



THE SOURCE

The
Challenge
of Teaching World History

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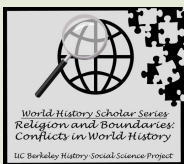
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Teaching with Primary Sources Partnership

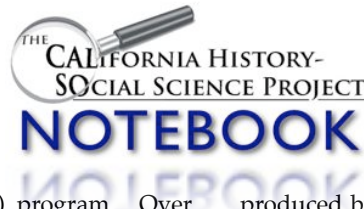
by Tuyen Tran, CHSSP Program Coordinator

In partnership with The Library of Congress the CHSSP has joined a special consortium to provide professional development for teachers as part of their *Teaching with Primary Sources* (TPS) program. Over 150 teachers across the state will have the opportunity to take part in this free program that promises to support instructional use of primary sources in the classroom.

Congressionally-funded since 2006, TPS is an extension of two other Library of Congress professional development programs which served 12,000 teachers since 1999. Currently there are twenty-four TPS Education Consortium members, including the CHSSP in eleven states throughout the nation: California, Colorado, Illinois, Indiana, Florida, Louisiana, New York, North Carolina, Pennsylvania, Tennessee and Virginia. TPS Program activities include workshops, seminars, graduate courses, distance learning courses, and teacher mentoring in all disciplines.

By establishing the *Teaching with Primary Sources Program*, the Library of Congress hopes to develop ties with the educational community by making its digital resources available for classroom use. In the Library's words, the four main goals of the TPS Program are to: "1) provide online and classroom-based primary source-based professional development programs nationwide; 2) increase the ability of educators to design student-centered primary source-based learning experiences that use best instructional practices; 3) implement standards-based learning experiences that improve student ability to critically examine

primary sources; and 4) build patronage of the Library's digital resources that expands the community of educators dedicated to the improvement of education through the use of primary sources."



Top to bottom: TPS logo, Library reading room, Library fascia

CHSSP sites are in the process of creating TPS primary source workshops that will be piloted in the spring and summer 2010. Building upon the extensive and high-quality TPS instructional resources produced by the TPS Education Consortium and the Library's Education Resource Specialists, CHSSP sites will develop Level One (Foundation) workshops that deepen teachers' understanding and use of primary sources in history-social science classrooms. More specifically, each site will host a free workshop with sources, tips, and tools that are standards-based and immediately ready for instructional use.

This new partnership with the Library of Congress and the TPS Program is very exciting for the CHSSP network. In participating in the TPS Educational Consortium, the CHSSP has already shared and learned new ideas, methods, and information to support the design and development of this national program. If continued funding is made available, the CHSSP hopes to further expand and implement a progressive TPS professional development program that meets Level Two (Advanced) and Level Three (Ambassador) program goals. A set of more advanced TPS activities involves creating standards-based lesson plans using primary sources, engaging in guided historical investigations that center on student learning, and disseminating best primary source practices ambassadors of the TPS Program. Stay tuned for the next newsletter as we will have lots to report and share about the CHSSP's piloting of its TPS test program.

The Challenge of Teaching World History

By Shennan Hutton, CHSSP Program Coordinator

I've been teaching world history for twenty-five years, first at the high school and now at the college level. I've read many, many books. I've taken graduate seminars, in-service trainings, and History Project institutes on how to teach world history (or various parts of it.) Despite all of this, **I am still trying to figure out how to teach world history.**

My struggle mirrors the challenges historians, teachers, and students face when they approach doing history of the world as a whole. First, **world history is a very young field of historical inquiry.** Pioneering work by scholars like Jeremy Bentley, Ross Dunn, and Janet Abu-Lughod only began in the 1980s. As a new field, world history has changed dramatically in every decade since then, and new insights, models, theories, and sources are added all the time. The problem is that many of us went to college before these developments, back when the only models were western civilization and region studies. Even those of us who graduated more recently may not have been fully exposed to world history in their undergraduate programs. College and university history programs have also struggled with defining world history and offering courses which move beyond the traditional divisions between regional specialties. And even for those who graduated just a few years ago, the field is growing so fast that their knowledge base will soon be outdated.

