

Issues in Global Education

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Contending Definitions of World History Which One Should We Choose for the Classroom?

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1. Introduction

by Ross Dunn

The American public in general probably has a fairly hazy perception of world history in the schools, regarding it as social education about places on the globe that are not the United States. However, people who decide what the intellectual scope, sequencing, and content of world history should be bringing to their work more detailed ideas and assumptions about subject matter. Most states have written new competency standards for history and social studies, many are developing assessments for U.S. and world history, and new global history textbooks continue to appear. What intellectual assumptions and precommitments underlie the shaping and molding of world history standards, assessments, curriculum guides, syllabi, and textbooks?

It is clear first of all that no single version of world history prevails across the United States. Indeed, one of the characteristics of a healthy democracy is lively public debate about the shape of the past, not dogmatic conformity to official narratives. Classroom teachers know well that educators (and politicians) have over the decades repeatedly rewritten the definition of world history as a school subject and that several conflicting definitions are likely to be on the conference room table at any given time. In today's continuing debate over world history in schools, four broad models, it seems to me, compete for the attention of educators and the public.

The first I call the Western Heritage Model. Its advocates declare that the central mission of history education is to transmit to the rising generation a shared heritage of values, institutions, and great ideas derived mainly from peoples of Europe and the ancient Mediterranean. World history as the story of "our civilization" and its presumed ancient antecedents is the framework young Americans need, so that they will commit themselves to national unity and our distinctive way of life. The Western Heritage Model particularly honors the traditional "Western Civ" course, which spread across the nation after World War I and which aimed in part to teach newly arriving immigrants that Europeans and native-born Americans shared a proud, unitary cultural heritage.

The Western Heritage Model's dedication to democracy, freedom, and a shared system of cultural communication remains valid and commendable. This model, however, also assumes an essentialist point of view, contending that Western civilization generated out of its own cultural ingredients exceptional traits and that it continues to possess innate attributes, which may from time to time be obscured, though temporarily. According to Samuel Huntington, for example, "the essential continuing core of Western civilization" notably includes "its Christianity, pluralism, individualism, and rule of law, which made it possible for the West to invent modernity, expand throughout the world, and become the envy of other societies.... The principal responsibility of Western leaders, consequently, is... to preserve, protect, and renew the unique qualities of Western civilization."¹ Following this view, world history in schools should aim to identify the inborn characteristics of the West, contrast them with the qualities of other civilizations, and demonstrate through lessons and narratives the importance of nourishing our culture's "essential continuing core."

I name the second framework for defining world history the Different Cultures Model. Emerging from the domestic social upheavals of the 1960s and 1970s and from the extraordinary expansion of the historical discipline after World War II, this model offered a much-needed critique of Eurocentrism. For the most part, however, it did not challenge the Western Heritage Model's fundamental assumptions. Rather than disputing the idea that civilizations possess inherent attributes, many multiculturalists insisted that world history courses amply represent other civilizations and cultural categories besides the West and largely for essentialist reasons. The Different Cultures Model mirrored on a world scale the emerging (though contested) definition of American history as the stories of diverse ethno-racial groups, each possessing its own internal coherence, rationality, and integrity. World history education, therefore, should largely be study of the ancestral narratives and cultural qualities of all groups in America's "ethno-racial pentagon"—the presumed forefathers of African-Asian-, Hispano-, Native-, and European-Americans.²

The third pattern is the Contemporary Studies. Its advocates are concentrated in professional social studies circles and among advocates of international education. Contemporary Studies is kindred to the Different Cultures Model in its general commitments to internationalism. But it puts more stress on young Americans understanding up-to-the-minute world developments that cut across cultural and political boundaries: economic globalization, international migrations, global culture, national or ethnic conflict, warfare, peace studies, environmental change, and world-scale institutions such as Non-governmental Organizations (NGOs) and the United Nations. This model posits a curriculum centered on the study of contemporary processes and crises. History becomes a well on which to draw as needed to explain the “background” of recent transformations. Indeed some Contemporary Studies advocates reject substantive investigation of remote periods of history on the assumption that such study is inevitably fact-oriented, Eurocentric, and too detached from the “real” problems of our own time. Gilbert Allardyce has characterized such internationalists as arguing that “the global village is no place to dig up the past.”³

I call the fourth approach the Patterns of Change Model. Like the Different Cultures and Contemporary Studies Models, it champions a socially and culturally inclusive curriculum. Unlike those two frameworks, it is firmly based in the discipline of history, though drawing extensively on the social sciences for analytical constructs and vocabulary. In contrast to the Western Heritage Model, it shuns the search for cultural “origins” or the hypothesis that an actual chain of causation directly links paleolithic East Africa to Mesopotamia, Mesopotamia to Greece, and Greece to modern Europe. Like Contemporary Studies, this model is a response to our expanding awareness of globalization and the complex relationship between *Homo sapiens sapiens* and the biosphere. In the past few years the Patterns of Change Model has also drawn on some post-modernist currents, particularly studies concerned with cultural borderlands, deterritorialization, and how human groups have represented and made sense of one another. These concepts invite us to rethink the assumption that the groups we “see” around us—or that are presented in our history books—are “natural” groups, in other words, that cultures or civilizations are “solid, commonsensical, and agreed-upon” rather than “contested, uncertain, and in flux.”⁴

The Patterns of Change Model advances the idea that social and spatial fields of historical inquiry should be open and fluid, not predetermined by fixed cultural or geographical categories. Structuring world history curriculum, then, is not so much a matter of deciding how to line up study of various autonomously-conceived cultures but of framing substantive, engaging historical questions that students might be invited to ask unconstrained by predetermined border lines of civilizations, nations, or continents. Drawing on this model, students range across the whole wide world.

But they are always on the lookout for explanations of *change*, not to describe “how things were” in Culture A, “what they had” in Culture B, or the “interesting things they achieved” in Culture C. That is, the Patterns of Change Model requires that the organizing of textbooks and curriculum guides start not with selection of places to study but with problems to investigate in both the remote and recent past. Readers will note my enthusiasm for the Patterns of Change Model. It is the one most closely associated with the intellectual and pedagogical aims of the World History Association and, in my view, the one that is most likely to guide young Americans to a greater understanding of how this complicated world got to be the way it is.

