land, air, water, and other living things around the world. McNeill's synthesis of a wide range of environmental studies reveals the central point: human impact on global environments in the last century is profound and constitutes something new — it is not merely the background of a seamless web of historical development. In order to understand how and why this happened, McNeill has us turn to the places where environmental history and world history intersect. These intersections constitute the "engines of change" which include "...conversion to a fossil fuel-based energy system [coal, oil] and very rapid population growth...[and] ideological and political commitment to economic growth and military power."²⁰ McNeill is careful to avoid grand theories or simple explanations. "The relationships between environmental and social changes are dense, reciprocal, overlapping, and always in flux."²¹ As we might imagine in this case, the introduction of environmental elements into a traditional historical narrative changes the narrative.

As McNeill demonstrates, an integration of these fields challenges the conventional wisdom of both historians and environmentalists. A few examples will suffice.

World wars of the 20th century, as disastrous as they were in other terms, did not damage environments as much as did some well-intentioned peacetime technologies....

World wars of the 20th century, as disastrous as they were in other terms, did not damage environments as much as did some well-intentioned peacetime technologies — nuclear power generators, dams, and massive irrigation projects. War even had a beneficial side: ocean fish populations rebounded with the suspension of commercial fishing.²² In the last century, the ideas unleashed by science and nationalism had a far greater impact on environments than religious attitudes toward nature.²³

In conventional histories, the story of technological invention was largely one of far-sighted, heroic individuals who contributed to the progress of civilization. Inventions seen as problematical — nuclear weapons and rockets — were justified as necessary for military purposes with the added benefit of economic potential for peacetime energy development and space exploration. But how do we fit inventors like Fritz Haber and Thomas Midgley into a traditional narrative? Haber was a German chemist who figured out how to extract nitrogen from the air via ammonia synthesis, and thereby to manufacture nitrogenous fertilizer. Haber's invention meant that not only would Germans be able to feed themselves in World War I in spite of a British blockade, but that his invention would contribute later, to the "Green Revolution" package — artificial fertilizers and pesticides, reliance on a few genetic strains, extensive irrigation — which enabled millions of people in some poor countries to feed themselves. The benefits were not without social and ecological disruption. McNeill says "...he[Haber] more than anyone else shaped the world's soil chemistry in the twentieth century and allowed agriculture to flourish despite myriad forms of soil degradation."²⁴ Haber also used his knowledge of chemistry to contribute to the efficient refining of crude oil, and, in World War I, to the production of explosives and poison gas.

Thomas Midgley, also a name unfamiliar to most people, was a bright GM chemical engineer, who in the 1920s created leaded gasoline (for more efficient internal combustion engines) which, when used in millions of automobiles, polluted air and caused neurological damage in individuals. And if this were not enough, in the next decade he single-handedly invented Freon, one of the

ENDNOTES

1. See, Alfred W. Crosby, "The Past and Present of Environmental History," *The American Historical Review*, 100/4 (October, 1995), 1177-1189; Gilbert Allardyce, "Toward World History: American Historians and the Coming of the World History Course," *Journal of World History*, 1/1 (Spring 1990), 23-76.

2. J. R. McNeill, *Something New Under the Sun: An Environmental History of the Twentieth-Century World* (New York: W.W. Norton, 2000), 362.

3. Alfred W. Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Westport, CT: Greenwood Press, 1972).

4. At least one critic sees a fixation with specialization among American historians and argues, "Environmental topics, for example, have an obvious utility for public policy and allow historians to connect with both public debates and with other disciplines to overcome specialization's effects to some degree" Ian Tyrrell, "The Problem of Specialization in American Historiography," *The History Teacher*, 33/3 (May 2000), 389; H-Environment on the Internet leads one to a variety of courses (not necessarily history courses) in environmental studies on American college campuses.

5. For a sampling of a vast literature see, William Beinert and Peter Coates, *Environment and History: The Taming of Nature in the USA and South Africa* (London: Routledge, 1995); Madhav Gagdil and Ramachandra Guha, *This Fissured Land: An Ecological History of India* (Berkeley: University of California Press, 1992); Brian Fagan, *The Little Ice Age: How Climate Made History* (New York: Basic Books, 2000); Clarence Glacken, *Traces on the Rhodian Shore* (Berkeley: University of California Press, 1967); Richard Grove, *Green Imperialism: Colonial Expansion, Tropical Island Edens, and the Origins of Environmentalism, 1600-1860* (New York: Cambridge University Press, 1995); Martin V. Melosi, *Coping With Abundance: Energy and Environment in Industrial America* (Philadelphia: Temple University Press, 1985); Carolyn Merchant, *The Death of Nature: Women, Ecology, and the Scientific Revolution* (San Francisco: Harper and Row, 1980); Stephen J. Pyne, *Vestal Fire* (Seattle: University of Washington Press, 1997); Charles L. Redman, *Human Impact on Ancient Environments* (Phoenix: University of Arizona Press, 1999); I.G. Simmons, *Changing the Face of the Earth: Culture, Environment and History* (Oxford: Basil Blackwell, 1989); Richard Tucker, *An Embarrassment of Riches: The United States and the Ecological History of the Tropical World* (Berkeley: University of California Press, 2001);

chlorofluorocarbons (CFCs), (for refrigerators, air conditioners, propellants) later found to deplete the upper atmosphere ozone layer necessary to filter ultraviolet light harmful to both plants and animals. It has taken decades to discover the consequences of these inventions and even longer to begin to prohibit their use worldwide. "Midgley," says J.R. McNeill, "...had more impact on the environment than any other single organism in earth history."²⁵ Surely, Haber and Midgley deserve places in an environmental world history course.

If we wish to integrate this sort of environmental history into 20th-century world history, we would certainly change the traditional story. For, as McNeill says, "...we banished some historical constraints on health and population, food production, energy use, and consumption generally. Few who know anything about life with these constraints regret their passing. But in banishing them we invited other constraints in the form of the planet's capacity to absorb the wastes, by-products, and impacts of our actions."²⁶ Our options for the future are becoming more limited. Still, many of us take the world as we find it today as "normal."²⁷ This is why this kind of history requires us to seriously consider alternatives to our own historical experience. We need to look more critically at our past so we can see how we got to our present circumstances, and where we can go from here.

Some Suggestions for Teaching World History

For those not discouraged by the challenges of integration of environmental history and world history, and excited by prospects for an invigorated world history course, we might make a few suggestions to get things started in the classroom. First, to give students a "picture" of what you want to convey, introduce them — early and often — to geography through the use of environmentally oriented atlases. Maps should show some environmental data (beyond historical political boundaries or even the physical maps that often accompany them). Useful environmental maps must include information about populations (at different time periods); water and wind currents and directions at different times of the year (good for explaining explorations, understanding patterns of trade interactions in the Indian Ocean, for example); lay of land, ports, harbors, mountains, and deserts; origins and spread of fauna and flora; climate zones; minerals and soil types; and location of kinds of agriculture. Some of this may be found in textbooks or in conventional atlases, but only an environmentally oriented collection of maps will include all of this information.²⁸ Also, consider historical maps as artifacts that reflect the

state of geographical knowledge. Ptolemy's map, medieval maps, and early 16th-century maps reveal the state of knowledge of the world (and of other things) of the time.²⁹ Maps such as these give us clues about intentions of explorers and navigational challenges they had to face.

Second, it is probably easiest to introduce environmental history into a world history course if one focuses ideas and events around economic and technological developments. The agriculture/commercial and industrial revolutions can be the obvious focal points on either end of an environmentally oriented world history course. In such a course, one might include, as Emmanuel Le Roy Ladurie suggested in 1974: climate, disease, natural calamities, population explosion, urbanization, industrial over-consumption, and pollution.³⁰ A few world history textbooks have offered integrating frameworks of their own.³¹

Third, it is unfortunate, from an environmental historian's viewpoint, that most textbooks still refer to "development" without a critical assessment of the word.³² J. Donald Hughes suggests we examine our often taken for granted notions of development as unlimited economic growth. In light of what we now recognize as economic over-development and inappropriate technologies that threaten health and the environment, we might consider what Hughes calls "ecological process" as an organizing principle of world history: "...development as improvement in quality; development as advancement in the fine arts and the arts of living; development as a discovery of ways to use resources more efficiently, more creatively, and not wastefully...."³³ We might ask: can we maintain our economic activity without serious environmental consequences? Who benefits from this activity — who or what does not benefit? If some agricultural or industrial practices are clearly not sustainable, what can be done — or has been done — to change things?

These questions suggest historians recognize that they do write and tell about the past from their own temporal perspectives. World history, we should remember, flourished in the latter half of the 20th century because it reflected the realities of its own time. It found new ways to embrace all of humanity and gave historical voice to those left out of traditional Western historical narratives. As we enter the 21st century and witness the spread of the urban and industrial revolutions we have spawned in the modern era, we need a world history that takes physical environments and all living things — including humans — into account. The history we write and convey to students, then, will continue to be necessary and relevant.

Vaclav Smil, *China's Environmental Crisis* (Armonk, NY: M. E. Sharpe, 1993); _____, *Energy in World History* (Boulder: University of Colorado Press, 1994) B.L. Turner, et al., eds., *The Earth Transformed by Human Action* (New York: Cambridge University Press, 1990); Donald Worster, *Nature's Economy* (New York: Cambridge University Press, 1997).

6. Martin W. Lewis and Karen E. Wigen, *The Myth of Continents: A Critique of Metageography* (Berkeley: University of California Press, 1997), 195.

7. Clive Ponting, *A Green History of the World* (New York: Penguin Books, 1993); Jared Diamond, *Guns, Germs, and Steel* (New York: W.W. Norton, 1997).

8. See, William H. McNeill, "Review of *Guns, Germs and Steel*," *The New York Review of Books* (May 15, 1997) 48.

9. See, for example, a Europe-centered work by Alfred W. Crosby, *The Measure of Reality: Quantification and Western Society, 1250-1600* (Cambridge: Cambridge University Press, 1997).

10. Patrick Manning and R.J. Barendse, H-WORLD discussion, May 29, 2000, posting on Internet.

11. Philip D. Curtin, "Epidemiology of the Slave Trade," *Political Science Quarterly*, 83 (1968), 191-216; Alfred W. Crosby, *Germs, Seeds, and Animals: Studies in Ecological History* (Armonk, NY: M.E. Sharpe, 1994); _____, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900* (New York: Cambridge University Press, 1986); William H. McNeill, *Plagues and Peoples* (New York: Anchor Books, 1976).

12. J. R. McNeill, "Of Rats and Men: A Synoptic Environmental History of the Island Pacific," *Journal of World History*, 5/2(1994), 299-349; Grove also sees in this activity the rise of environmental planning and policy-making. Richard Grove, *Green Imperialism*.

13. Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton, NJ: Princeton University Press, 2000); J.R. McNeill, *Something New Under the Sun: An Environmental History of the Twentieth-Century World* (New York: W.W. Norton, 2000).

14. For useful discussions of these debates see, David D. Buck, "Was it Pluck or Luck that Made the West Grow Rich," *Journal of World History*, 10/2 (Fall 1999), 413-430; Craig A. Lockard, "Global Historians and the Great Divergence," *World History Bulletin*, 17/1 (Fall 2000), 17, 32-33.

15. Pomeranz, *The Great Divergence*, 1-27; see also Peter Perdue, H-WORLD book review, "Lucky England, Normal China," posted September 26, 2000 on Internet.