Second, **world history requires that I know the history of every region on earth.** I took courses in European,



U.S., Russian, Chinese and Japanese history in college. I took one course in Latin American geography in the teacher training program. I've taken History Project institutes on Africa, India, the Middle East, and the modern world. This makes me fairly well-educated as a world historian, but it doesn't begin to cover all I need to know to teach world history. Nor will it ever be possible for me to learn all that I need to know to become an expert in world history. Teaching this subject, therefore, requires that I tolerate a level of ignorance that makes me feel very uncomfortable. How can I pick

primary sources when I don't know who the important writers are? How do I even pronounce Nezahualcoyotl, whose flower songs are preserved in the Codex Ixtlilxochitl? What if the students ask me a question that I can't answer?

Third, **there is no single accepted narrative for world history.** The progressive narrative of the march of western civilization may be fatally flawed, but it did have a certain simplicity which appealed to students.

The New World History is far messier; to say that the modern world is the product of multiple regions, peoples and cultures interacting in multi-faceted, complex and contingent ways isn't going to make much of an impression on a 14-year-old. And what is tough for the modern world is almost insurmountable for the pre-modern world. How could there be true world historical processes before the eastern and western hemispheres were reunited? How can we rise above mere comparison when the regions of the world

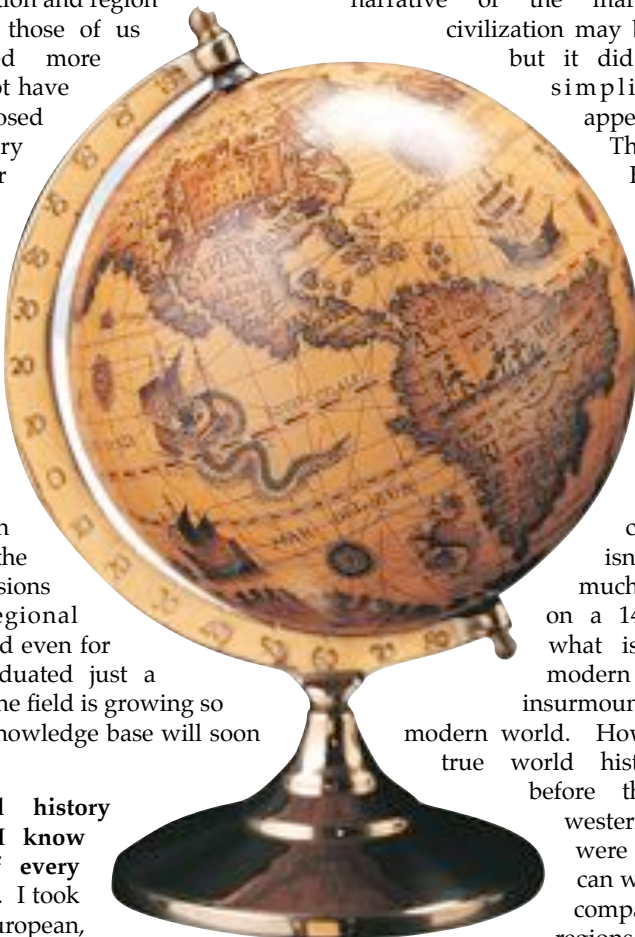
were so self-contained?

Fourth, the grand themes of world history don't give students a human face, nor do I have sufficient time to explain the intricacies of a topic before I have to go on to the next. Yet, if we do not spend sufficient time on the social developments of a time and place, my students have no connection, no reason to learn, and no background knowledge to apply to their analysis of primary sources. The "coverage" problem every history teacher faces is most acute for those of us who teach world history courses.

I think **the greatest challenge of world history is the temptation it presents to retreat into what I already know and just teach that.** That's what I try to resist, but at the same time, preparing for my world history course is only one of the many things I have to do. I have to strike a balance between reaching out to learn about new places and topics and tolerating my ignorance.