Which of the four models I have outlined commands the most influence in American schools? The answer is tangled, partly because social studies curriculum is in such flux and partly because the models are not themselves pure conceptual constructs but edge into one another in various ways. In terms of the general precepts that inform world history education across the nation, the Different Cultures Model has led the pack for the past two decades or more. Its success is a facet of what David Hollinger calls “the triumph of basic multiculturalism.” That is, the multicultural tenets that world history education should be culturally inclusive, attentive to diversity, moderately relativist, internationally-minded, and hostile to the idea that any single culture is inherently better or worse than any other have won acceptance, at least resigned acceptance, in virtually all state and large-city education agencies.

However, a careful look at state standards documents, professional journals, and textbooks reveals the multiculturalist victory to be less than complete. In educational practice, rather, one finds a somewhat awkward, unstable blending of Different Cultures and Western Heritage

history. This inconsistent mix is partly a reflection of politics: boards of education, publishers, and curriculum officers constantly grope for a safe road through mine fields laid on one side by multicultural or ethno-racial interest groups and on the other by organizations dedicated to advancing "Western values." The result is a general pattern of curriculum that reflects a fairly murky ideological position combining cultural inclusivism with a rather absent-minded acceptance of the notion that after 1500 and up to 1945 Europe and the world were the same.

This amalgamation of Western Heritage and Different Cultures history is evident in almost all the leading world history textbooks and in the more content-rich state standards documents. The usual pattern is this: The first half of the text or standards guide presents major civilizations ad seriatim, each covered in a discrete unit encompassing several hundred to several thousand years. Diversity and internationalism thus honored, the scene shifts to Europe, whose internal history, together with the activities of Europeans abroad, dominates the second half of the document. The idea of the West as a cultural entity, whose "rise" may be ascribed almost entirely to internal mechanisms and foundational traits, remains largely unchallenged. For periods after 1945, but only then, textbooks and standards pay significant attention to globalization. Although this treatment accords with the Contemporary Studies Model, it is generally brief and appears jarringly inconsistent with what has preceded it—representation of world history as the unconnected stories of distinct civilizations and, from 1500 to 1945, as the story of a single civilization in possession of almost all historical agency.

Among recent documents that specify content for world history, the Massachusetts History and Social Science Curriculum Framework, the Virginia History and Social Science Standards of Learning, the California History/Social Science Content Standards, the Texas Essential Knowledge and Skills, and the National Council for History Education pamphlet titled Building a World History Curriculum all follow a generally similar mix of multiculturalism and Western Civ.⁵ More troubling, none of these documents displays much awareness of the literature in comparative, cross-cultural, and transnational history that has been pouring forth during the past quarter century and which offers so many new, fascinating, species-oriented questions about humanity's development.

The National Standards for World History, published in revised edition in 1996, have influenced the subsequent state standards projects in varying degrees. They clearly embody a much greater commitment to the Patterns of Change Model than do the content-rich standards of Virginia, Texas, Massachusetts, or California. The stamp of current world-historical thinking is clearly on the national standards, and their writing involved an unusual number of teachers and scholars dedicated to history as both a discipline and a globe-encircling project. To be sure, the national standards represent numerous compromises, the project involving as it did a huge cast of academics and teachers with divergent views on world history definitions. In other words, the standards do not represent a Patterns of Change manifesto. In my mind, however, they are a big step in the right direction, encouraging students not only to learn about major civilizations and key movements associated with the West but also "to draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries."⁶

Owing to the political Right's media campaign against the first edition of the national standards, state and city education agencies have been slower, at least slower than I would have preferred, to draw on them as a model or resource for curricular and standards reform. As the public controversy of 1994-96 recedes into the past, however, something of a rediscovery of the national standards has been taking place. Witness for example the decision in New York State to adopt the general periodization scheme of the national standards in reshaping the world history curriculum for public schools.

On the other hand, it seems likely that state-wide assessments in non-American history and social studies will, at least over the short run, reflect a rather confused combination of Western Heritage and Different Cultures assumptions. For example, the new content-specific state standards documents from California, Massachusetts, Texas, and Virginia include no clear declarations of the intellectual or pedagogical grounds on which particular topics for study were chosen, no rationales for why students should know what they were being asked to know, and no discussion of why they should study designated topics in a particular order and at a particular grade level. None of the guidelines I have seen make clear how the people who drafted them defined world history or conceived the world history teaching project as a whole.

It seems to me that curriculum could be constructed more logically and coherently and be more in tune with the way children think about the past in relation to daily experience if history educators debated more self-consciously what we think we mean when we talk about world history. What assumptions and precommitments inform our structuring of the subject matter as a whole, and what do we expect our students to gain from a world history education beyond learning this and that about places in the world that are not the United States?

All the social studies face tough competition with other subjects to get space in the school day. Even so, we must regard world history teaching as a particularly critical business, not as a low-priority subject governed by fuzzy, contradictory ideas about inclusiveness, diversity, and the native qualities of the West versus the Rest. Educators need to continue to ask big, highly reflective questions about the meaning of world history education: How can we make explicit the ideological and cultural premises that inform the differing ways we define world history and justify its inclusion in the curriculum? Why do textbooks and standards directives show such obliviousness to the exciting world history scholarship of the past quarter century? In what ways do we think students are capable of constructing meaning from the past, especially when that past is far away and long ago? At what developmental levels should we start teaching world history and why (In Virginia and South Carolina it's third grade.)? If so many teachers teach world history these days, why don't more public universities offer courses that connect directly to the K-12 curriculum or that ask students to ponder world history as a new and challenging approach to the past? Why do teachers have many avenues—workshops, institutes, conferences, published materials—for building their knowledge of various parts of the world but so few opportunities for grade-specific “communities of inquiry” to develop coherent conceptions of world history that can underlie an entire year's work? How can prospective teachers be more effectively trained in college to consider world history, not as a series of units on “other cultures,” but as a distinctive, coherent mode of investigation.

Perhaps the main epistemological problem in history education is to figure out how students use their minds to connect their own experience to that of human beings who are dead and gone. Where do students put themselves, if anywhere, in the stream of global time? These are big issues for international educators. In my view we should see what answers we get when we free the curriculum from identity politics, hunts for “our origins,” and the telling of cultural success stories. Some years ago the late scholar Marilyn Waldman voiced her dream of a “new” world history: “What I want is a movement toward a set of questions that all human data are theoretically needed to answer. I think we need to stop arguing over which books to read or which cultures to study and start talking about which questions to ask.”⁷

Ross E. Dunn is Professor of History at San Diego State University and Director of World History Projects at the National Center for History in the Schools at UCLA. He is the author of *The Adventures of Ibn Battuta, a Muslim Traveler of the Fourteenth Century* and other books and essays on African, Islamic, and world history. Recently he co-authored with Gary B. Nash and Charlotte Crabtree *History on Trial: Culture Wars and the Teaching of the Past*.