16. Pomeranz, *The Great Divergence*, 63-68, 279-284.

17. Pomeranz, *The Great Divergence*,
8. 18. David S. Landes, *The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor* (New York: W.W. Norton, 1998), 29-59.
19. Jared Diamond, *Guns, Germs, and Steel*; Paul Kennedy, *The Rise and Fall of the Great Powers: Economic Change and Military Conflict 1500-2000* (New York: Random House, 1987).
20. J.R. McNeill, *Something New Under the Sun*, 268.
21. J.R. McNeill, *Something New Under the Sun*, 267-268.
22. J.R. McNeill, *Something New Under the Sun*, 344-347.
23. J.R. McNeill, *Something New Under the Sun*, 327-328
24. J.R. McNeill, *Something New Under the Sun*, 24-25.
25. J.R. McNeill, *Something New Under the Sun*, 111-113.
26. J.R. McNeill, *Something New Under the Sun*, 362.
27. J.R. McNeill, *Something New Under the Sun*, 1-17, 361-362.
28. *The New Comparative World Atlas* (Maplewood, NJ: Hammond, 1998). Of all the atlases I have seen, this offers the most information on environments.
29. For what maps can do, see Gerald A. Danzer, "Maps, Methods, and Motifs: Cartographic Resources For Teaching History," *AHA Perspectives*, 33/9 (December 1995), 1, 3-5.
30. See, Crosby, "The Past and Present of Environmental History," 1, 187.
31. See Paul V. Adams, et al., *Experiencing World History* (New York: New York University Press, 2000); Richard W. Bulliet, et al., *The Earth and its Peoples: A Global History* (New York: Houghton Mifflin, 1997); Kevin Reilly, *The West and the World: A History of Civilization* 2 vols. (New York: Harper and Row, 1989). A few books recommended as supplements in a world history course: Mary K. Matossian, *Shaping World History: Breakthroughs in Ecology, Technology, Science and Politics* (Armonk, NY: M.E. Sharpe, 1997); Arnold Pacey, *Technology in World Civilization: A Thousand Year History* (Cambridge, MA: MIT Press, 1991); L.S. Stavrianos, *Lifelines From Our Past: A New World History* (Armonk, NY: M.E. Sharpe, 1992).
32. J. Donald Hughes, ed., *The Face of the Earth: Environment and World History* (Armonk, NY: M.E. Sharpe, 2000), 3, 18-19. Hughes lists a couple of dozen textbooks to make his case.
33. Hughes, *The Face of the Earth*, 12.

Teaching World History That is

Changing... All The Time

Tom Rokjer

Dutchess Community College
Poughkeepsie, New York

This fall, when I meet my Dutchess Community College students for the first time, I will write my name and the course title (History 107 — The History of World Civilizations to 1700, or History 108, ...since 1700) on the board. Hidden behind a map, waiting to be revealed, will be this "poem."

We are told that history
Is the story of the past,
But a story has an author
In whose words the story's cast.
And if we stop and think on this,
Think things carefully through,
We'd understand that history
Is what historians do.

My classes always start with "What is history?" It is a common and useful element of a first class, providing some content after the handouts describing the course and outlining assignments. The verse will be a new addition, a way to end the class with a bit of personal introduction, but also to emphasize what is coming up.

In addition to my part-time world history teaching, I volunteer at a small, and wonderful, alternative secondary school where all activities begin and end with a focus activity, a pause, a poem, or a song, and my ditty was my contribution to a prep-for-the-state-global-history-exam class. I wish I had come up with the poem when, near the end of my long tenure at Cornwall (N.Y.) Central High School, I became convinced that teaching history as what historians do was the "solution to the problem." I would have made it the center of a bulletin board with photocopies of book covers, and I may have used it in an essay on mid-term or final exams. As it was, the last multiple-choice question on such tests was this (bold face type included):

If my efforts have been successful,
you now understand that history is best
defined as:

- A) what happened in the past
- B) accurate knowledge about past events
- C) what historians do

Now I ask that "question" at the end of my community college courses. I have altered it, adding elements (which my high-schoolers would have understood) that more completely reflect the view of history presented along the way.

History may be described as:

- A) a primary weapon used by

political leaderships, especially those who can control basic education and mass media, to shape popular beliefs and prejudices

- B) what historians do — a literary art in which evidence (usually documentary) is used to reconstruct past events and create explanations of why things happened as they did
- C) a field of inquiry presently experiencing an exciting flowering as research efforts grow ever more numerous (and ever more global) and call into question so much established information and so many established explanations

D) ALL OF THE ABOVE

I teach world history. I used to teach about what happened in the past. Now, though I still do this I also try, as much as I can, to teach the history of the history I am teaching. That was the solution to the problem.

The Problem: It's All Changing — Everything I Teach Soon Needs Revision

The section title is an exaggeration, but it does capture the dominant feeling I had as I confronted the history/social science research explosion of recent decades. As the number of historians and social scientists focused on the past steadily expanded, what we knew about the past began to change at a staggering pace. And as new findings changed what we knew of the past, it also challenged the way we had tried to understand it. The new world history was a major part of this development, but every field of study was involved. Each year, my reading made it necessary to make major revisions in some element of my content outline. I knew I was swimming hard against a current and, at best, making slow progress. My good friend (and partner in the effort to keep up) joked about having to call back the classes for an update. "Notice to classes of 1985-92: It seems we misled you. We must go over several topics and revise what you were taught. Please contact us to arrange to have the information in your heads replaced at our expense."

Even before the research explosion, it would have been very difficult to stay abreast of what was going on in the many fields of history, but until the late 1980s, my focus had been on selecting content and creating materials to use in class. When, in 1974, I began teaching 9th grade Asian-African Studies and 10th grade European History, the inadequacies of high school social studies had been immediately apparent. As an undergraduate, at the teachers' college that is now SUNY New Paltz, my content

major had been Asian-African civilizations, and (after some teaching) my M.A., from the University of Hawai'i, was in East Asian history. My graduate work had been part of my participation in the East-West Center program that brought American and Asian graduate students together, and that was followed by two years of living in Taiwan (teaching at the Taipei American School and in the California State Colleges International Program). That all this took place through the Vietnam War era, with its powerful impact on scholarship, made it impossible for me to teach what was in the texts in the ways the state guidelines suggested. The Eurocentric concept was not in vogue, and the world history movement had not emerged, but I had already been pushed well beyond the curricula of the public school mainstream.

In the mid 1980s, New York State moved to convert the 9th-10th grade programs into a two-year global studies program. Seeing little value in the proposed sequence of region-based units, my friend and I created a global history curriculum much like the one the state has recently adopted. This was a major undertaking, and it kept me focused on content selection and organization. It was at this point, as we began to teach what we had planned, that we were rocked by all new work in all fields of history. One element and then another had to be revised in light of the information and understanding one of us had encountered. It was always back to the drawing board. In many ways, this was fun, but there was no way to escape seeing that we had taught "wrong stuff" to an awful lot of people. The recall joke let us laugh, but it wasn't really funny.

The Solution: Teach the Scholarship

My solution for dealing with the rapidly changing knowledge and understandings of the world's history came as I retired from high school teaching and became a part-time community college instructor. There was no moment of enlightenment; existing elements simply shifted, one receiving more attention and then becoming central.

Like most history teachers, I had always worked to have students understand the nature of historical scholarship. And, because of my own education, I had seized upon any opportunity to expose what I knew was a Eurocentric (or Cold War) conception or explanation. Probably too often, I had made textbooks a foil, contrasting their content with the more recent work in some field (and discussing the politics and economics of why texts changed so slowly). "History is what historians do" had been an important theme. Now,

encountering so much new knowledge and so many challenges to established approaches, that theme began to grow in importance. Whatever their intentions, numerous scholars pushed me along my path as they related how the views they were rejecting had come into existence (the first volume of Martin Bernal's *Black Athena* was certainly a major shove). With retirement allowing more time for reading and revising my content outlines (actually, I still make "lesson plans") my world history courses took their present form.

The first classes on what is history set the stage. I show books that move from detail (e.g., Henry Ashby Turner's *Hitler's Thirty Days to Power*) to synthesis (Simon Schama's *Citizens*) to summaries of syntheses (Jonathan Spence's *In Search of Modern China*). Then, showing the text, I ask the class what they think my point is. The immediate responses center on the highly generalized nature of the course, which we discuss, but I move the discussion from this to history and historians, to the work upon which our general survey course must be based.

Most students know very little about historical scholarship — even that most historians are university professors — and seldom do any know about Ph.D. dissertations or scholarly conferences and journals. I show a recent *Journal of World History* and note the essays. We talk about the difficulties of research, and about scholarly debate, and I end by trying to make a convincing argument for understanding history as what historians do. (This year I will reveal the poem. Should I ask them if they want to learn it and use it as a focus activity to start each class?)

In the pre-1700 course, I use the next class period to briefly discuss the history of world history — the Europe-in-the-world beginning with its conceptions of a dynamic Europe and a stagnant Orient, the corrective efforts of William McNeill and others (I note the loss of Marshall G.S. Hodgson), and the new movement of recent years (again showing and discussing some examples, usually Janet Abu-Lughod's *Before European Hegemony* and John Thornton's *Africa and Africans in the Making of the Atlantic World, 1400-1600*, because of the thought-provoking nature of the titles and general themes). In the since-1700 course, all this comes up along the way, especially when dealing with European overseas empires and responses to Western imperialism.

The courses follow the normal college-level pattern, text assignments setting the stage for classes that mix explanation and discussion. Classes deal

with information but, as much as possible, I work to make it clear that we are dealing with the efforts of historians (and social scientists) to reconstruct and explain what has happened. When I am confident of my own understanding, I devote time to tracing initial understandings and the assumptions and (too often) prejudices from which they sprang. (I devote much of a History 107 class to how the Sumerians came to be the first civilization, and much of another to how the Indo-Europeans and their original homeland were conceptualized.) I note how ongoing scholarship challenged and altered what was being taught as history and, when I can, relate the challenges and debates of the present and indicate the directions toward which I think things are shifting. When I can show the works I am discussing, I do so.

While "what happened" gets most attention, I also make it a point to deal with the organization of time and space. I make it clear that the periodization used by the text is one conception, sure to have its challengers, and that the common regional divisions (Middle East, South Asia, etc.) are recently created Western conventions that can hinder as well as help. In History 107, I use Professor Abu-Lughod's "circuit map" to help make this point, and indicate what happens to history when we use the Mediterranean, the Indian Ocean, or the China Seas as "regions."

Trust that all this is done with humility — I make it known that I am a teacher trying to learn and share what I've discovered. Many times, of course, there is nothing to share, and I make that known. "I say this with minimal confidence," and "I need to dig into that," are common statements, as is an only partially theatrical, "Ohhh! There's just too much to know."

Strengths and Weaknesses?

I have never tried to evaluate my efforts in any systematic, comparative way. Dutchess Community College asks students to evaluate their courses, and instructors receive the forms after the semester ends. While I have had generally positive evaluations, the questions asked do not address my approach versus others. I have had students state that they "really understand history for the first time," and I sense that many do, but....

What I do know is that I like what I'm doing. More than ever before, I feel I am being honest. Structuring explanations and answering questions in terms of scholarship — what scholars think and why they think it — is simply much more satisfying than providing some account of what happened as if it

were "true," or even "more true" than some dated text account. That has always been the case. I knew history is what historians do, and I taught that. But now I really teach it.

I have thought about weaknesses, and while I can think of ways I would like to alter my courses were I in a position to do so, these have nothing to do with the approach being discussed here. I was concerned that by talking so much about changes in the history rather than "sticking to the facts" I would make the courses even more difficult than they are and, in doing so, turn some students away from history. Fortunately, the text we use frequently notes how images and understandings have been altered by new research, and by drawing attention to these points, my more extensive forays into historiography are much less "the teacher going off on tangents." And while the "what happened" of the course is presented as the work of scholars, the tests that are the major factor in determining grades are pretty much standard. I provide detailed study guides that direct student efforts in using text and class notes to put information and selected conceptualizations into memory to answer "objective questions" and write essays. Questions are sometimes worded so that history remains what historians do, but the tests are very much "traditional." "What happened" is a very important part of my courses, for I believe history centers on the reconstruction of events. I explain that I have worked hard to create a course by which students can build a solid foundation, a base upon which they can keep building. Learn this history now, fully knowing that it is a revised version of what I was taught, and you will be ready to deal with the next round of revisions.

I am also a bit concerned that by focusing on historians and the nature of history I could lead students to conclude that history is indeed bunk; that if we cannot really know what happened, all the research and debate is a waste of time. I have never had that happen, and I hope it is because my students learn that, whatever its limits, historical scholarship is a necessary corrective to the sloppy reporting, artistic creation, and, especially, political propaganda that often produces inaccurate information and views. That point is certainly emphasized again and again. Having been born in 1940 gives one a whole bunch of "I actually thought that..." stories.