I love teaching world history, nevertheless. Being part of a field of history which is newly emerging is tremendously exciting. As more and more primary sources are translated into modern English, uploaded onto the web, and excerpted by experts in the field, I can give my students access to new worlds. When you have a few moments, check out the fabulous detailed history and culture of Mesoamerica at famsi.org, complete with texts and visuals (with translations and explanations.) Or look at the "Visual Sourcebook for Chinese History" at "<http://depts.washington.edu/chinaciv/contents.htm>" depts.washington.edu/chinaciv/contents.htm which guides students through an investigation of Han dynasty tombs to make interpretations about social status and trade, or through analysis of Buddhist statues to draw conclusions about the adaptation of religious beliefs and practices. Even though the field of world history will never be simple, growth in the field means that there are more and more sources available every year.

Tolerating my inevitable ignorance also has a positive side. I make mistakes, but I'm more open to letting my students make their own interpretations as well. The thrill of learning something new and communicating it to my students enlivens all of us. **World history is a challenge; that's what makes it so exciting.**



Teaching Generation Z

by Nancy McTygue, Executive Director, California History Social Science Project

“Following the light of the sun, we left the Old World”

-CHRISTOPHER COLUMBUS

I graduated from high school in 1984. It really wasn't that long ago, but it seems like another era completely. Kids at my school, a rural high school in northern California, didn't have cell phones or had ever heard of the Internet. Pre-Columbine and anti-tobacco legislation, most boys drove to school with their hunting rifles mounted in the cabs of their trucks and their chewing tobacco in the back pockets of their 501 jeans. Like teenagers across the country, we tuned in to *The Cosby Show* and begged our parents to be among the first to get MTV (when it actually featured videos, like Michael Jackson's *Thriller*). In 1984, Ronald Reagan was reelected to the presidency in a decisive victory, defeating Walter Mondale and the first female vice-presidential candidate from a major party, Geraldine Ferraro.

1984 was also the year that Reagan famously forgot that sound checks can be taped: “My fellow Americans, I'm pleased to tell you today that I've signed legislation that will outlaw Russia forever. We begin bombing in five minutes.” Reagan's gaffe, which today we can crack a smile at, was really no



laughing matter in 1984. While I didn't grow up in the early years of the Cold War – we didn't have an air raid shelter in our basement – I do remember the tension of those years, the impact they had on even the Olympics that summer, and the feeling that the world was indeed split into two – East and West, Oppressed and Free, Bad and Good.

In 1989 I started my first teaching job at a high school in Vacaville and my assignment included two periods of 10th grade world history. 1989 was an auspicious year to teach that course. Between the collapse of the Soviet Empire and Tiananmen Square, I felt like we had a front-row seat to a turning point in world history. It seemed like each day brought with it substantial change – maps of Europe became obsolete and chapters in textbooks detailing Soviet dominance seemed hopelessly out of date.

In 2000 I left classroom teaching to begin to work at the History Project. In my last year of teaching I was struck by how fast things had changed and how, even in those few short years since the end of the Cold War, my students' understanding of the era had changed. They didn't understand the fear of the era and how that affected decisions

made by individuals and governments. They couldn't comprehend a world of two superpowers, struggling to avoid mutual destruction. Instead, they were – and are today – growing up in a time when the United States' role in the world is more obscure. The bipolar struggle of the cold war has been replaced by the multilateralism of the post-9/11 world and the narrative we craft for our students has necessarily changed.

Given these and the ongoing struggle our teachers face as they try to engage their students with history beyond our national borders, I'm happy to dedicate this issue of *The Source* to the teaching of world history. From our most northern site at CSU Chico, where world history teachers can attend a summer institute, to UC Davis or UC Irvine, where teachers can attend a series of workshops during the school year, to CSU Long Beach, where teachers can participate in a series of book club discussions on the history of India, and at each of our other sites throughout the state, there are opportunities to engage with colleagues, hear from leading scholars, and develop new methods to teach about our collective past. I encourage you to join us to as we work together to deepen understanding, think critically, learn from each other, and prepare our students to be citizens of their world.

Time for a Global Environmental Narrative?

By **John Garrett**, Director North State History-Social Science Project

As world leaders meet to discuss the global climate in Copenhagen, history teachers grapple with the challenges of making world cultures from the distant past accessible to California students. Although the connection between these two issues may not be immediately clear, they are not entirely unrelated. On one hand, looking at the historical record exposes the path which led to global environmental debate. I often tell my students that history is the story that leads to where we are today. On the other hand, an environmental narrative of world history addresses many problems faced by world history teachers, even as it helps to explain current global relationships.