Endnotes

1. Samuel P. Huntington, *The Clash of Civilizations and the Remaking of World Order* (New York: Touchstone Books, 1998), 72, 311.
2. See David A. Hollinger, *Postethnic America: Beyond Multiculturalism* (New York: Basic Books, 1995).
3. Gilbert Allardyce, *Toward World History: American Historians and the Coming of the World History Course*, «Journal of World History» 1 (Spring 1990): 58.
4. Akhil Gupta and James Ferguson, *Beyond 'Cultures': Space, Identity, and the Politics of Difference*, «Cultural Anthropology» 7 (1992): 12.
5. For quick access to virtually all the new state standards documents and projects, see the Putnam Valley College web site at www.putwest.boces.org/Standards.html, or the Thomas B. Fordham Foundation Report at the Educational Excellence Network site: <http://www.edexcellence.net/>. See also *Building a World History Curriculum* (National Council for History Education, 1997).
6. *National Standards for History*, Basic Edition (Los Angeles: National Center for History in the Schools, UCLA, 1996), 66.
7. Marilyn Robinson Waldman, *The Meandering Mainstream: Reimagining World History*, Inaugural Address, College of Humanities, Ohio State University, 2 Mar. 1988.

2. World History Resources for Teaching and Learning

by Fred Czarra and Heidi Roupp

Teaching a true global world history in our schools remains one of the most difficult challenges facing American education. Undergraduate training in world history for future social studies teachers is weak in many teacher training colleges and universities. The approaches to a 'true global world history' are limited in many undergraduate and graduate programs to a Western Heritage Model as described by Ross Dunn, omitting many of the major contributions of "other" civilizations and the centuries of interactions between people of different cultures all over the world. Additionally, as Professor Dunn points out there are other patterns employed to teach world history such as Contemporary Studies and the Different Cultures Model. What he suggests is the Patterns of Change Model which stresses historical problems to be presented and historical questions to be asked rather than studying fixed cultures as facts to be learned. However, emulating a Patterns of Change Model will be both a strenuous and challenging task. There has not been a systematic effort to acquaint teachers with the rapidly expanding scholarship in the field. Efforts are being made to bolster the world history training of future social studies teachers in some universities. In-service training for teachers in a 'true global world history' is, at present, limited to workshops and a few summer institutes, some of which are supported by the National Endowment for the Humanities.

What follows is intended to be a primer on a "true global world history" suggesting some readings and other resources that can help teachers and curriculum developers work toward the teaching of a global world history. The first section outlines some general global histories that are "classics." This listing is followed by some "big idea" books that represent some of the best works by historians and other scholars about the development of the world. The next section outlines organizations that you will find very supportive as you go about learning world history. In this section many resources such as publications and journal articles are listed for you in order to pursue your areas of interest. Also listed here are World History Association regional meetings and information about their next annual meeting. Other national historical associations are also identified with resources offered that relate to global world history. This section is followed by some suggested primary source document books, a selection of books on teaching about world history, and some college textbooks that can be helpful in identifying some of the main ideas of history.

Fred Czarra is the Consultant for International Education and Specialist in Social Studies and Interdisciplinary Learning for the state superintendents of schools and state education agencies in the US at the Council of Chief State School Officers in Washington, DC. He is a former Executive Editor of *The Social Studies*.

Heidi Roupp is President of the World History Association and a former high school world history teacher from Aspen, Colorado.

3. A Global Approach to World History

by Andrew F. Smith

Fifteen years ago, few high school students elected to take world history courses. Since then many states and school districts have instituted requirements for world history. Teaching world history with a global perspective remains one of the most difficult challenges facing social studies.

Undergraduate preparation in world history for future social studies teachers is weak or nonexistent in many colleges and universities. Whatever their background, every teacher must continue their own education as the world keeps changing and so does our understanding of world history. Consequently, many teachers find themselves assigned to teach world history courses without adequate preparation. Even with extensive knowledge and substantive understanding, teaching all of the major contributions of all the world's civilizations is simply impossible. Hence, content must be included and excluded, but the best selection criteria for making this decision remains elusive.

The American Forum for Global Education is delighted to focus this issue on the teaching of world history. This issue includes a conceptualization of world history by Ross Dunn, professor, San Diego State University, and an excellent list of resources prepared by Fred Czarra, international education consultant, Council for Chief State School Officers, and Heidi Rupp, president, the World History Association and Linda Brown, Int'l Baccalaureate Coordinator at the Milford Mill Academy in Baltimore County, Maryland. We hope this issue will spark a constructive dialogue among global educators and those who teach world history.

4. Global Histories

There are a variety of "classics available in paperback such as Edward Gibbon's *Rise and Fall of the Roman Empire*, Oswald Spengler's *Decline of the West*, and Arnold Toynbee's *A Study of of History*. Some other lesser known works, with a non-western point of view, are Ibn Khaldun, *An Arab Philosophy of History*, Darwin Press, 1987, Jawaharial Nehru, *Glimpses of World History*, Oxford University Press, 1989, and Sima Qian, *Historical Records*, Oxford University Press, 1994. Other pioneers in the field include: William Mc Neill, L.S. Stavrianos, and Fernand Braudel. The most recent, *Millenium*, by Frenandez-Armesto is beautifully written and presents many divergent points of view about the development of the world.

5. Big Idea Books

Most of these books cover large sweeps of history and interactions of cultures and ideas across geographical regions. Many present divergent points of view or new insights into history. As an example of the divergence of historical perspective read Andre Gunder Frank's, *ReOrient* as an opposing bookend to David Landis and his *Wealth and Poverty of Nations*. The contrast is east and west and their respective historical developments. While all of these books are worth reading, there are too many listed to try to tackle at one time. If you are just beginning your quest into world history we have taken the liberty to indicate with an (*) some books that you might consider.