Finally, convinced that history is what historians do is the right approach and applicable in any setting — high school or college; teach-and-test, portfolio-based evaluation; seminars — I wonder if it can only be successfully

utilized by veteran teachers (i.e., us old geezers). It would be sad if that were true. I do not think it is. Being time-tested may make it easier to see that our knowledge of the past changes, and to grasp the importance of this, but I do not think it is some prerequisite. I open the latest *Journal of World History* and begin reading David Christian's Silk Road essay (how could you pass over it with that title?). The second section is "Historiography." A brief history of the history makes me aware that the documentary evidence used for it came from the literate civilizations at the ends of the roads, not from the inner Asian heartland where serious primary research demands "daunting linguistic and technical skills." Because of this, images and understandings have arisen that need to be critically considered. Off we go, and I get another chunk of good historical scholarship to use in my 107 course. Similarly, when the desire to catch up with the new research on the Chinese Communist Revolution led me to *Single Sparks*, an important collection of essays edited by Kathleen Hartford and Steven Goldstein, the introductory essay took me through the history of that history. I can use that in the 108 course, as I "correct" the text. I am tempted to write "seek and ye shall find," but one does not have to do much seeking. It has always been a common tactic to set the stage for one's arguments by reviewing what has been said and stating why it needs to be revised. One comes across it again and again. If I am learning the history of the history, it is not because I am... approaching senior citizenship.

Certainly those at the beginnings of their teaching careers, especially high school teachers faced with high-volume curricula, will have to focus on content. But one can make the nature of history clear without emphasizing the historiography of every topic. I do not, and could not, do this. Only occasionally need the spotlight shift to what we used to think, or why the text says what it says. The goal is to make it clear that research is going on at an expanding rate, and that this is sure to alter what we are reading and discussing. You are not studying the past. You are studying the work of historians. I want to introduce you to that work. I want to provide some examples of how and why "the past" has changed, and convince you that it is likely to keep changing. I cannot possibly keep up with everything, but I can work to find and understand what seem to be important developments. That, I really believe, is my job.

A Thematic Approach to Placing The Modern Middle East in a World Historical Context

Eric Engel Tuten

Brigham Young University, Provo, Utah

In the last few years, I have taught various sections of both halves of the world history/civilization series. I have used McNeill's *A History of the Human Community*, the Andrea/Overfield collection of historical documents, and other selected readings, and have followed the "culture by culture cavalcade."¹ The assignment to teach a 300-level (upper-level undergraduate) course during spring term 2000 gave me the opportunity to experiment — unfortunate, perhaps, for the students. My goal in this experiment was to force myself to reconceptualize world history/ civilization and to attempt to move away from a civilizations approach and toward a thematic approach to teaching world history. With the understanding that "world history" is a specific way of conceptualizing history, I saw the development of my course as a beginning step toward "fleshing out" my own personal conceptualization. Obviously, I also wanted my students both to confront analytically selected themes in world history and to understand the importance of the Middle East in the larger historical context.

To this end, I developed and taught a course titled, "Modern Middle East in World Historical Context." The course represented an honest attempt to place the region/area in a broader historical context by focusing on selected themes important in world history and, where appropriate, by using a comparative approach. I also aimed at an even balance (50/50) between lecture and class discussion. In retrospect, I view the course as an attempt to combine an area/regional studies approach with a world history approach. Nevertheless, I believe the challenges and problems I confronted in the course may apply to teachers of more traditional world history courses.

Themes and readings I selected for the course may be viewed by some as arbitrary; however, because spring term at BYU is only seven weeks long, I had to narrow my possibilities.

I used the first week and a half or so (9-12 hours of class time) to discuss the concept of "world history," to give an overview of the Middle East from c. 600 C.E. (rise of Islam) to the 20th century, and to place the region in its broader world historical context. Since the course focused on the modern Middle East (c. 19th-20th centuries) more detailed lecture information, sprinkled throughout the

course, was given for that period. The main themes for lecture and discussion in subsequent weeks were Ottoman slavery, Ottoman relations with Europe — the so-called "Eastern Question" (1774-1923 C.E.), genocide (Armenians and Jews), Palestinian Arab/Arab-Israeli conflict, British post-WWII decolonization (Palestine, Iraq, and Egypt), UN peace-keeping efforts since 1945 (various countries), global diasporas/refugees (Armenians, Jews, Palestinians, and Lebanese), and interstate nationalism (the Kurdish question). Most readings dealt directly with the Middle Eastern peoples and nations listed in parentheses but sometimes also included other peoples and regions/nations of the world for comparative purposes.² I also included comparative information in class lectures.

Let me be honest and admit the experiment was not a complete success. Although the course raised important issues, and student evaluations indicated they learned something from the experience, ultimately I failed to "tie it all together" by the end of the term. This teaching experience forced me to confront three problems I will need to resolve if I hope to improve this course, or one like it, in the future.

Ethnocentrism and Eurocentrism

The first problem — I am fully aware not a new problem — involves the issue of ethnocentrism. How can we educators strike a balance in helping our world history students break away from their ethnocentric biases (meaning, in my case at BYU, their Eurocentrism or "Western-centrism"), and yet help them to understand (and not to underestimate!) the importance of Europe and the "West" in the last 400-500 years?³ Over the first week and a half of the term, my students read Hodgson's *Rethinking World History* (ed. Edmund Burke III) and McNeill's and Bentley's articles from *JWH* (Fall 1998). I assigned the Hodgson book to force the students out of their "traditional" view of world history in past and recent centuries. We had some good class discussions on the book; however, some students openly expressed their dislike for the book (largely based on Hodgson's writing style and on the overlapping of information) and one student, in her class evaluation, complained the first two weeks were a waste of time! However, overall my students generally acknowledged their biases—and the biases of many of their educational experiences—and genuinely appreciated a more "global" approach.⁴

The question that remains is how can I spark more successfully the students' interest in this issue while, at the same time, helping them to think more critically about their biases?

Balancing Class Lecture and Discussion

The second problem is striking an acceptable balance between class lecture, class discussion, and the use of other media in the classroom. I decided to aim at a 50/50 ratio of lecture to discussion because quite often students clamor for less lecture and more discussion.⁵ I tried to organize course themes chronologically as best I could but ultimately could not avoid some overlapping of certain topics and time periods. Therefore, one challenge I faced throughout the course was integrating lecture material with some sense of continuity as we moved from theme to theme. I am not quite sure how to rectify this problem and would welcome any ideas and/or suggestions from teachers of world history at any level.

I have found class discussions to be a successful way of interacting with students on a more personable (and sometimes personal) level. In fact, I believe I am a pretty good discussion leader. However, I found giving 50 percent of class time to discussion was quite a challenge in an undergraduate elective course (history major and graduate seminars are, for obvious reasons, much more manageable). The main challenge was keeping the discussions both focused on the theme at hand and cohesive with lecture material. In some cases, I posed specific questions about the readings a week in advance to give the students some guidance in their analysis and note taking and to give direction to class discussions. Next time I teach this course, or a course like it, I plan to shoot for a 70/30 or 60/40 ratio of lecture to discussion. Furthermore, I will include, in the syllabus, a set of analytical questions for each week's readings, one of which will encourage the students to pose their own questions about the readings and to write down any personal insights they receive.

Comparative Approach

The third challenge I faced in my course was the use of a comparative approach on various themes. Although some scholars warn against comparative approaches, I find that in teaching world history I have a natural inclination to compare and contrast themes, cultural mores, etc. Personally, I do not mind if a comparison mostly leads to contrasting the differences between two themes because I believe students of world history can learn much from looking at such differences. The three themes that most directly raised issues of comparison and contrast in my class were slavery, genocide, and diasporas/refugees. Pointing out the pitfalls of comparing themes from different times and places led to some good discussions. However, my students

also identified certain commonalities (not universally applicable; and therein lies a problem) underlying some experiences of different times and places: for slavery — oppression and exploitation of one people by another based on racist ideology and/or economic need; for genocide — hatred of one for another over issues of power, fear (based on racial and/or economic issues), wartime conditions, etc.; for diasporas/refugees — issues such as social, political, and/or economic marginalization (sometimes self-imposed), persecution, and war. Identifying and discussing such commonalities made the course more interesting and infused some historical issues with more meaning for the students.

Selecting readings that facilitate a comparative approach was also a challenge because of department-imposed limits placed on how much reading can be assigned in a given course. Thus, to present the wider world historical context of some course themes without overwhelming the students, I was compelled, against my better judgment, to assign broad introductory readings that were sometimes disjointed and lacking in specific details. This scenario left me with the responsibility to fill in at least some of the detail in class lectures and to make sense of the disjointed information — not a problem in and of itself but limited class lecture time made such a feat difficult to accomplish. A possible solution to this challenge is to narrow even further the themes I want to address in the course and to assign more thorough and detailed readings on those themes. However, this solution is tough to pursue without leaving out a theme(s) believed to be essential or important.

Concluding Remarks

"Modern Middle East in a World Historical Context" represented a new beginning for me. Some or all of the issues I addressed in this essay may not be new to *W.H.B.* readers. Nevertheless, I hope I have brought out some points for discussion that might have meaning for someone. I welcome suggestions, ideas, novel approaches, etc. to expand my horizons as a world history teacher.

ENDNOTES

1. Bob Bain's phrase in his "Call for Scholars of World History Teaching," *World History Bulletin* XVI, No.1 (Spring 2000), I. My "culture by culture" approach — organized around McNeill's texts — was of my own making and should not be attributed to McNeill who, I am sure, would have organized the course differently.

2. For background information for the course, I assigned substantial portions of Albert Hourani, *A History of the Arab Peoples* (Cambridge, MA: Harvard University Press, 1991) and smaller portions of Ira M. Lapidus, *A History of Islamic Societies* (New York: Cambridge University Press, 1988). The reading I assigned for each theme was as follows (the nine groups of readings below correspond to the themes in the order mentioned in my essay): (1) Marshall Hodgson, *Rethinking World History: Essays on Europe, Islam, and World History*, ed. with an Introduction and Conclusion by Edmund Burke III, 1999 reprint ed. (Cambridge: Cambridge University Press, 1999); William H. McNeill, "World History and the Rise and Fall of the West" and Jerry H. Bentley, "Hemispheric Integration, 500-1500 C.E" both in *Journal of World History* 9, no.2 (Fall 1998); McNeill, "The Age of Gunpowder Empires, 1450-1800," in Michael Adas, ed., *Islamic and European Expansion* (Philadelphia: Temple University Press, 1993); Julia Clancy-Smith, "The Middle East in World History," in Ross Dunn, ed., *The New World History: A Teacher's Companion* (Boston and New York: Bedford/St. Martin's, 2000). (2) Philip D. Curtin, "The Tropical Atlantic in the Age of the Slave Trade," in Adas; selections from Y. Hakan Erdem, *Slavery in the Ottoman Empire and its Demise, 1800-1909* (New York: St. Martin's Press, 1996); selections from Ehud R. Toledano, *Slavery and Abolition in the Ottoman Middle East* (Seattle and London: University of Washington Press, 1998). (3) A. L. Macfie, *The Eastern Question 1774-1923*, Seminar Studies in History, revised ed. (London and New York: Longman, 1996); McNeill, "The Decisive Years, 1850-1865," chapter 21 in his *A History of the Human Community: Vol. II: 1500 to the Present*, 5th ed. (New Jersey: Prentice Hall, 1997). (4) "Introduction" to Mark Levene and Penny Roberts, eds., *The Massacre in History* (New York: Berghahn Books, 1999); selections from Donald E. Miller and Lorna Touryan Miller, *Survivors: An Oral History of the Armenian Genocide* (Berkeley: University of California Press, 1993); Robert F. Melson, "The Armenian Genocide as Precursor and Prototype of Twentieth-Century Genocide" and Vahagn N. Dadrian, "The Comparative Aspects of the Armenian and Jewish Cases of Genocide: A Sociohistorical Perspective," both in Alan S. Rosenbaum and Israel W. Charny, eds., *Is the Holocaust Unique?: Perspectives on Comparative Genocide* (Boulder: Westview Press, 1996). (5) Selections from Robin Cohen, *Global*

Diasporas: An Introduction (Seattle: University of Washington Press, 1997). (6) Kirsten E. Schulze, *The Arab-Israeli Conflict*, Seminar Studies in History (London and New York: Longman, 1999). (7) Nicholas J. White, *Decolonization: The British Experience Since 1945*, Seminar Studies in History (London and New York: Longman, 1999). (8) Norrie MacQueen, *The United Nations Since 1945: Peacekeeping and the Cold War*, Seminar Studies in History (London and New York: Longman, 1999). (9) Robert Olson, *The Kurdish Question and Turkish-Iranian Relations: From World War I to 1998* (Costa Mesa: Mazda Publishers, 1998).