An environmental world history narrative provides ways for teachers to make curriculum relevant to the lives of their students. Since a wide variety of media have covered reports of environmental change and debates over environmental issues for years, students are already sensitive to different views on the state of the environment. Placing world history curriculum in an environmental context allows a teacher to incorporate current news into the study of past events. **Environmental world history provides a perfect example of the continuity and change associated with issues of the modern world.** Imagine a class of 7th graders comparing air quality ordinances regulating medieval guilds with new state emission laws. An environmental world history narrative provides teachers with comparisons between past and present which are directly relevant to the lives of students.

Human interactions with the environment also produce themes which link cultures together over space and time, one of the most difficult challenges of world history. Even when societies are separated by geographical distance or centuries of time, environmental history allow comparisons of people's relationship to the world around them. A teacher can connect the three-field system of crop rotation developed in Medieval Europe to specialized crop production and the reduction of rainforest in



the modern world. Students can compare and contrast the industrial byproducts of 19th century Europe with the dilemma faced by modern developing countries in the midst of industrialization. If we build an environmental schema for students, they will make deeper connections between civilizations from different time periods.

Adding environmental history is not just another extra which takes time away from the content standards. In 2005, the state legislature authorized the Education and Environment Initiative (EEI) to develop and implement a plan to improve environment literacy by incorporating environment education into existing primary and secondary content standards. The EEI recently developed the *Environmental Learning Objectives*, a set of standard-based objectives that allow teachers to address content standards while weaving people and places from history with environmental issues of the modern world. These objectives show that environmental history is already implicit in the California History-Social Science Content Standards. Consider standard 6.5.7—*Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and the Roman Empire and their locations.* The EEI views this standard as one of the many natural points to insert a study of global environmental history. Four learning objectives were developed to deepen this standard. After exploring the silk roads students should be able to:

- *Recognize silk as one of the goods and ecosystem services provided by China’s natural systems.*
- *Identify the role of the silk trade in the growth of communities and populations in many areas of China.*

- *Provide examples of how the silk trade directly and indirectly affected the natural systems of the region.*

- *Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and the Roman Empire and their locations.*

The EEI has developed similar objectives for many of California’s content standards, thus making it possible for teachers and students to investigate world history through an environmental lens.

It seems clear that that an environmental study of world history can help teachers add relevance to and create a common thread between different historical cultures while remaining true to our history content standards. However, some still believe that environmental history does not fit into a traditional study of history. However, environmental connections to the traditional story of the world are easily found. How many times have struggles over resources provided by natural systems of regions caused wars? Do political and economic systems not determine who has control over resources and how those resources are collected and distributed? Perhaps it is the right time for a paradigm shift. Not long ago, world history courses emphasized western Europe and minimized the role of non-western cultures, minority groups and women. Their stories are now part of our larger global history. The craft of history is ever changing as new sources are discovered and new approaches are developed. A world history narrative with an emphasis on the environment is relevant to current events and gives teachers an opportunity to cover regional histories under a common umbrella. **It is time for a new look at world history.**

New Approaches in World History

By **Katie Durham**, Program Coordinator, The History Project at UC Davis

In November, those of us who make up the world history team at the History Project at UC Davis launched a series of five seminars to explore new approaches in world history. When developing this series, we took Ross Dunn's comments to heart. In his article "The Two World Histories," published in the September 2008 issue of *Social Education*, Dunn called for one arena of "world historians, multiculturalists, global studies advocates, and conservative educators who simply believe that strong history education is vital in our capitalist world [and] would join together, not to promote global government or undermine the nation-state, but to study the history of humankind writ large, recognizing that the Earth is a 'place' whose inhabitants have a shared history." Based on this and other recent scholarship in the development of the field of world history, we sought a program that would allow the History Project at UC Davis to develop world history teacher leadership and bring teachers and scholars together to discuss this new scholarship and how it relates to the California History-Social Science Standards. We wanted to foster collegial conversations between middle school teachers, high school teachers, and university professors, as well as adding to teacher's content knowledge. Furthermore, we desired professional development that would enrich teachers' content knowledge and allow them to glimpse the broader trends in world history which could inform, unite and enrich the standards. In other words, we hoped to provide relevant scholarship that would enable teachers to reorient their courses based on the new scholarship and adjust their curriculum using a wider lens, while still maintaining alignment with the world history standards.