Janet L. Abu-Lughod. *Before European Hegemony: The World System A.D. 1250-1350*. (Oxford University Press, 1989)

Michael Adas, *Machines as the Measure of Man: Science, Technology, and Ideologies of Western Dominance*. (Cornell University Press, 1989)

*Felipe Fernandez-Armesto. *Millenium: A History of the Last Thousand Years*. (Scribner, 1995)

Jerry Bentley. *Old World Encounters: Cross Cultural Contacts and Exchanges in Pre-Modern Times*. (Oxford University Press, 1993)

Fernand Braudel. *A History of Civilizations*. (Penguin Press, 1993)

*Alfred W. Crosby. *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*. (Cambridge, 1986) *The Columbian Exchange. Biological and Cultural Consequences of 1492*. (Greenwood Press, 1972); *The Measure of Reality*. (Cambridge University Press, 1997)

*Philip D. Curtin. *Cross-Cultural Trade in World History*. (Cambridge, 1984); *Death by Migration*. (Cambridge University Press, 1989)

*Jared Diamond. *Guns, Germs, and Steel: The Fate of Human Societies* (Norton, 1997)

Jack Goody. *The East in the West*. (Cambridge University Press, 1996)

Johan Goudsblom. *Fire and Civilization*. (Penguin Press, 1992)

Andre Gunder Frank. *ReORIENT*. (University of California Press, 1998)

Daniel Headrick. *The Tools of Empire: Technology and Imperialism in the 19th Century*. (Oxford, 1981)

Marshall G.S. Hodgson. *Rethinking World History: Essays on Europe, Islam, and World History*. (Cambridge, 1993)

Samuel P. Huntington. *The Clash of Civilizations and the Remaking of the World Order*. (Simon and Schuster, 1996)

David S. Landes. *The Wealth and Poverty of Nations: Why Some are so Rich and Some So Poor*. (Norton, 1998)

William McNeill. *The Rise of the West: A History of the Human Community*. (University of Chicago Press, 1963); *The Pursuit of Power: Technology, Armed Force, and Society since A.D. 1000*. (University of Chicago Press, 1982); *Plagues and Peoples*. (Anchor Press, 1989)

Sidney Mintz. *Sweetness and Power: The Place of Sugar in Modern History*. (Penguin Books, 1985)

Arnold Pacey. *Technology in World Civilization: A Thousand-Year History*. (MIT Press, 1993)

Clive Ponting. *A Green History of the World: The Environment and the Collapse of the Great Civilizations*. (Penguin Books, 1991)

Edward Said. *Orientalism*. (Vintage Books, 1979)

Thomas Sowell. *Migrations and Cultures: A World View*. (Basic Books, 1996)

L.S. Stavrianos. *A Global History*. (Prentice Hall, 1983); *Global Rift: The Third World Comes of Age*. (William Morrow and Company, 1981); *Lifelines from Our Past: A New World History*. (Pantheon Books, 1989)

Peter Stearns. *The Industrial Revolution in World History*. (Westview Press, 1993)

John Thornton. *Africa and Africans in the Making of the Atlantic World(1400-1800)*. Cambridge University Press, 1992)

Immanuel Wallerstein. *The Modern World System, Volumes I-III*. (Academic Press, 1980)

*Eric R. Wolf. *Europe and the People Without History*. (University of California Press, 1982)

6. Organizations

World History Association (WHA)

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membership: \$30.00 a year

Journal of World History contains excellent articles dealing with major historical ideas across time and space. *The World History Bulletin* also contains articles and news of interest to world historians. An annual conference is held. This association works hard at sharing ideas and skills with between elementary and secondary teachers and university scholars and teachers. See pages ??? -??? for more details.

National History Education Network

Department of History
Baker Hall 240
Carnegie Mellon university
Pittsburgh, PA 15213-3890
phone: 412- 268-1143

The Network produces a newsletter and coordinates activities between the historical associations, other educational organizations and elementary and secondary teachers of history.

American Historical Association (AHA)

400 A. Street NE
Washington, DC 20003-3889
phone: 202-544-2422
URL: <http://www.theaha.org/>

membership: \$66.00 a year for K-12 educators

The AHA has been providing many sessions for elementary and secondary teachers of history at their annual conference while also coordinating, through the National History Education Network, history sessions at national social studies meetings.

AHA Publications include:

Essays on Global and Comparative History. Edited by Michael Adas (\$4 members, \$6.00 non-members)

The Age of Gunpowder Empires 1450-1800 by William H. McNeill

The Columbian Voyages and Columbian Exchange, and Their Historians by Alfred W. Crosby

Gender and Islamic History by Judith E. Tucker Gender, Sex, and Empire by Margaret Strobel

The Hellenistic Period in World History by Stanley M. Burstein

High Imperialism and the 'New' History by Michael Adas

Shapes of World History in Twentieth-Century Scholarship by Jerry H. Bentley

Industrialization and Gender Inequality by Louise A. Tilly

Interpreting the Industrial Revolution by Peter N. Stearns

Islamic History As Global History by Richard M. Eaton

The Tropical Atlantic in the Age of the Slave Trade by Philip D. Curtin

The World System in the Thirteenth Century; Dead End or Precursor? by Janet Lippman Abu-Lughod

Women in Ancient Civilizations by Sarah Shaver Hughes and Brady Hughes

Finding Buddhists in Global History by Jonathan S. Walters

The Silk Road, Overland Trade and Cultural Interactions in Eurasia by Xinru Liu

The Peoples and Civilizations of the Americas before Contact by John E. Kicza

Nomads and Sedentary Societies in Medieval Europe by Peter B. Golden

National Center for History in the Schools

Department of History, UCLA
6339 Bunche Hall, 405 Hilgard Avenue
Los Angeles, CA 90095-1473
Phone: 310-825-4702
Fax: 310-267-2103
Contact: Gary B. Nash, NCHS Director gnash@ucla.edu
URL: <http://www.sscnet.ucla.edu/nchs>
Publications include:

National Standards for History (K-4, plus World History and United States History Standards).
\$14.95

Bring History Alive! A Sourcebook for Teaching World History.

\$17.95 World History Teaching Units. Twenty-eight units have been published by the Center. A catalog of the complete listing with these and other resources are available from the addresses below. Some World History titles are: Early Chinese History: The Hundred Schools Period; Wang Mang: Confucian Success or Failure?; Ancient Ghana: Pre-Colonial Trading Empire; Mansa Musa; African King of Gold; The Columbian Encounter; The People's Republic of China: Who Should Own the Land?; Ibn Battuta: A Muslim Traveler Views the 14th Century World; South African Dilemmas in the 20th Century; The Crusades from Muslim and Christian Perspectives; European Travelers to Muslim Regions During the 19th Century; Muslim Women Across the Centuries; Ghandi and Mao; A Comparison of Two 20th Century Leaders; Emperor Ashoka of India: What Makes a Ruler Legitimate?