3. David S. Landes, *The Wealth and Poverty of Nations: Why Some Are so Rich and Some so Poor* (New York: WW Norton and Company, 1999), paperback ed., xxi, says: "Some would say that Eurocentrism is bad for us, indeed bad for the world, hence to be avoided. Those people should avoid it. As for me, I prefer truth to goodthink. I feel surer of my ground." Although this statement, and Landes' book as a whole, might smack of "Western triumphalism" (Landes, 530), simply said, we cannot avoid discussing the importance of Europe in the last 4-500 years of world history; but I, like others, desire to expand my students' minds and to inspire them to think more critically about their own biases. Nevertheless, I sometimes struggle to highlight adequately the importance of "non-Western" countries/regions vis-à-vis a prevalent Eurocentrism.

4. Jeffrey N. Wasserstrom, "Eurocentrism and its Discontents," *Perspectives* 39, no. 1 (January 2001), 26, points out that scholars often use the terms "Eurocentrism" and "Western-centrism" as "all-purpose epithets" that "inhibit rather than launch meaningful exchanges of ideas." Although this assessment may be true for some, when I used these terms in my course my students (after some explanation for some) seemed to understand and acknowledge the general bias to which the terms referred; and the terms did not "inhibit" our class discussion.

5. The only forms of media I used in my course were (1) the opening segment of the movie *Why Man Creates*, entitled "The Edifice," to show the Eurocentric and gender-biased view of the flow of history and (2) map and statistical overheads. The segment from *Why Man Creates* proved to be a great stepping stone to discuss bias in history and the need to expand our historical horizons.

BOOK REVIEWS



CLASSICS OF WORLD HISTORY

This issue's contribution to the *Bulletin's* "Classics of World History" series is a review of Janet Abu-Lughod's *Before European Hegemony: The World System A.D. 1250-1350*. The reviewer is Pamela Sayre, of Henry Ford Community College, Dearborn, Michigan. In addition to reviewing Abu-Lughod's influential monograph, Sayre has included a review of the author's booklet — "The World System in the Thirteenth Century: Dead-End or Precursor?" — from the AHA's *Essays on Global and Comparative History* series.

Before European Hegemony: The World System A.D. 1250-1350

By Janet L. Abu-Lughod
New York and Oxford: Oxford University Press, 1989. Pp. xiii + 443. \$19.95 (paper).

The World System in the Thirteenth Century: Dead-End or Precursor?

By Janet L. Abu-Lughod, in *Essays on Global and Comparative History*
Washington D.C.: American Historical Association, 1993. Pp. viii + 28. \$5.00 (paper).

Reviewed by:
Pamela Sayre
Henry Ford Community College

In *Before European Hegemony*, Janet Abu-Lughod sets out to "explore the thirteenth century 'world economy'... examine how it was forged...[and] why this promising start faltered by the end of the fourteenth century" (p. 4). The Introduction sketches a basic description of world trade, establishes her definitions of terms, and looks at the similarities and differences in Asian and Arab capitalism in her period and Western capitalism after A.D. 1600. It ends with a look at sources of data and methodological problems. The rest of the book is divided into four parts.

Part I, "The European Subsystem," is the least interesting. Abu-Lughod describes the re-emergence of trade and towns after the collapse of the Roman Empire in Western Europe. Chapter 2 discusses the fairs of Champagne, Chapter 3 looks at the rise of the Flemish towns of Bruges and Ghent, and Chapter 4 concentrates on the Italian merchant towns of Genoa and Venice. Part I is a good introduction to the trade, technology, and industry of medieval Europe. It also serves to demonstrate one of Abu-Lughod's theses, that there was no inherent reason why Europe should become the world hegemon after 1600. Perhaps I am overly critical, but I wonder if Abu-Lughod is sabotaging her own purpose by beginning her examination of the world system in Europe. It reinforces the "Euro-centeredness" that she is trying to avoid and lessens the impact of the later chapters by unconsciously setting up a comparison of Asia with Europe rather than letting the reader recognize that European trade, technology, and economies were similar to those of Asia.

Part II, "The Mideast Heartland," begins with an introduction describing the three major trade routes linking China and the Mediterranean. Chapter 5 concentrates on the Mongol states and the Silk Road, called here the "northeast passage." Chapter 6 discusses the sea route through the Persian Gulf to the trade centers in Mesopotamia (Iraq) and eastward to India and China. Chapter 7 discusses the least-known trade route via the Red Sea and Egypt, and introduces Islamic business practices. This is one of the more valuable sections in the book, as it puts the Silk Road in its proper perspective. Furthermore, it reminds the reader that, although most of the attention

is focused on China and Europe, the Mideast between them formed an integral part of the world's economic system.

Part III concerns itself with Asia. Chapter 8 is devoted to India. Chapter 9 deals with another little known area, the region of the Straits of Malacca. Chapter 10 deals with China. I like this arrangement of the chapters. Not only is it logical, but it underscores the importance of India and the Straits of Malacca in the medieval trade and economic systems. Part III ends with the Conclusion. This chapter summarizes the findings of the earlier chapters and briefly addresses the bigger question of why world systems fail.

Abu-Lughod's book is addressed to the student interested in history and trade. It would make a good text or supplemental monograph for medieval and world history classes above the survey level. It is well laid out with chapter titles, headings, and subheadings to guide the reader through the material. Each chapter ends with a "Lessons from..." section which summarizes its main points. Abu-Lughod's vocabulary and style of writing are appropriate. With only a few exceptions, new terms and people are identified either at first mention or at the most logical time.

Abu-Lughod makes good use of primary sources, often quoting or paraphrasing them at some length. Much of the primary source material comes from the less familiar sources, such as Ibn Majid on the monsoons. She also quotes modern sources effectively. Although Abu-Lughod's subtitle, *The World System A.D. 1250-1350*, seems to limit the focus of her book too narrowly to be of general use, such is not the case. She extends her background discussion as far back as necessary and sensible: to the time of the Romans in her chapters on Europe and India, to the pre-Mongol period in her discussion of China. Nonetheless, her focus remains clearly on the medieval period.

Other aids to comprehension are included. The maps are good, useful, and easy to read. Particularly useful is Map Figure 1 showing the eight major economic circuits of Eurasia and North Africa. I found one strange omission: there is no map of China *per se*. Two tables are included, one on silkworm production and a more interesting table of monsoon winds, trade routes, and sailing

dates (pp.256–57). Abu-Lughod's notes at the end of each chapter are good ones. Some are citations, but many expand or comment on the text in interesting ways. The index is adequate, but not exhaustive, some topics are found under a larger heading, but not indexed on their own. An example is the Chinese province of Annam, which is only indexed under "China, Annam province." On the other hand, the bibliography is good. Abu-Lughod gives a short explanation on the nontraditional organization, then lists her sources according to general topics which parallel the chapters. Many non-English sources, mostly European, are listed in translation if not written in a common Western European language. Primary sources, in English or French translation, are also listed, but not in a separate section. This is not an exhaustive bibliography. However, relevant and important specialized sources, such as Solomon Goitein's volumes of the Cairo Geniza documents are listed. All in all, *Before European Hegemony* is a good and useful introduction to the world trade and economic systems before the 14th century. I would recommend it to teachers looking for more than just the European view of the medieval world.

Abu-Lughod's essay, *The World System in the Thirteenth Century: Dead-End or Precursor?*, is both a summary and an extension of her book. The last two sections of the essay, "Perspectives on the World" and "The Advantage of Global History," form a historiographical essay. While these sections might confuse students in high school or survey classes, teachers and more advanced students will find them a good introduction to the literature of global history.

The real heart of the essay is found in the section entitled "A Global History of the Thirteenth Century." It is here that Abu-Lughod introduces her main theme, that "Europe's rise was substantially assisted by what it learned from other, more advanced cultures" (p.1). The years 1250 to 1350 form the crucial period of contact explored in the rest of the essay.

Abu-Lughod begins with a brief overview of world trade, discussing what was traded and the scale of trade. She then discusses the three large trade circuits which are examined in separate sections of the essay: the European, the Middle Eastern, and the Asian (via the Indian Ocean). The last part of the essay

examines why the world system of the 13th century collapsed, focusing on the Black Death and its impacts. Two useful maps show the world trade circuits and the congruence between trade routes and the spread of bubonic plague. Abu-Lughod sees the bubonic plague in China as an important factor in the success of the Ming Rebellion. She suggests that the overthrow of the Mongol Yuan Dynasty, by breaking the connection with Central Asia, weakened the existing Asian-centered world system. Finally, she addresses the question of why Europe was able to reorganize the new world system of the 16th century. She argues that it was not the Western form of capitalism, but rather the "*restructuring*" (her emphasis) of world trade to center around the Atlantic that led to Western European dominance.

This essay is a good introduction to world trade in the 13th century. For world history students and teachers, it is also a persuasive argument for the importance of global history in understanding regional history. By putting the rise of the West into world historical perspective, Abu-Lughod clearly demonstrates both the contribution of other cultures to European development and the contingency of Western dominance. For Americans who are steeped in Eurocentric

between the world and the West" and provide "a better understanding of how human societies change through time"(xi). Three thematic threads — the divide between intent and outcome, the influence of non-Europeans in building and running European empire, and the complexity of cultural borrowing — provide interpretive unity.

The World and the West is divided into four sections. The first describes the diverse patterns of Western domination — territorial empire, settlement colony, plural society — and establishes the technological sources — military, medical, organizational — of European power. The rest of the essays focus on the culture change that occurred as non-European peoples struggled to cope with European expansion. Such change came as the by-product of modernization which Curtin uses in a limited way to mean "the aspiration to achieve, or the fact of achieving, some kind of society that is capable of the *kind* of high production and high consumption of goods per capita achieved by the most technologically advanced societies of the time."^[xiii] Part two deals with culture change under European aegis in South Africa and Central Asia, Mexico, Bengal, Central Asia, Java, and Malaysia. Part three looks at culture change among people threatened by European encroachment but still free of European rule — the neo-Incan state in Vilcabamba, Peter the Great's Russia, 19th-century Hawai'i, Madagascar, East Africa, and Siam. Japan and the Ottoman Empire get more extended treatment. The final section deals primarily with the post-WWII period — again in a variety of places but focused on Indonesia and Ghana.

Throughout these essays, Curtin dispels whatever visions of simplistic, imitative Westernization still exist. Time and again, he complicates the conventional view of European/non-European interaction by injecting European policy alternatives and, more important, local initiative, choice, and influence. His myriad case studies from 16th-century Mexico to 19th-century Hawai'i to 20th-century Ghana illustrate that culture change was a complicated mix of chance and choice, coercion, and coincidence. Everywhere, the result was neither wholesale Westernization nor unchanging continuation of earlier

W H A

The World and the West: The European Challenge and the Overseas Response in the Age of Empire

By Philip D. Curtin. New York:
Cambridge University Press, 2000.

Reviewed by:

Christina W. Michelmore
Chatham College, Pittsburgh, PA

For global historians, anxious to create a world historical narrative that does more than stick non-Western stories onto the central theme of the rise of the West, how to conceive world history in a European age is a problem. In *The World and the West*, Philip Curtin contributes to the debate. Eschewing overriding theory in favor of what he calls "eclectic empiricism," Curtin provides 14 wide-ranging case studies that he hopes will illuminate the "changing relations

cultural norms, but a series of new solutions to changing conditions. Never clear cut, the effects were often unintended, even unwanted by both European and non-European alike.

For specialists in the areas Curtin touches on, there is nothing very new or startling in his description of modernizing culture change. While we will all recognize our own areas, we also get glimpses of cultures and time periods with which we are less familiar. Comparisons of events in areas distant in time and space help dissolve the immediate cultural setting, making it easier to see modernization not as a unique event, but as the contemporary manifestation of a long-run aspect of world history — the process of change resulting from increasing cross-cultural interaction and technological diffusion.