The result is a true collaboration between History Project staff, historians from both UC Davis and Sacramento State, and teachers from around the region. We developed plans for five 2½ hour seminars, each with an academic lecture, discussions centered on supplemental readings, and dialogue about the use of selected sources in the classroom.

The first seminar provided historiographical and methodological background for the fledgling field of world history. Historian Michael Vann from Sac State, who serves as the academic facilitator for the entire series, provided a framework for our continued study by tracing the roots of the new world history and discussing its antithesis, the



traditional Western Civilization course. Participants read excerpts from Robert Marks' *Origins of the Modern World* and Jerry Bentley's "Shapes of World History in Twentieth Century Scholarship" in *Agricultural and Pastoral Societies in Ancient and Classical History*. A lively discussion ensued in which participants discussed Marks' polycentric lens of world history and debated how they could tackle the world history standards with this lens.

Feedback for this first seminar was overwhelmingly positive. One participant wrote, "Yes [the presentation by the university faculty was helpful], very thought-provoking to the re-direction of how we teach world history. Every world history teacher would benefit on the methodological/historiographical foundations and discussions of our curriculum and teaching practices." When asked about how they could transfer this new information to the classroom, participants responded thoughtfully. "I think that it gives me additional perspectives to inject into the curriculum to get students to question their preconceived notions and beliefs about history," wrote one teacher. Although we invited teachers to choose the sessions they wanted to attend, most indicated after the first seminar that they would attend all of them, even those that address content outside of their teaching assignment.

The second seminar was a similar success. Jeffrey Dym, another Sac State historian,

gave a fascinating talk entitled "Asia's Trade Surplus, 1400-1800: Trade in Pre-Modern Times & Lessons for Today." Tenth-grade teachers were just as enthralled as the middle school teachers because Dym provided the context for teaching the Industrial Revolution. The post-lecture discussion consisted of an exercise in which Vann walked participants through Janet Abu-Lughod's map of the eight trading circuits of the thirteenth century world system. The exercise reinforced to participants the importance of highlighting patterns of interaction between, in this case, "circuits." Too often, teachers admitted, they teach regional history instead of world history. Participant feedback illustrated that teachers are already rethinking their approach. "[The information] provides more depth to a non-Eurocentric perspective that needs to be presented in the classroom. This approach to history, new perhaps, needs to continue," said one teacher. Another wrote that the seminar offered her an astute viewpoint: "The Europeans were fortunate, it was luck. It's important to me to continue to show the chain of events, not domination or superiority." These teachers were now more equipped to teach the seventh-grade standards on the growth of world trade or the tenth-grade standards on the industrial revolution from a global perspective.

In 2010, we are offering three additional seminars all led by UC Davis historians. In January, Sudipta Sen facilitated a discussion of new approaches to the study of empire and imperialism. His expertise in British imperialism, combined with Vann's vast knowledge of French imperialism, provided a lively seminar. In February, David Biale will discuss the Jewish Diaspora in world history terms and compare it to other global demographic shifts. Finally, in March, Diana Davis will wrap up the series by introducing participants to the complex relationship between world history and environmental history.