To order teaching units:

Social Studies School Service
10200 Jefferson Boulevard, Room LAG
PO Box 802
Culver City, CA 90232-0802
phone: 800-421-4246
e- mail: access@SocialStudies.com

Center for the History of European Expansion

History Department
Leiden University
PO Box 9515, 2300 RA Leiden
The Netherlands
e-mail: Itinerario@rullet.leidenuniv.nl

Web site contains articles and interviews you can download. *Itinerario*. European Journal of Overseas History is a fully refereed journal published quarterly by the Center for the History of European Expansion of Leiden University. The Center is affiliated to the Research School, CNWS, School for Asian, African and Amerindian Studies of Leiden University, *Itinerario* is also the official Journal of the Forum on European Expansion and Global Interactions in the US. Subscription is \$40.00(4 times a year).

7. Global Histories

Readings of Primary and Secondary Sources

Kevin Reilly. *Worlds of History: A Comparative Reader*. (Bedford/St. Martins, 1998) Volume I: to 1550. Volume II: Since 1450.

Peter Stearns. *World History in Documents: A Comparative Reader*. (New York University Press, 1998)

Teaching World History

Heidi Roupp, Editor. *Teaching World History: A Resource Book*. (M.E. Sharp, 1997)

Ross Dunn. *The World History Teacher: Essential Writing in a Growing Field* (Bedford/St. Martin's, 1999)

George E. Brooks, Dik A. Daso, Marilyn Hitchens, Heidi Roupp, Editors. *The Aspen World History Handbook I: An Organizational Framework, Lessons, and Book Reviews for Non-Centric World History* (1994).

Marilynn Hitchens and Heidi Roupp. Editors. *Aspen World History Handbook II: New Research and Lesser Known Tales, Habits of Mind, Lessons and Assessments* (1997) Both volumes are available for \$20.00 each from Marilyn Hitchens, 720 Josephine, Denver, CO 80206.

Heidi Roupp and Marilyn Hitchens. *How to prepare for SAT II: World History* (Barrons Educational Series, Inc., 1996) This 150-page narrative is a synthesis of the content from the leading world history texts. The narrative begins with a global overview and ends with the legacies of each period. The college board has approved an AP World History Examination. The first courses taught will be offered in 2001. For more information, contact Larry Beaber at EDUCATIONAL Testing Service (ETS) 609-683-2510.

College Texts for Use by Secondary School Teachers and Students

Jerry H. Bentley and Herbert F. Ziegler. *Traditions and Encounters: A Global Perspective on the Past*. (McGraw-Hill, Summer, 1999)

Peter Stearns, *World History in Brief*. Volume one to 1450. Volume Two since 1450. (Longman, 1999)

Peter Stearns, Michael Adas, Stuart B. Schwartz, *World Civilizations: The Global Experience*. Volume I: Beginnings to 1750. Volume II: Since 1750. (Harpers Collins, 1996)

Kevin Reilly. *The West and the World: A History of Civilization*. Volume I: From the Ancient World to 1700; Volume II: From 1500 to Modern Times (Markus Wiener Publishers, 1997)

Lanny B. Fields, Russell J. Barber, and Cheryl A. Riggs. *Reading the Global Past*. (two volumes) (Bedford-St. Martin's, 1998)

8. The World History Association (WHA)

The World History Association promotes scholarship and teaching of a global conceptualization of world history. Since its founding in 1982, the WHA has provided its membership of secondary, college and university faculty the best of current world history research and innovative teaching through two issues yearly of the award-winning *Journal of World History* and two issues of the *Bulletin of World History*. Members from the U.S. and 40 other countries have opportunities to confer with others at meetings four times a year. WHA convenes 10 regional meetings each fall; a national meeting in conjunction with the annual conference of the National Council for the Social Studies (NCSS) in November and the American Historical Association (AHA) in January; and an international conference in June.

Since its founding the WHA has made an equal commitment to teaching and scholarship. This is reflected in its goals, in the composition of its membership, and in all aspects of the organization's activities. Members come from every kind of educational institution and lead in all aspects of world history scholarship and teaching. For example, one member received the Erasmus Prize of the government of the Netherlands; another, the AHA Beveridge Family Teaching Prize; and a third was designated the NCSS Outstanding Teacher of the year in 1997. From the early 80's WHA members have written the major textbooks in the field and provided the readings, lessons and analytical frameworks for this new approach. There is no major training program in world history that does not owe a debt to the WHA practically or conceptually.

This year the World History Association Teaching Network is pleased to announce its first annual prize for the best lesson based on an article from the award winning *Journal of World History*. Nearly a hundred articles have been published since its first issue in 1990. Abstracts of the articles are available at the University of Hawaii Press website <http://www2.hawaii.edu/uhipress/journals/jwh/>. Many of these articles provide readily usable content material for the classroom; others serve as a valuable source of inspiration. The WHA Teaching Network is committed to working across all grade levels to maintain a high level of current world history research in K-16+. Submissions from all grade levels are welcomed each year by April 1. The winning lesson will be published in the fall *World History Bulletin*; the author will be awarded the first world history teaching prize at the WHA annual June meeting. This year's winner will be recognized at the WHA meeting in Victoria June 24-27, 1999. For the selection criteria and further information, contact Maggie Favretti at (favretti@pipeline.com) or telephone 914-721-2567.

The following articles from the *Journal of World History* illustrate how the scholarship in world history differs from national and regional histories. Beginning with a global perspective, world history scholarship transcends national borders, is often comparative, analyzes cross cultural exchange, or develops multiple perspectives. Many of these articles consider the conceptualization of world history which is an essential step in the development of a world history course. Without a workable conceptualization for selecting materials, world history teachers often find that there is too much to teach in too little time.