The World and the West is much like Curtin's earlier *Cross-Cultural Trade in World History*. Both are collections of case studies embedded in a largely implicit comparative framework in which the accumulated details of parallel stories reveal common principles and processes. Curtin's case studies do reveal the messy and fascinating complexity of cultural change, but in focusing on complexity and contingency without overriding theory or broad generalization, the similarities and differences in process are often unclear. Nor is there any attempt to connect the cases chronologically. As a result we lack a sure sense of the changing world condition in which these processes are occurring.

Because it solves some of these problems, the discussion of defensive modernization is the most successful. First, Curtin makes explicit his central idea that the convergence of world cultures associated with modernization is the latest phase in a process which began with the agricultural revolution. Second, the two longer case studies on Japan and the Ottoman Empire lend weight to the shorter treatment of the Inca, Russia, and Buganda and provide clear thematic coherence. In comparing Japan and the Ottoman Empire, Curtin does more than outline the elements of culture change: He gives a glimpse of how and why some cultural change was more successful in warding off Europe than others.

Curtin has provided a very useful addition to the classroom arsenal. Because

the essays are short, concise, and independent, they can be used by students and teachers as examples of the intricate and diverse nature of social change. A comparison of several essays might illustrate both the common processes and the differing results. For instance, a comparison of Japan and the Ottoman Empire clearly demonstrates the slippery mix of socio-cultural and power patterns that have made culture change more difficult, disruptive, and time-consuming for some people than for others. The wide range of examples both temporally and geographically means that examples could be used in almost any world history course and at various times in a course.

have frequently assigned texts that students do not read, or do not comprehend due to the density of the material. My very first impression of the Bentley and Ziegler text was its readability. The narrational coherence of the book was clear, as was the deliberate attempt to bring the student into the material by opening each chapter with a quick biographical sketch. Although my review will focus on Volume II of *Traditions and Encounters*, my comments extend to both volumes. The text periodizes world history into seven separate and distinct eras. Each section is organized according to the degree of coherence of cross-cultural activities that mark the period.

In Volume I, the earliest section — Early Complex Societies — defines individual separate human societies, giving the authors an opportunity to describe the geography and ecology of regions, as well as the survival strategies of the inhabitants. The success of these early groups leads into the formation of classical societies. Successful internal organizations and the ability to defend and/or conquer neighboring land areas mark this era. The third section, the Post-Classical Era, involves the re-imposition of political, economic, and social order following the violent end of the Classical Era. The spread of religion and the growth of population are the hallmarks of this section. The final section of the first volume is the age of cross-cultural interaction where development in agriculture, religion, and population lead to imperial integrations in Eurasia, Sub-Saharan Africa, and Western Europe. This increased cross-cultural interaction is reflected in the faster spread of disease, ideas, religion, agricultural technique, crops, and science.

Volume I of *Traditions and Encounters* begins at the end of the 15th century and narrates the global age. It is divided into three eras: the Origins of Global Interdependence 1500-1800; the Age of Revolution, Industry and Capital, 1750-1914; and the Twentieth Century. Global Interdependence opens with the story of exploration and is followed by a chapter on European political transformations. The remaining chapters in this section take the reader on a global tour of the New Worlds (Americas and Oceania), Africa, East Asia, and the

WHA

Traditions and Encounters,

Vols I, II

By Jerry H. Bentley and Herbert Ziegler.
New York: McGraw Hill, 1999.

Reviewed by:

Jacky Swansinger
SUNY Fredonia

Bentley and Ziegler's textbook, *Traditions and Encounters*, is a survey of the global past set in a context of cross-cultural encounters. Eras are delineated according to the growth of complexity within societies and the development of cross-cultural exchange between cities and regions, and, later, across oceans. The essence of the authors' approach, "examining the processes that transcend individual societies and cultural regions," is presented in Bentley's article in the *American Historical Review*, "Cross-Cultural Interaction and Periodization in World History."¹ In that article, Bentley admits that this approach will not allow historians to explain all of world history all of the time, but it offers a narrative template, where each individual geographic locale exists first as an isolated group which through interaction with its region grows into a more populated, complicated society. As these societies expand and grow they come into contact with others, until finally in the 16th century, a global culture begins to emerge.

As a teacher of the world survey, I

Islamic and Russian empires. What makes this section interesting is the global tour of the world in one era. Although Europe is clearly given prominence in the first two chapters, the narrative regarding the rest of the world puts Europe into perspective: not so much as an inevitable rising star, but as a region searching for identity, survival, and riches. Additionally, the juxtaposing of the Americas and Oceania engages the reader to see parallels in the settling of these new areas and creates patterns that may not have been explored previously. The reader ends this section with a sense of the accidental nature of cross-cultural encounters, and of the perpetuating pull of traditions, exemplified in the extension of the European social apparatus to the New World and in the Central Asian effort to rebuild following the decline of the Mongol Empire.

The second section, Age of Revolution, Industry and Empire, begins with a chapter on the French and American revolutions and their influences on the Caribbean and Latin America, and in the formation of political philosophies and ideologies. There is also some discussion of the exceptions to the revolutionary ideal (slaves and women) and the creation of nations and nationalism. After revolutions comes the making of industrial society, and a tour of the patterns of industrialization, the birth of capitalism, urbanization, migration, followed by an overview of the socialist critique. The remainder of this section looks at specific examples of industrialization in the Americas and in the Afro-Eurasian lands. The Ottoman, Russian, Ming, and Tokugawa regimes illustrate some of the reactions and counter-reactions to the expanding European industrialization. The section concludes with a chapter on the formation of 19th-century empire and ideology of imperialism.

Section three, the Twentieth Century, begins with World War I and explores the European conception of its own decline, the anxiety this caused in Europe, and the return to war in 1939, culminating in the creation of a bi-polar world divided by the economic philosophies of the United States and the Soviet Union. The last two chapters offer another global tour focusing on the growing interdependence of resources (food, flora, disease), population

(health care and technology), culture (local, regional, and that of the superpowers), economy, and human rights.

Bentley and Ziegler offer a surprisingly coherent survey of the world over the last 500 years, although perhaps at the expense of detail and local narratives. However, this book is a serious attempt to reach beyond the primacy of the European experience to try to begin imagining another paradigm. Last summer's *American Historical Review* offered an article by Daniel Segal which argued that neither Western civ. nor world history had been able to conceptualize beyond the social evolutionary- or progress-based civilizational approach as reflected in the American undergraduate curriculum. Segal's critique, particularly when applied to world history texts, argued that "Otherness — the radically unfamiliar — is not crystallized in the specific figure of the "prehistoric," it is positioned as behind an already charted course of history, or alternatively, as contrary to the known trajectory of history."²

Traditions and Encounters does not divorce itself totally from this viewpoint, yet it narrates the complex story of distinct geographic or cultural regions that interact. It clearly implicates both human agency and contingency in the making of history. There is much less attention to or underlining of evolution or progress than there is to the interplay of choices, encounters, traditions, and environmental forces in determining the story of a particular geographical region. The focus moves to processes and patterns and away from exceptionalist or pseudo-scientific ethnic characterizations to explain how some parts of the world rise to prominence at different times.

This text, like any text, has flaws. For this reader there was insufficient exploration of the internal dynamics of the societies that create the contacts (or lack thereof). Although I liked the overall effect of the global tours, I regretted the compactness of the presentation. The complex topics of trade, politics, and culture are barely skimmed. Other readers, I am sure, will find other specific flaws. However, Bentley and Ziegler have created a text that is highly readable, and which places people within the context of world history without falling victim to

exceptionalist or great men history. Most important, it rejects simplistic unidimensional criteria that rank one society before another, and instead connects the various regions of the world within a global network of encounters that set up a new framework for comparing and contrasting over time and space.

This textbook is one of the first coherent attempts to move world history away from the social evolutionary paradigm. It might even be said that it begins a shift towards more social history, more history from the bottom up, and a more humanity-centered narrative. It also initiates a new set of comparisons and patterns that permit the formation of new metaphors to describe the past. The Bentley and Ziegler text begins the process of delineating the limits, constructs, and stories that will develop a new interpretive body.

ENDNOTES

1. Jerry H. Bentley, "Cross-Cultural Interaction and Periodization in World History," *American Historical Review Forum*, June 1996, pp. 749-770.

2. Daniel Segal, "Western Civ. and the Staging of History in American Higher Education," June 2000, *Journal of American History*.

WHA

ATTENTION: All book reviewers (and those who would like to try their hand) — The *World History Bulletin* welcomes historians as reviewers and solicits reviews of books, CD-ROMs, websites, films, atlases, and any other works of a scholarly and/or pedagogical nature pertaining to world history. Reviews of textbooks and other teaching materials, especially those at the high school level, are particularly welcome, as are reviews of "classic" works in world history. Please send all reviews (or a list of your areas of expertise) to Professor Christina Michelmore, Book Review Editor: *WHA Bulletin*, Chatham College, Pittsburgh, PA, 15232. Chris Michelmore can also be contacted at <michelmore@chatham.edu>.

World History: Connections to Today

By Elisabeth Gaynor and Anthony Esler, with Senior Consultant Burton F. Beers.

Needham Heights, MA: Prentice Hall School Division, 1999, 1,037 pages.

Reviewed by:

Bob Clemons

Bayard Rustin High School
New York, New York

Connections to Today presents global history in a somewhat chronological order. It is, therefore, a vast improvement over those high school textbooks that present area studies without a sense of their relative development over time. Indeed, New York State has modeled its Global Studies syllabus on this text, in part, because of its chronological organization. Equally important, *Connections to Today* is organized around nine themes: continuity and change, geography and history, political and social systems, religions and value systems, economics and technology, diversity, impact of the individual, global interaction, and arts and literature. The authors use these themes to compare selected countries in Europe with countries in Africa, Asia, North America, and Latin America. For example, the theme of religions and value systems compares religion in China, Japan, and Korea with religion in Greece and Rome, but not with African countries. The theme of economics and technology compares Great Britain with Japan and China, but not with countries in Africa or Latin America.

The text's major strength is its use of these nine themes to explain the evolution of selected countries around the world. Although Gaynor and Esler's text focuses on the political history of these countries, the framework could easily be extended to any number of fields, including military history, art and architectural history, economic history, and diplomatic history. These nine themes provide an excellent way to structure interesting and instructive classroom discussions. With its focus on a number of countries on four different continents, *Connections to Today* escapes Eurocentrism without falling into Afrocentrism or Asia-centrism. Gaynor and Esler also provide extraordinary

chapter reviews which often combine new and old methods of assessment, including portfolio assignment, interpretation of tables, using the Internet to write a persuasive essay, and critical thinking.

Along with its numerous strengths, the text shares the shortcomings of the vast majority of U.S. and global history textbooks. First, the double column format can be disconcerting to read, especially for students who have been taught to speed-read complete lines. Second, the text has neither footnotes nor bibliography. Among other things, footnotes serve as models of honest writing for students who need to give credit to their sources. Third, authors of high school texts should be more mindful of the various ways in which the text will be used in the classroom. For instance, I have had to fold and tape pages together to get one useful handout. Finally, like many other high school texts, *Connections to Today* does not emphasize the processes of human development over the long term. The long-term causes discussed in the works of Philip Curtin, Alfred Crosby, or Jared Diamond may well be controversial, but they are also thought-provoking and provide depth to lessons, homework, and projects. In order to realize the promise of higher educational standards, we need to provide our students with more integrating and challenging content.

Connections to Today is broken down into nine units which are then subdivided into several chapters. Unit I covers prehistory through the development of civilization in the 11,000 years following the domestication of plants and animals in the Fertile Crescent. Unit II treats ancient civilizations from China to Rome and includes African and Native American civilizations. Unfortunately, the chapters on China, India, Japan, Persia, Greece, Rome, and Egypt don't pay enough attention to arts and crafts development. Unit III offers decent coverage of regional civilizations in the early modern period in Africa from the mid 8th century to the late 16th century and Asia from the 6th century to the early 17th century. In this unit, the text lives up to its promise to provide a truly global history and each early civilization is treated with equal respect.

Unit V traces political, intellectual, social, and religious developments in Europe and North America during the 18th

and 19th centuries. Esler and Gaynor provide in-depth coverage of the American and French revolutions; examples of emerging nationalism and its impact both in Europe and elsewhere; the Industrial Revolution and liberal, conservative, and socialist reactions to it; the changing roles of the military; and religion. In addition, the unit covers certain artistic developments over this time period, including the Romantic, Realist, and Impressionist movements to illustrate how average people were treated in the arts.

Unit VI discusses the rise of democracy in Europe and North America during the late 1800s. The unit also covers the struggles waged from the early 1800s to the late 1800s by the Irish and the Jews, as well as certain minority groups in the United States for equal civil and political rights. This unit also touches on Chief Joseph's 1877 surrender to the federal government, the rise of labor unions, "new" imperialism, and the rising influence of social Darwinism on it. The unit also includes a strong discussion of the period's artistic developments. For example, the authors point out how Pablo Picasso's revolutionary art borrowed from African folk art to reshape European art. Indeed, all of the sections on the history of art and literature are quite good, and could usefully be expanded into a supplementary reader.

Unit VII covers World War I, the history of Russia from 1917 to 1939, and the rise of anti-imperialistic nationalist movements around the globe before turning to the contemporary world when the peoples and governments of Africa, the Mediterranean region, the Middle East, Europe, Asia, and Latin America come to form the global village. The topics include political and social systems, the European Union, OPEC, global action involving refugees, civil wars, the UN, NATO, and the impact of individuals. Here the text focuses on the role of the United States in an increasingly interdependent world.

This text would be of value to all high school students. By being honest and fair to all the cultures covered, the authors facilitate the conceptualization of universal themes that explain the development of all the world's peoples.

EUROPEAN IMPERIALISM IN AFRICA: AN INTERDISCIPLINARY INTRODUCTION

**Tony Hurt, Heritage High School, Littleton, Colorado
Andy Aiken, Boulder High School, Boulder, Colorado**

Time Required

Three to four 50-minute class periods

Materials Needed

Maps and readings provided

World history textbook with map of colonial Africa after the 1884-85 Berlin Conference

Goode's World Atlas (optional)

Historical atlas (optional)

Introduction

By the end of the 1880s imperialism had overwhelmed Africa. France, Great Britain, and Italy competed for territory in North Africa. Western and central Africa were divided by several European nations; by 1900, Liberia was the only independent nation in West Africa. In East Africa, Portugal, Great Britain, and Germany all claimed territories. In southern Africa, the Union of South Africa was formed as a British dominion after the Boer War.

These lessons are part of a larger unit on the imperialistic powers competing in many areas of the world between 1798 and 1914. It fits within the context of a high school world history survey course.

Objectives

Students will:

- understand the wide range of levels of cultural development in Africa before European interactions with Africans
- create a map from data identifying forced African migrations from the slave trade
- outline the key steps in the colonization of Africa from 1870-1910
- identify European colonial possessions in Africa by 1914
- apply geographic concepts and processes to the understanding of European imperialism in Africa and the African reaction
- list the costs and gains of imperialism for Africans
- demonstrate an understanding of the importance of using a variety of primary sources in historical study

Links to Current Research

- focus on interaction and links between European and African cultures
- recent historical and geographic scholarship on African history and European imperialism in Africa
- learning/brain research — interdisciplinary approach (history, geography, and literature) that engages students more holistically and uses a higher percentage of mental capability

Anticipatory Set

1. "Mystery Advanced, Urban Society" introductory activity.
2. Students read the poems, "The White Man's Burden" and "Martyr"*
3. Ask students to compare the two poems. For example, what is the difference between the way each poet views the effects of imperialism on the African peoples? Generate a discussion along these lines.
4. Have students examine the following maps:*
 - "Major African States and Empires"
 - "Pre-Colonial Urbanization in Africa"
 - "The Colonial Reorganization of African Space"
5. Ask the students if the maps help provide a geographic and historical context for the sentiments or feelings of the poems.
6. Have the students use the "Africa on the Eve of Partition" map to create the "Forced African Migrations/Slavery Map," using the handout and map provided.* Remind them to answer the analysis question.

Historical and Geographic Background

The key steps in African imperialism should be outlined in a clear and concise manner by the teacher, possibly with the aid of the videos suggested. Students should become familiar with the most important events under each of the following headings:

Africa Before 1870

Review what students have previously learned about the geography and history of Africa before 1870, including: early civilizations; the European, Arab, and African slave trade; and early European exploration.

Early Colonization

Review the motivations of the Portuguese, Dutch, other

explorers, and missionaries.

Imperialism in North Africa

Describe the French-British conflict and the role of the Italians.

Imperialism in East Africa

Discuss King Leopold II of Belgium and the 1884-85 Berlin Conference.

Rivalry in East and West Africa

Focus on the reasons for British, French, and German rivalries in these regions.

Competition for South Africa

Provide background to the Boer War and the influence of Cecil Rhodes.

Developing the Lesson

1. Give students a copy of the outline map, "Colonial Africa, 1914."*
2. They should complete the map, using a map in their textbook or the map included, to show European possessions in Africa by 1914. Students should create a title and key for their map.
3. Students should examine the additional maps and read the primary and secondary documents:
 - "Three Slave Trades"*
 - "European Transportation Systems in Africa"*
 - "Central Africa: Economic Development — Mineral Deposits"*
 - "South Africa from 1900: Minerals, Communication, and Industrial Areas"*
 - Prelude to Colonization**
 - Anglo-Saxon Destiny**
 - The Value of Empire**
 - The Berlin Conference, 1884-1885**
 - An African Chief's Point of View**
 - African Saying**
4. The students should answer the analysis questions provided.
5. Lead a class discussion on the motives of imperialism as well as the costs and gains for the Africans and Europeans.
6. Ask the students to compare European imperialism with the encounter between the Spanish explorers/conquerors and indigenous in Latin America and the U.S. subjugation of the Philippines.

Geographic Concepts and Analysis Questions

(separate handout)

Assessment

Accuracy and design of two maps

Map/geographic data analysis questions

Map and document analysis questions

Discussion

Possible essay and/or objective questions on unit or final exam

Conclusions

Our students were quite engaged in the series of lessons because they were active learners and were encouraged to think critically about important historical issues, based on concrete and varied data. Discussions were lively and more thoughtful the farther we went into the lesson, as they had more information on which to base their judgments. The British parliamentary debates (described below) were extremely lively and realistic; the students asked that they be extended an extra period.

An extension for advanced students that has often proven effective was for them to divide into pairs or trios to research and debate specific examples of African opposition to British imperialism in Africa. They then debate British colonial policy in Africa as if they were Ministers of Parliament in 1900. The form and grading matrix for the debate is enclosed.

We have both taught this unit to lower-level students. They excelled in the more concrete aspects of the lessons, such as map making. We revised the map questions to make the wording easier to understand and provided more explanations and examples throughout. Over the years, we have made specific requests to our school librarians to purchase books at a lower reading level for their research. During the debate, we asked them to make only one specific point and told them we would help them with follow-up questions that they could answer.

Other conceptual links would include discussions of historical novels relating to European imperialism and African history we require and comparisons to imperialism in other times and places in world history.

Of course, we will refer to the lessons students learned when we teach about post-World War II de-colonialism in Africa and elsewhere.

Recommended Teacher Materials

Africa: A Voyage of Discovery with Basil Davidson: Eight 57-minute videos on the range of African history. \$84 for series. Social Studies School Catalog, 800-421-4246.

Building a Nation: Decisions, Decisions: A computer simulation requiring student reading and discussion of organizing a newly independent African state after World War II. \$150. Social Studies Catalog, 800-421-4246.

"National Geographic Africa Picture Packs": Overheads of photos of Africa.

Fellman, Jerome D., Arthur Getis, and Judith Getis. *Human Geography: Landscapes of Human Activities*. Boston: McGraw-Hill, 1999. (Ask for teacher overheads.)

Political Cartoons

"The Rhodes Colossus." Linley Sambourne. *Punch*, c. 1895.*

"In the Rubber Coils." Linley Sambourne. *Punch*, 28 November 1906.*

Bibliography

Boehm, A.A. "Africa Under Colonial Domination, 1880-1935," in *Unesco General History of Africa*, Vol. 2, *African Africa*, edited by G. Mokhtaro. Berkeley, CA: University of California Press, 1980.

Collins, Robert O. et al., ed. *Historical Problems of Imperial Africa*. Princeton: Markus Wiener Pub., 1994.

DuBois, W.E.B. *The World and Africa: An Inquiry into the Part which Africa has Played in World History*. Millwood, NY: Kraus International, 1976.

Edmonds, Jane, ed. *The Oxford Atlas of Exploration*. New York: Oxford University Press, 1997.

Gersmehl, Philip J. *Why Not Here? Teaching Geography to a New Standard*. Indiana University of Pennsylvania: National Council for Geographic Education, 1996.

Hochschild, Adam. *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. Boston: Houghton Mifflin Company, 1998.

Kwamena-Poh, M.A., et al. *African History in Maps*. Harlow and Chicago: Longman, 1982.

Oliver, Roland and Anthony Atmore. *Africa Since 1800*. Cambridge: Cambridge University Press, 1994.

Pakenham, Thomas. *The Scramble for Africa: The White Man's*

Conquest of the Dark Continent from 1876 to 1912. New York: Random House, 1991.

Stock, Robert. *Africa South of the Sahara: A Geographical Interpretation.* New York: The Guilford Press, 1995.

Thomas, Hugh. *The Slave Trade.* New York: Simon and Schuster, 1997.

Thornton, John. *Africa and Africans in the Making of the African World, 1400-1800.* New York: Cambridge University Press, 1998.

Wesseling, H.L. *Divide and Rule: The Partition of Africa, 1880-1914.* Westport, CT: Praeger Publishing, 1996.

Zell, H.M., et al. *A New Reader's Guide to African Literature.* London: Heinemann Educational, 1983.

Name: _____ Date: _____ Period: _____

Forced African Migrations/Slavery Map. Questions

Use Map 16, "Africa on the Eve of Partition: African States and European Settlements."*

1. Create proportional flow symbols (different width arrows) of the following forced/slave migrations:

- ~3.0 million Africans from Portugal's Angola towards Brazil
- ~.6 million African slaves from Portugal's Mozambique towards Brazil
- ~2.0 million African slaves from France's Senegal towards the Caribbean Islands
- ~3.0 million African slaves from the Ivory Coast and Gold Coast towards the Caribbean Islands
- ~.4 million African slaves from Senegal to the United States
- ~1.0 million African slaves from the south of the Mahdist State of the Sudan to Southwest Africa (Middle East)

2. Your proportional flow symbols (arrows) should be of varying widths:

1/8 inch wide to represent 1,000,000 Africans

1/4 inch = 2,000,000 Africans, etc.

See an example on p.____ of your textbook.

3. Proportional flow symbols should start and end at (or point towards a location) as accurately as possible.

4. Label your map at the top and create a compass rose.

Question

Push and pull factors directly influence migration or movement of peoples. *Push* factors motivate people to move away from some place. *Pull* factors attract people to new places. *Perceived differences between places and distances* also influence migration.

Read pp.____ in your textbook carefully. Describe what factor or factors probably influenced the slave migrations to the Western hemisphere and Southwest Asia.

Maps and Documents Questions

Imperialism in Africa: 1870-1910

Please answer questions on a separate sheet of paper.

1. Entrepôts or break-of-bulk points are locations where goods are transferred from one type of carrier or transportation to another (e.g. from canal barge to railroad). Examine the "Three Slave Trades" map.* In what way were Lagos, Bonny, Luanda, and other coastal, port towns break-of-bulk points? What were the "goods" and how did transportation change?
2. What is an example of a break-of-bulk point in your state or region? What goods are transported and how does the transportation change?
3. There are many factors for European imperialism in Africa. Examine the "European-Built Transportation" map of Africa.* Railroads are very expensive to build and often go from a state's (country's) capital city to the largest (or next largest) urban area or from mines to industrial cities with factories. Compare the "Africa Transportation" map with the "Central Africa: Economic Development" and "South Africa from 1900: Minerals, Communications, and Industrial Areas" maps. Where did most of the European-built railroads go from and to?
4. What seems to be a major reason for European-built infrastructure (transportation, communications, power plants, etc. to support industrial and economic development) in colonial Africa?
5. How did Davidson and Strong differ in their explanations of English (Anglo-Saxon) exploration of Africa?
6. What were other possible motivations of influencing English exploration and colonization of Africa beyond Strong's descriptions of Anglo-Saxon cultural traits (distinguishing features of regular occurrence with a culture, such as the use of chopsticks or observance of a specific caste system)?
7. How does Lugard's description of the "value of the Industrial mission" contradict the "Major African States" and "Pre-Colonial Urbanization in Africa" maps? How might this be explained?
8. Consider the time period when Strong and Lugard wrote. Would their perspectives have been unusual for British people during the late 1800s? Why or why not?
9. Natural boundaries are based on recognizable physiographic (physical) features, such as rivers, mountains, and lakes. Geometric boundaries are often segments of latitude or longitude lines and often were established when detailed geographic knowledge was lacking. Superimposed boundaries may be forced on existing cultural landscapes (natural landscape modified by human activities) by conquering powers without regard to ethnic groups or nations (group of people with common language, religion, values, belief in original homeland, etc.). What types of boundaries did the Berlin Conference generally create in Africa? Give two examples of each type in Africa.
10. Why was Africa divided as it was by the European states (recognized, sovereign countries) and the United States?