Articles from the *Journal of World History*

Vol.1, No.1, Spring 1990 William H. McNeill, "The Rise of the West After 25 Years," p. 1-21

Vol.1, No.2, Fall 1990 Philip D. Curtin, "The Environment beyond Europe and the European Theory of Empire," p. 131-150

Vol.3, No.2, Fall 1992 Frances Karttunen, "After the Conquest: The Survival of Indigenous Patterns of Life and Belief," p. 239-256

Vol.5, No.1, Spring 1994 Lynda Shaffer, "Southernization," p. 1-21

Vol.5, No.2, Fall 1994 David Christian, "Inner Eurasia as a Unit of World History," p. 173-211; John Obert Voll, "Islam as a Special World-System," p. 213-226; Ben Finney, "The Other One-Third of the Globe," p. 273-297

Vol.6, No.2, Fall 1995 J.L. Anderson, "Piracy and World History: An Economic Perspective on Maritime Predation," p. 175-199; Dennis O. Flynn and Arturo Giraldez, "Born with a "Silver Spoon": The Origin of World Trade in 1571," p. 201-221

Vol.7, No.1, Spring 1996 Daniel R. Headrick, "Botany, Chemistry, and Tropical Development," p. 1-20

Vol.8, No.1, Spring 1997 Peter N. Stearns, "Nationalisms: An Invitation to Comparative Analysis," p. 57-74; Patrick Karl O'Brien, "Intercontinental Trade and the Development of the Third World since the Industrial Revolution," p.75-133

Vol.8, No.2, Fall 1997 Michiel Baud and Willem van Schendel, "Toward a Comparative History of Borderlands," p. 211-242

Vol.9, No.1, Spring 1998 Jos Gommans, "The Silent Frontier of South Asia, c. A.D. 1100-1800," p.1-23; Katharine Bjork, "The Link That Kept the Philippines Spanish: Mexican Merchant Interests and the Manila Trade," 1571-1815, p. 25-50

Vol.9, No.2, Fall 1998 David Northrup, "Vasco da Gama and Africa: An Era of Mutual Discovery 1497-1800," p.189-211; William H. McNeill, "World History and the Rise and Fall of the West," p.215-236; Jerry Bentley, "Hemispheric Integration, 500-1500 C.E.," p.237-254

World History Association Regional News and Meetings For 1999

Australasia

Greg Melleuish

History and Politics Program

University of Wollongong

NSW, 2522

Australia

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Please see the fall issue for meeting information from our new regional association.

Canada and U.S. Northwest

Dwight Gibb

2123 NW 201st St.

Seattle, WA 98177

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fax: 206-368-3608

e-mail: dwight_gibb@lakeside.sea.wa.us

Meeting: "Colonialism, Its Impact and Legacies" in conjunction with the 8th annual international meeting of the WHA in Victoria, June 24-27, 1999. Key note speakers are Li Bozhong, Thomas Metcalf, and Margaret Strobel. Contact Greg Blue, University of Victoria, Department of History (blueg@uvic.ca).

Europe

Carol Adamson

c/o The International School of Stockholm

Johannesgatan 18 S-111 38 Stockholm

Sweden

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Meeting: In conjunction with the International Committee of Historical Sciences in Oslo, August 6-13, 2000.

U.S. California

David R. Smith

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Meeting: In conjunction with the spring meeting of the California State Council of Social Studies, March 3-5, 2000.

U.S. Mid-Atlantic

Jon E. Iannitti

Social Science/History Dept.

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Meeting: "World/Comparative History Research and Teaching", SUNY at Fredonia, October 1-2, 1999. Contact Program Chair Jacky Swansinger, Fredonia Department of History (swansinger@ait.fredonia.edu)

U.S. New England

David Burzillo

The Rivers School of Weston

333 Winter Street

Weston, MA 02493

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Meetings: September, contact David Burzillo (above); Spring 2000: "A Research Agenda for World History" in conjunction with the 9th annual international meeting of the WHA in Boston, June 25-26, 2000. Teaching Institute: "New Research and Teaching World History" June 25-26, 2000. Contact Pat Manning, WHA Conference Chair, Director of the World History Center (manning@neu.edu); Adam McKeown, Conference Program Chair, Northeastern University History Department (amckeown@lynx.dac.neu.edu); or Deborah Smith Johnston, Teaching Institute Program Chair (dsjohnst@lynx.dac.neu.edu)

U.S. Ohio

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Meeting: "World History in Film" Miami of Ohio in Oxford, Ohio, October 16. Contact Judith Zinsser (zinssejp@muohio.edu) and David Fahey (faheydm@muohio.edu) in the Miami University, History Department.

U.S. Rocky Mountain

Beatrice Spade
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Meeting: "Rethinking the Teaching of History and Social Studies in Colorado: Forging New Connections Between K-12 Teachers and College and University Educators." Keynote speakers are Bob Bain and Heidi Roupp. September 24-25, Colorado College in Colorado Springs. Contact Mark Johnson, History Department Colorado College (msjohnson@ColoradoCollege.edu).

U.S. Southeast

Alan LeBaron
Department of History
Kennesaw State University
1000 Chastain Road
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Meeting: "Revolutions, 1949-1999." Keynote speaker is Joe Miller, former President of the American Historical Association. The meeting will be held at the Linden Row Inn (an historic hotel in the historic district) Richmond VA, October 14 - 17. Contact Mike Richards, Program Chair, Sweet Briar History Department (richards@sbc.edu) or 804-381-6174. Raymond Hylton is making the local arrangements and George Pruden will direct the teacher's workshop.

U.S. Texas

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Meetings: October: "Teaching Biography in History" University of North Texas at Denton. Contact Bullitt Lowry, North Texas Department of History (blowry@unt.edu). February 11-12, 2000: "World 2000: Teaching World History and World Geography," University of Texas at Austin. At meeting, the History Association of Texas will honor William H. McNeill, Philip D. Curtin, and Alfred W. Crosby as "Giants of World History." Their careers will be assessed respectively by Immanuel Wallerstein, Patrick Manning, and Jerry Bentley. The honorees will respond. Other keynote speakers will be Harm deBlij, Geographer, and Herman Viola, Director Emeritus of the Smithsonian.. Contact Conference Chair, Phil White, University of Texas History Department (philwhite@mail.utexas.edu or visit (<http://www.dla.utexas.edu/world2000/>)).

H-World

To subscribe to the WHA list serve affiliate H-World, set your web browser to the H-Net website, at (<http://h-net.msu.edu/>). Click on "discussion lists," and you will be directed to fill out a subscription form. After submitting this form, you will receive a membership form. On replying with information on the membership form, you will automatically be subscribed to H-

World. The service is free. The Co-editors are Whitney Howarth, world history doctoral candidate at Northeastern University; Patrick Manning, Director of the World History Center at Northeastern University; and Kenneth Pomeranz, Department of History at University of California, Irvine. To submit postings, send them to (H-WORLD@h-net.msu.edu).