11. What economic advantages or potential did each European state see in their new African colonies?

12. What potential problems could be caused by the manner in which Africa was divided?

13. Based on the background lectures, videos, maps, documents, and textbook readings, what were the costs and benefits to the Africans resulting from European imperialism?

14. What were the costs and benefits to the Europeans for their control over African possessions?

Mystery Civilization

First Set of Clues

- a. Between 1000 to 1500 C.E./A.D.
- b. About the size of Western Europe
- c. Economy based on trade
gold, salt, slaves, copper, cotton cloth, books, metal and leather goods
- d. Some excellent arable land (farmland)
grains, rice, cotton, peanuts
- e. Army of 100,000 soldiers
included cavalry, iron weapons
used to conquer neighboring cultures and create an empire much larger and more powerful than any army in Europe during Middle Ages
- f. Major university at capital city
- g. Outsiders traveled to capital for eye surgery and other operations (eye surgery not available in Europe during Middle Ages)
- h. Leader impressed others with his wealth and generosity when he traveled
- i. Efficient government in empire
- j. Citizens and traders from other cultures were safe to travel in empire.

Second Set of Clues

- a. Cavalry rode horses and camels
- b. Several kings traveled to Mecca (Hajj)
- c. Buildings made of mud, brick, stone, and wood
- d. Main trade with Southwest Asia (Middle East), North Africa, and Europe ivory another trade good
- e. Women often treated as equals in urban areas
- f. Active nightlife with nightclubs and bands with female singers

Third Set of Clues

Capital — Timbuktu

Teacher Instructions:

1. If possible, use a map from a historical atlas or the student textbook that shows various world civilizations between 1000 and 1500 C.E./A.D.
2. Make the clues into an overhead and show students (divided into groups of two or three) one set of clues at a time.
3. After each set of clues, ask them what the mystery civilization is.
4. Discuss whether they knew there were other advanced urban

cultures or civilizations in Africa, in addition to Egypt.
(Civilization is Mali.)

Name: _____ Colony or Rebellion: _____
Period: _____

British Parliament Debate on African Colonial Policy

Debate Resolution: British African colonial policy is unethical, racist, and expensive in treasury funds and lives lost. All African colonies, protectorates, and territories should be given full independence over the next 30 years.

- a. /15 pts. Outline of speech or questions with specific evidence
2 min. opening speech by Minister of Parliament on specific rebellions — for or against British imperial policy. Speech accurately reflects historical events, time period
- b. /10 pts. Two quality research sources minimum, including one authoritative electronic source
- c. /5 pts. Correct "works cited" format
- d. /10 pts. Parliament debate participation

/40 pts. Total

Works Cited (or Bibliography)

Brook, Roger A. *North American Mammals*. New York: Galahad Books, 1992.

Carlson, Bryan. "Buffalo: Back Home on the Range." *National Geographic*, Nov. 1994: 65-89.

"Caucasus Mountains." *Encyclopedia of Geography*. 1996 ed.

Central Intelligence Agency World Factbook, 1997. 12 March 1998. Online. Internet. 19 Nov. 1997.
<http://www.ppc.new.edu/home/stb/com>.

"A Whale's Life." *Software Tool Works Multimedia Encyclopedia*. Computer Software. Novato, CA: Software Tool Works, 1991. CD-ROM.

Williams, John. Personal interview. 17 Nov. 1999.

Tips for Writing Works Cited

- In order, the above entries are examples of:
book with one author
magazine article
encyclopedia
book found online on the Internet
non-book Internet site
CD-ROM software program
personal interview with expert on research subject
- Alphabetize each entry by the first word of the entry.
(Disregard or ignore "A," "An," "The.")
- Indent the second and third lines five (5) spaces.
- Double-space between entries.
- Single-space the entries.
- Do not number the entries.

**WORLD HISTORY ASSOCIATION
OFFICERS — 2001**

President

Carter V. Findley

Department of History
Ohio State University
230 West 17th Avenue
Columbus, OH 43210-1367
Off: 614-292-5404/2674
Fax: 614-292-2282
E-mail: findley.1@osu.edu

2515 Sherwin Road
Columbus, OH 43221
Home: 614-486-0578

Vice President/President-Elect

Ralph C. Croizier

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

261 East Township Line Road
Upper Darby, PA 19082
Home: 610-789-0865

Secretary

Marie Donaghay

Department of History
East Stroudsburg University
Off: 570-422-3255
Fax: 570-422-3777
E-mail: mdonaghay@po-box.edu

200 Prospect Street
East Stroudsburg, PA 18301

Acting Treasurer

Roger Beck

Department of History
Eastern Illinois University
Charleston, IL 61920
Off: 217-581-5529
Fax: 217-581-7233
E-mail: cfrbb@eiu.edu

814 4th Street
Charleston, IL 61920
Home: 217-345-2022

Executive Director

Richard L. Rosen

Dept. of History/Politics
Drexel University

Philadelphia, PA 19104
Off: 215-895-2471
Fax: 215-895-6614
E-mail: rosenrl@drexel.edu

3422 Larch Road
Huntingdon Valley, PA 19006
Home: 215-947-1371

COUNCIL MEMBERS

Alfred J. Andrea (1/02)

Department of History
University of Vermont
Burlington, VT 05405
Off: 802-656-4488
Fax: 802-656-8794
E-mail: aandrea@zoo.uvm.edu

Redrock Condos #3
161 Austin Drive
Burlington, VT 05401
Home: 802-862-9654

David Christian (1/02)

Department of History
San Diego State University
San Diego, CA 92181-0380
E-mail: dgchrist@mail.sdsu.edu

Maggie Favretti (1/03)

Scarsdale High School
1057 Post Road
Scarsdale, NY 10583
Off: 914-721-2567
E-mail: favretti@pipeline.com

14 Oak Lane
Scarsdale, NY 10583-1627
Home: 914-723-0915

Lydia Garner (1/02)

Department of History
Southwest Texas State University
San Marcos, TX 78666-4616
Off: 512-245-2142
Fax: 512-245-3043
E-mail: LG11@academia.swt.edu

111 East Sierra Circle
San Marcos, TX 78666-2533
Home: 512-392-5367

Ane Lintvedt (1/04)

McDonogh School
P.O. Box 380
Owings Mills, MD 21117-0380
E-mail: alintvedt@mcdonogh.org

6033 Bellona Avenue
Baltimore, MD 21212-2923
Home: 410-433-3377

David Northrup (1/03)

Department of History
Boston College
Chestnut Hill, MA 02467-3806
Off: 617-552-3792
Fax: 617-552-2478
E-mail: david.northrup@bc.edu

51 Westbourne Road
Newton Center, MA 02159
Home: 617-965-4602

Annette Palmer (1/03)

Dept. of History & Geography
Morgan State University
1700 East Cold Spring Lane
Baltimore, MD 21251
Off: 443-885-3190
Fax: 410-319-4367
E-mail: apalmer@moac.morgan.edu

810 Sheridan Street

Hyattsville, MD 20783
Home: 301-559-9057

Howard Spodek (1/04)

Department of History
Temple University
Philadelphia, PA 19122
Off: 215-204-8915
E-mail: spodek@astro.temple.edu
643 West Kinsley Street
Philadelphia, PA 19144
Home: 215-848-7716

Robert Strayer (1/04)

Department of History
SUNY Brockport
Brockport, NY 14420
Off: 716-395-5685
Fax: 716-395-2620
E-mail: rstrayer@brockport.edu

263 Sherwood Avenue
Rochester, NY 14619
Home: 716-235-2169

COUNCIL MEMBERS

(past presidents)
ex-officio

Ross E. Dunn (1984-1986)

Department of History
San Diego State University
San Diego, CA 92181-0380
Off: 619-594-6394
Home: 619-464-6736
E-mail: dunn@mail.sdsu.edu

John A. Mears (1994-1996)

Department of History
Southern Methodist University
Dallas, TX 75275-0391
Off: 214-768-2974
Fax: 214-768-2404
E-mail: jmears@mail.smu.edu

7111 Claybrook Drive

Dallas, TX 75231
Home: 214-341-1878

Marilynn Jo Hitchens (1990-1992)

720 Josephine Street
Denver, CO 80206
Off: 303-713-2574
Home: 303-321-1615
Fax: 303-290-6487
E-mail: hitchen@carbon.cudenver.edu

Kevin Reilly (1982-4/1986-8)

Raritan Valley Com. College
Somerville, NJ 08876
Off: 908-526-1200
E-mail: kreillyl@rcn.com

125 Riverside Drive, #5-A

New York, NY 10024
Home: 212-724-0953

Raymond M. Lorantas (1992-1994) deceased April 2000

Heidi Roupp (1998-2000)

Box 816
Aspen, CO 81612
Home: 970-923-3661
Fax: 970-923-5804
E-mail: Heidiroupp@aol.com

17576 North Amberwood Drive

Surprise, AZ 85374-5601
Phone/Fax: 623-214-6556

Arnold Schrier (1988-1990)

Department of History ML 373
University of Cincinnati
Cincinnati, OH 45221

Off: 513-556-2144
Fax: 513-556-7901
E-mail: hope.earls@uc.edu
10 Diplomat Drive
Cincinnati, OH 45215
Home: 513-771-0146

Judith P. Zinsser (1996-1998)

Department of History/Women's Studies
254 Upham Hall
Miami University
Oxford, OH 45056
Off: 513-529-5121
Fax: 513-529-3224
E-mail: ZINSSEJP@muohio.edu

210 North College Avenue
Oxford, OH 45056
Home: 513-523-6391

EDITORS

Journal of World History

Editor

Jerry H. Bentley
Department of History
University of Hawai'i
2530 Dole Street
Honolulu, HI 96822
Off: 808-956-8505/8486
Home: 808-988-7719
Fax: 808-956-9600
E-mail: jbentley@hawaii.edu

Book Review Editor

David A. Chappell
Department of History
University of Hawai'i
2530 Dole Street
Honolulu, HI 96822
Off: 808-956-8486
Fax: 808-956-9600
E-mail: ddchappell@hawaii.edu

World History Bulletin

Editors

Charles A. Desnoyers
Department of History
LaSalle University
1900 W. Olney Avenue
Philadelphia, PA 19141-1199
Off: 215-951-1091

Home: 215-234-8352
Fax: 215-951-1488
E-mail: desnoyer@lasalle.edu

Ross S. Doughty

Department of History
Ursinus College
Collegeville, PA 19426
Off: 610-489-4111x2229
Home: 610-792-9673
Fax: 610-489-0627
E-mail: rdoughty@ursinus.edu

Book Review Editor

Christina Michelmore
Chatham College
Pittsburgh, PA 15232
E-mail: michelmore@chatham.edu

Editors, H-WORLD

Patrick Manning
World History Center
Northeastern University
Boston, MA 02115-5000
Off: 617-373-4453
Fax: 617-373-2661
E-mail: manning@neu.edu

Whitney Howarth

Department of History
Northeastern University
Boston, MA 02115-5000
Off: 617-373-4436
Fax: 617-373-2661
E-mail: whowarth@lynx.neu.edu

Kenneth Pomeranz

Department of History
University of California-Irvine
Irvine, CA 92697-3275
Fax: 949-824-2865
E-mail: klpomera@uci.edu

AFFILIATES

Canada and U.S. Northwest

Dwight Gibb
Lakeside School
Seattle, WA 98177
Off: 206-546-1864
Fax: 206-368-3608
E-mail: dgibb@serv.net
2123 N.W. 201st Street
Seattle, WA 98177