Fred Czarra is the Consultant for International Education and Specialist in Social Studies and Interdisciplinary Learning for the state superintendents of schools and state education agencies in the US at the Council of Chief State School Officers in Washington, DC. He is a former Executive Editor of *The Social Studies*.

Heidi Roupp is President of the World History Association and a former high school world history teacher from Aspen, Colorado.

9. Colonialism, Its Impact And Legacies

Eighth Annual World History Association Conference University of Victoria, British Columbia June 24-27, 1999

What do these people have in common?

Martin Chanock of Latrobe University, Australia; Bruce Kercher, University of Sydney; Annie Coombs, University of London; Christopher Saunders, University of Cape Town; Jack Goldstone, UC Davis; Frances Gouda, George Washington University; Timothy Brook, Stanford and Samir Saul, University of Montreal

They will join members of the WHA for the Eighth Annual World History Association Conference.

Ralph Croizier received a grant from the Canadian government which insures that leading scholars from around the world will join keynote speakers: Li Bozhong, Chinese Academy of Social Sciences, Thomas Metcalf, University of California at Berkeley and Margaret Strobel, University of Illinois, Chicago.

- **Sample conference panels**

Picturing Natives: Colonialism and Tourism
Colonialism and the World Economy
Teaching Colonialism in a Post Colonial World

- **Conference Sub-themes**

Colonial Policy and Native Land
Environmental Consequences of Colonialism
Gender Issues in Colonial Contexts
Colonialism and the Early Modern World Economy
Representations and Resistance in Art and Architecture
Teaching Colonialism

A week-long institute for teachers follows the conference. Check the conference website for more information and registration costs (<http://www.uvcs.uvic.ca/conf/wha99>).

10. Major Electronic Resources For World History

by Linda K. Brown

When teachers of World History provide students with opportunities to write research papers, getting students to use electronic resources is no problem. Yet there is the problem of making certain that students are using websites that provide reliable, scholarly information. The best place for students to begin their research is at websites developed by universities. Many university library websites furnish 'pages' that help students evaluate Internet sources, and universities often host important scholarly resources on their servers. One such site, developed by the Cornell University library to guide college students through each stage of the research process, can also be used by your students. Located at <http://www.library.cornell.edu/okuref/research/tutorial.html>, the Cornell website provides advice on "How to Critically Analyze Information Sources," "How to Evaluate and Cite What You Have Found," and "Distinguishing Scholarly Journals from Other Periodicals." One page, "Evaluating Web Sites: Criteria and Tools" explains and gives examples of criteria such as "Content," "Authority," "Organization," and "Searchability," just to name a few. Often giving students a set of guidelines, such as those found at the Cornell site, is all that is needed—if only to raise their level of awareness. For a list of additional sites that offer guidelines for the evaluation of web information, try Widener University library's site at <http://www.science.edu/~withers/cklstlnk.htm>.

So now that students understand what to look for, they can begin their research at websites established by colleges and universities a good way to weed out sources of dubious reliability. There are three enormous sites with which to begin *The Voice of the Shuttle's History Page*, *Gateway to World History*, and the *Index of Resources for Historians*. Each site has links to hundreds, even thousands, of high quality resources. They are all accessible from the site of the World History Association (<http://www.hartford-hwp.com/WHA/docs/links.html>), or you can access them directly.

The largest site is the history page of Alan Liu's massive *Voice of the Shuttle* (VoS), maintained by the University of California at Santa Barbara (<http://humanitas.ucsb.edu/cgi-bin/mfs/01/history.html>). This site is part of the even larger "Web Page for Humanities Research." The 'table of contents' for the history sub-page, last updated on 5/4/98, offers twenty pages of links when printed. Some items lead to actual research papers, while others lead to primary source materials and other valuable sites.

When your young scholars arrive at the VoS "History Page," clicking the two buttons at the top allow them to either "Search [all of] VoS" (which may be necessary for interdisciplinary research) or "search the net." But just below those two buttons the work begins in earnest with the topical and geographic links. The student can navigate the VoS "History Page" by selecting menu items, or by scrolling down to the same list of links reproduced in outline form with sub-headings (searchable links) below. Clicking on a link may take you to any of a variety of resources: bibliographies, research papers, newspaper articles, timelines, entry into virtual museums, informational databases, or primary sources (letters, speeches, pictures, etc.), or additional links. Among the topical resources available are: "Prehistory," "Asia," "Economic History," "Military History," "History of the Family," "History of Education," and "Historiography." Choosing the "General List of Resources" brings students to a menu of links that includes treasures such as "Electronic Documents in History" produced by Tennessee Technological University. There is still more. The VoS "History Page" also includes lists of, and links to, electronic "Journals." Some of the journals make available abstracts and/or entire articles for current and selected back issues. "Discussion Lists," "News Groups," and information on upcoming "Conferences" (which may be of interest to teachers) are also displayed. For all of its virtues, the VoS "History Page" does have its shortcomings. While some topics have comprehensive coverage, choosing on other topics reveals only brief representation, or a single link. If your students are doing research in British (political) History or US History (especially the colonial or antebellum periods) they will have access to lots of biographical information (especially for British monarchs, prime ministers, etc.) and lots of documents (for US and British history). But a look at Prehistory reveals only one link, Africa

only three, China has five, while India has sixteen. In spite of its uneven coverage, the VoS History Page can be one of the best places to begin.

The *Gateway to World History and Index of Resources for Historians* (IRH) do not provide any information themselves, rather they provide links to informational sites. The "Gateway" (<http://www.hartford-hwp.com/gateway/index.html>), a massive site provided by the World History Association (WHA), is larger than the IRH. Selecting the Gateway's "General Resources for History" brings students to a menu of twenty-four links to "search engines" and "on-line resources" (including VoS). Several of those resources are of great value for your pubescent pundits. (This is not to say that the other links are not of value but space limitations force me to choose.)

The "World History Archives," a "collection of 2600 documents that focuses on contemporary history," is accessible from the *Gateway* menu, or a button at the bottom of the page, or from its address <http://www.hartford-hwp.com/archives/index.htm>. The main page displays topics ("The World," "Africa," "The Americas," "Asia," "Europe," and "World Historiography") with searchable sub-topic links. Choosing a link will lead your students to bibliographies, newspaper articles, and primary source documents. One word of caution though: the source of materials posted is not always clear.

Also available from the Gateway, is the "Fourth World Documentation Project," at <http://www.halcyon.com.FWDP/fwdp.html>. Even though it is linked to a university site, the FWDP site was developed by a non-profit organization. The website was set up to provide the on-line community with information about the history and current state of indigenous peoples. It displays UN documents and documents of various governments, press releases, and newspaper articles. Among its most interesting contents are treaties, official government statements, and statements by government officials and opposition groups around the world. The documents are arranged by geographic region ("North," "Central," and "South America," for example) and by topic ("Tribal and Inter-Tribal Resolutions and Papers," "Internationally Focus Documents," "UN Documents," and "Treaties, Agreements, and Other Constructive Arrangements"). The FWDP site is an excellent source of documents for Native American history (past and contemporary) and for information on a myriad of indigenous peoples. Its last update was March 5, 1997.

Another source of primary documents, a "major repository of historical documents" accessible from the *Gateway* menu, is the "Historical Text Archives." This archive is managed by Don Mabry at Mississippi State University. Last updated on June 19, 1998, the site is organized by "region/nation" and "topic. It provides original text materials, links to other sites, and a small—but valuable—selection of bibliographies. The bibliographies include topics such as "Feudalism," "Islam," "Women in the US South," "US-Mexico Relations to 1980, and "French Socialism," to identify a few. (It is located at [http://www.msstate.edu/Archives/History/.](http://www.msstate.edu/Archives/History/)) Gateway, also offers the adolescent abecedarian valuable visual information. Selecting "Images from History" from the menu (or from the button bar at the bottom of the page) will bring your students to folders organized by geographic region. Each folder is designed to "support the teaching of world history at the secondary and university level" and "contains" pictures from "world art and archeology," along with a text. Thumbnail or full, screen-size images can be chosen—great resources for the visual learner. Another visual information source, the "Perry-Castaneda Map Collection" (updated on July 17, 1998), is accessible from the Gateway menu or its address at http://www.lib.utexas.edu/Libs/PCL/Map_collection.html. Of immense value to the student, it contains political, economic, historical and relief maps of every region of the world. It displays over seven hundred US maps, maps of Russia and the former Soviet republics, and even maps of the oceans and polar regions. When students reach the site, buttons at the top will permit them to choose maps of current interest. The selections available when I explored the site were a series of maps of Indonesia and Kosovo—both current "hot" spots (literally and figuratively, respectively). The site also provides links to other websites that offer historical maps.

The *Gateway to World History* is also linked to two scholarly electronic journals. The first journal, representing the new "systems" paradigm for the study of World History, is the "Journal of World Systems Research." Produced by the Johns Hopkins University Program in Comparative Development, the "Journal" is an excellent example of the kind of high calibre scholarly material with which we want our students to become familiar. It displays the text of articles from each of the four volumes produced to date. The second journal is "Chronicon," a

"an on-line journal of international history," published by the History Department at University College in Cork, Ireland. Even though its current issue is concerned exclusively with Irish history, its aim is to cover articles and reviews from the "post classical period to contemporary history."

Archeology Magazine's web page is also included in the *Gateway's* links. It displays abstracts of some current feature articles and the full text of some of its back issues. Clicking on "World History Links Page" brings students to a screen of links to websites "organized by country, and usually not historical." Scrolling down the page leads to "More world history pages" (organized by topics that include World War One, World War Two, World Poetry, and Women writers—to name a few) and then to "United States History Links" (organized by topics) with its recommended site of the month at the bottom. User are asked to add links to this page.

The final *Gateway* link that I will mention is "Electronic documents on-line." (When clicked this comes up as "Electronic texts on line.") Located at <http://www.hartford-hwp.com/gateway/gate01.html>, this WHA page is divided into four sub-headings. The first sub-heading, "Electronic Serials," lists catalogs and directories of electronic journals. It is a great place to find scholarly journals and online newsletters. The second subheading, "Archives of electronic documents for history" provides searchable links to sites that range from eighteenth century resources and Western European primary historical sources to a Papyrus Archive. The Papyrus Archive, an especially engaging site, is maintained by Duke university. It offers links to institutions that are deciphering papyrus—many complete with legible papyrus, translations, and information about deciphered the scrolls. The resolution is so good that users can almost feel the fragile scrolls under their fingers.

The third major website for World History, the *Index of Resources for Historians* (IRH), is maintained by the University of Kansas' server at <http://history.cc.ukans.edu/history/index.html>. The IRH was deliberately designed to be a small site. Its creators attempted to design a website which, although not comprehensive, would provide its visitors with a moderate sized broad sample. They succeeded in producing a single site that covers almost every major topic discussed in a typical one-year world history survey class. On the IRH homepage students will find an alphalist of topics and countries at the top of the page. "Ancient Egypt" (which exhibits a 3-D mummy) "Ancient Greece," "Architecture," "African Studies," and "Asian Studies" are included along with "Indigenous Peoples," "Labor and Business History," "Medieval Europe," "Middle Eastern," "Vatican," "Electronic Texts," "Urban History," and topics of current interest like "Tibet." By scrolling down students will arrive at a list of topics with links to specific sites. At the bottom of the page the site's contents are also accessible by selecting "Resources Organized by Era. The IRH's link to the *World Wide Web Virtual Library's* (WWW-VL) history page, at http://history.cc.ukans.edu/history/WWW_history_main.html, makes it one of the most useful resources for historical research available on the internet. The WWW-VL, a list of history servers, is also maintained by the University of Kansas. (Its last update was on May 4, 1998.) You can browse the list by subject or `table of contents.' The resources are also indexed by "historical" era. The WWW-VL history page also features "World News" and "Omnivore," which display up-to-date news from newspapers around the world. "Carrie," part of the WWW-VL, is an electronic library of full texts. Considered one of the top 5% websites by PONT, Carrie contains materials as diverse as the full texts of dozens of banned books (Milton's *Areopagitica* for example) and World War I documents. Of the hundreds of thousands of sites for World History I have found these three websites, along with the links they offer, to be the best places for my students to begin the electronic portion of their research.

Linda Brown is the Int'l Baccalaureate Coordinator at the Milford Mill Academy in the Baltimore County, Maryland public schools as well as a bibliophile with a MA in Middle Eastern History and a MS in Professional Writing

Tratto da <http://www.globaled.org/issues/151/index.html>