Mid-Atlantic**Jon Iannitti**

SUNY Morrisville College

Morrisville, NY 13408

Off: 315-684-6208

Home: 315-824-2446

E-mail: iannitje@morrisville.edu

New England**David Burzillo**

The Rivers School

333 Winter Street

Weston, MA 02493

Off: 781-235-9300 x420

Fax: 781-239-3614

E-mail: d.burzillo@rivers.org

California**David R. Smith**

History Department

Cal-Poly Pomona

3801 W. Temple Avenue

Pomona, CA 91768

Off: 909-869-3874

Fax: 909-869-4724

E-mail: drsmith2@csupomona.edu

16452 Woodstock Lane

Huntington Beach, CA 92647

Home: 714-840-3880

Rocky Mountain**Beatrice Spade**

Department of History

University of Southern Colorado

2200 Bouforte Blvd.

Pueblo, CO 81001-4901

Off: 719-549-2417

Fax: 719-549-2705

E-mail: Spade@meteor.uscolo.edu

Ohio**Tim Connell**

Laurel School

One Lyman Circle

Shaker Heights, OH 44122

E-mail: connell@en.com

Europe**Carol Adamson**

c/o The International School of Stockholm

Johannesgatan 18

S-111 38 Stockholm, Sweden

Off: 46-8-412-4000

3001 S. Congress, P.O. 870

Fax: 46-8-412-4001

E-mail: c.adamson@intsch.se

[preferred] Gumshornsgatan 7
114 60 Stockholm, SwedenHome: 46-8-662-45-80
E-mail: carol.adamson@mbox318
swipnet.se**Texas****Tony Florek**

Department of History

St. Edward's University

Austin, TX 78704-6489

Off: 512-448-8652

Fax: 512-448-8492

Home: 512-443-6610

E-mail: tonyf@admin.stedwards.edu

Southeast**H. Michael Tarver**

Southeast World History Association

Secretariat

McNeese State University

Department of History

P.O. Box 92860

Lake Charles, LA 70609

Off: 337-475-5198

Fax: 337-562-8934

E-mail: sewha@mail.mcneese.edu

Australasia**Greg Melleuish**

Faculty of Arts (History/Politics Program)

University of Wollongong

Wollongong, NSW 2522

Australia

E-mail: Gregory-Melleuish@uow.edu.au

NOMINATING COMMITTEE — 2001**Chair****Gregory Blue (1/02)**

History Department

University of Victoria

P.O. Box 3045

Victoria, BC V8W 3P4

Canada

Ph: 250-721-7388

Fax: 250-721-8772

E-mail: blueg@uvic.ca

Joan Arno (1/03)

6814 Grebe Place

Philadelphia, PA 19142

Ph: 215-365-4681

Fax: 215-464-7065

E-mail: marno@voicenet.com

James H. Overfield (1/04)

History Department

University of Vermont

Burlington, VT 05405

Ph: 802-656-4513

Fax: 802-656-8794

E-mail: james.overfield@uvm.edu

Timothy Connell (1/04)

Laurel School

One Lyman Circle

Shaker Heights, OH 44122

Off: 216-464-1441

Fax: 216-464-8483

E-mail: connell@en.com

Kevin Reilly (1/03)

125 Riverside Drive

New York, NY 10024

Off: 908-526-1200 x8214

Home: 212-724-0953

Fax: 212-721-9840

E-mail: kreillyl@rcn.com

Marianna McJimsey (1/02)

Secondary History/Social Studies Education

The Colorado College

14 E. Cache La Poudre Street

Colorado Springs, CO 80903

Off: 719-389-6925

AsiaNetwork: 719-389-7706

Fax: 719-389-6473

Tara Sethia (1/02)

Department of History

Cal-Poly Pomona

3801 W. Temple Avenue

Pomona, CA 91768

Off: 909-869-3868

Home: 909-860-5026

Fax: 909-860-9414

E-mail: tsethia@csupomona.edu

WORLD HISTORY ASSOCIATION:**EXECUTIVE COUNCIL****COMMITTEES/CHAIRS****Committee on Committees****Ralph Croizier (see officers)****Conference Planning Committee****Ralph Croizier****Members:** Julia Clancy-Smith (9/1)

Edward Davies

Dennis Flynn

Steve Gosch

Adam McKeown

Heidi Roupp

Vladimir Steffel

Finance Committee**Carter Findley (see officers)**

Members: Alfred Andrea
Roger Beck
David Northrup
Richard Rosen

Headquarters Committee**Carter Findley**

Members: Ralph Croizier
Richard Rosen
Richard Bulliet
Helen Grady
Jerry Bentley

Nominations Committee**Gregory Blue (1/02)**

History Department

University of Victoria

PO Box 3045

Victoria, BC V8W 3P4

Canada

Ph: 250-721-7388

Fax: 250-721-8772

E-mail: blueg@uvic.ca

Web: <http://web.uvic.ca/~blueg>

Members: Joan Arno (1/03)
Timothy Connell (1/04)
Marianna McJimsey (1/02)
James Overfield (1/04)
Kevin Reilly (1/03)
Tara Sethia (1/02)

Affiliate Council**Alan LeBaron**

History Department

Kennesaw State University

1000 Chastain Road

Kennesaw, GA 30142

Ph: 770-423-6589

Fax: 770-423-6432

E-mail: alebaron@kennesaw.edu

Members: Carol Adamson
David Burzillo
Timothy Connell
Ralph Croizier
Edward Davies
Tony Florek
Lydia Garner
Dwight Gibb
Jon Iannitti
Bullitt Lowry
Patrick Manning
Greg Melleuish

Heidi Roupp
David Smith
Beatrice Spade
Mike Tarver

Task Force on Education**Heidi Roupp (see Past Pres.)**

Members: Bob Bain
Jack Betterly
Tom Davis
Bernadette Glaze
Helen Grady
David Harbison
Kent den Huger
Kate Lang
Ane Lintvedt
Tom Martin
David Northrup
David Peck

AP World

Lawrence R. Beaber
MS 36-N
Educational Testing Service
Princeton, NJ 08541-0001
Off: 609-683-2510
Fax: 609-497-6031
E-mail: lbeaber@ets.org
120 Smithfield Avenue
Lawrenceville, NJ 08648
Home: 609-883-0780

Grants Review Committee**Annette Palmer (see Council)****Technology Committee (Website)****Patrick Manning (see H-WORLD)****PRIZE COMMITTEES****Annual Book Award****David Chappell (see JWH ed.)****Teaching Award****Maggie Favretti (see Council)****WHA/Phi Alpha Theta****Student Paper Prize****Alfred Andrea (see Council)****Pre-Collegiate Prize Papers****John A. Betterly**

Emma Willard School

285 Pawling Avenue

Troy, NY 12180

Ph: 518-274-0587

E-mail: jbetterl@yahoo.com**TEACHING****Designing and Implementing World History Programs****Jim Coolsen**

History Department

Shippensburg University

Shippensburg, PA 17257

Deborah Shackleton2050 Mulligan Drive
Colorado Springs, CO 80920**Pre-Service Teacher Education****Timothy Keirn**

History Department

Cal State-Long Beach

Long Beach, CA 90807

Off: 562-985-4428

Fax: 562-985-5431

E-mail: timkeirn@csulb.edu

3727 Gundry Avenue

Long Beach, CA 90807

NCSS Panel Proposals/Posters**Heidi Roupp (see Past Pres.)****OTHER COMMITTEES****Fundraising****Roger and Ann Beck (see officers)****Publication of Occasional Papers****Speakers Bureau****ARCHIVIST****Marc Jason Gilbert**

Department of Social Science

North Georgia College

Dahlonega, GA 30597

WORLD HISTORY BULLETIN BOARD

**National Endowment
for the Humanities**

The College Board

**World
History Association**

Curriculum Design and Professional Development in WORLD HISTORY

Administered at the World History Center, Northeastern University

*Summer institutes providing an introduction to recent scholarship and
teaching innovations in world history, with highlights of the new AP World History*

— of interest to world history instructors at all teaching levels —

The world history institutes feature...

- Locations throughout the summer in such places as New York, Pennsylvania, Virginia, Georgia, Florida, Illinois, Missouri, Texas, Massachusetts, New Mexico, Colorado, Utah, and California.
- A week of world history curriculum design and training in recent world history scholarship, plus an introduction to the new AP World History course and exam.
- World history scholars and master teachers as guides at the institutes.
- Presentations by authorities in this newly established, rapidly expanding field of historical study.
- Scholarly articles, books, sample curricula, and bibliographies to help you design or revise your course.
- A limit of 25 participants per institute.
- Continuing education or graduate credit (at additional cost to you).
- An online institute originating from Colorado.
- A registration fee (not including travel and room and board) of approximately \$400, with a nonrefundable deposit of \$150.

World history is the study of human history around the globe and through time. It is not an adaptation of or an addition to Western civilization, nor is it a series of area studies. World history is a global perspective of the human story. World historians study global forces and large-scale historical themes, such as: climatic change, the spread of religions, and the expansion to a global economy. In world history, the story of Columbus is not simply the discovery of a “new world.” Instead it is the “Columbian Exchange,” a story of human migrations, transatlantic trade, and exchange of plants, animals, diseases, art, and technology between the Eastern and Western hemispheres. World history transcends civilizations and nation-states to form a macro history of the human past.

Further information can be obtained online at

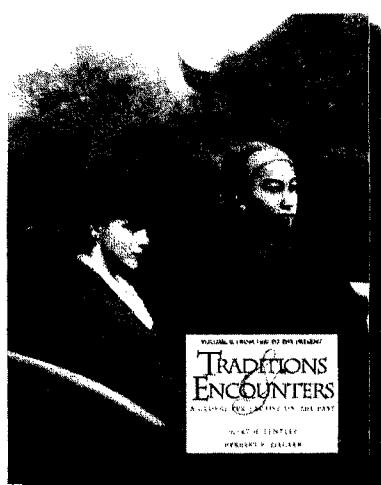
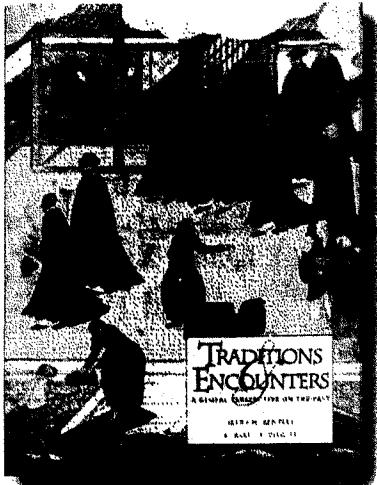
www.collegeboard.org/ap/worldhistory or www.worldhistorynetwork.org/teaching



McGRAW-HILL HISTORY

A Fresh Approach for a New Millennium

AVAILABLE NOW!!



Traditions and Encounters

Jerry Bentley and Herbert Ziegler
University of Hawaii

This groundbreaking text is being used in world history courses around the country because of its fresh approach: taking the global nature of its subject seriously by exploring networks of interaction from the earliest times to the present. By examining the world as a whole and focusing on the links and interactions that have always existed among societies, it presents an alternative to Eurocentric history. Wouldn't you like to see this long anticipated text for yourself?

To order a copy of *Traditions and Encounters*, call 1-800-338-3987, contact your local McGraw-Hill representative, or write on your college letterhead to:
McGraw-Hill College Division, Comp Processing & Control, P.O. Box 445,
Hightstown, NJ 08520-0452. Consult our website: www.mhhe.com

World History Bulletin
Department of History/Politics
College of Arts and Sciences
Drexel University
Philadelphia, PA 19104

Nonprofit
Organization
U.S. Postage
Paid
Permit No. 144
Philadelphia, PA

TIME VALUE

Third Class Mail
Address Correction Requested

Spring 2001

Volume XVII Number 1

Think Globally



Join the WHA

The *World History Bulletin* is sent only to members of the World History Association. Yearly dues for 2001 (January through December): \$45.00 (students and independent scholars: \$25.00).

Name _____

Mailing Address _____

Affiliation, if any _____

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

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

e-mail: rosenrl@drexel.edu

CHARGE MY VISA MASTERCARD (\$20 minimum charge)

CARD # _____

SIGNATURE

EXP. DATE

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 2001 dues were mailed in October 2000, and January 2001. 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.