In sum, **this program challenges teachers to incorporate new directions in the expanding field of world history into their standards-based world history curriculum.** Much of the new scholarship suggests fresh approaches, more global actors, and different historical interpretations of events already covered in the standards. Our participants have embraced the new scholarship and are quickly incorporating it into their standards-based curriculum. Our hope is that these teacher leaders will work with us to effect change at their sites and in their districts so that we can all find a spot in Dunn's **unified arena of world history.**

Finding the Money

Funding Alternatives for World History Programs

By **Mary Miller**, Co-Director UCLA History-Geography Project

For those of us who teach and love world history, the lack of a “Teaching World History” grant (at least for the moment) is discouraging. At the UCLA History-Geography Project, we have been fortunate to find partners, many in UCLA’s International Institute, who have been willing and able to support this work. We learned that many groups focused on other regions have funding from foreign organizations that may not be as impacted by the current economic situation. As some of these groups do not have extensive teacher contacts, they may welcome a partnership with groups like the History Project who do have those connections. Regional groups often have excellent contacts with local museums that can provide docent tours and venues for events, and may also have materials to share in the form of booklets, newsletters, and the like.

Last summer, the UCLA History-Geography Project collaborated on an institute focused on the theme of food and global trade in history with the UCLA’s Center for European and Eurasian Studies (CEES), Latin American Institute, and Center for Near Eastern Studies with additional support from the Asia Institute. Food turned out to be a terrific topic as it applied to all eras and regions and provided material for all content areas. We weren’t surprised that participating English teachers found multiple ways to address writing, but we hadn’t expected that even health/science teachers would develop compelling lessons with such clever applications as comparing Medieval and contemporary food pyramids.

Continuing our collaboration, CEES is also sponsoring some of our Scholar-Teacher events this school year. The first was on December 10 and featured Professor Norton Wise of the UCLA History Department speaking on “The Industrial Revolution in Europe.” Dr. Ware shared useful tables illustrating the statistical underpinnings of the era’s policies as well as touching excerpts from *Hard Times* by Charles Dickens. A lesson presentation by Santa Monica High School teacher Adrienne Karyadi offered additional Dickens excerpts and miners’ testimonies along with wonderful teaching strategies that

made this sophisticated content accessible to English Learners. CEES-sponsored Scholar-Teacher Workshops will continue on February 18 when Professor Solomon Namala of Cerritos College, a popular speaker at a previous economics institute, will compare the European and U.S. responses to the current economic crisis. Then on March 18, UCLA Teaching Award-winning professor

Geoffrey Symcox returns to address one of our most requested seventh-grade topics—the Reformation and Counter-Reformation. Our collaboration with CEES is helping to make these events possible.

On April 22, we are partnering with the Latin American Institute for a talk on the impact of the Cold War in Latin America, and on May 20 we will hear about two special programs—for students, a neighborhood documentation program from the California Council for the Humanities and for teachers, a five-week travel-study program in Morocco organized by our colleague in the African Studies Institute.

Teachers find these programs valuable for increasing their content knowledge and expanding their fund of teaching strategies, for the opportunity to arrange for UCLA Extension credit, and of course, for the chance to share knowledge and dinner with other committed teachers. It is well worth the time it takes to search out campus groups who may be able to support such world history events.

Other UCLA History-Geography Project News

The UCLA History-Geography Project will be presenting at two upcoming conferences: the California Council for the Social Studies in Pasadena from March 5-7; and in San Diego from March 25-27 for the National Council for History Education conference. If you want to join us at these or other events, contact Mary Miller at mmiller@gseis.ucla.edu for details.

Another wonderful self-directed professional development opportunity is our Teacher-Initiated Inquiry Project (TIIP) grant from the California Postsecondary Education Commission. Twenty-four teams of three to five teachers can receive \$30,000 over two years to support their investigation of a problem of teaching practice, perhaps focused on world history. More information and the application, due February 5, can be found at www.uclatiip.org. Participants can also contact Emma Hipolito at hipolito@gseis.ucla.edu with questions.



SITES OF ENCOUNTER AND CULTURAL PRODUCTION

World History Hits the Pacific

By Nicole Gilbertson and Shennan Hutton

Nicole Gilbertson, UC Irvine History Project Director and Shennan Hutton California History-Social Science Project Program Coordinator are developing an institute which will bring a fresh approach to teaching world history straight from the latest academic research. Contingent upon funding, the University of California, Irvine History Project will host a three-week institute in the summer of 2011. Entitled "The Pacific Ocean as a Site of Encounter and Cultural Production, 1890-1950," the program will serve teachers of both U.S. and world history. Combining professors' lectures, museum visits and History Project model lessons, primary sources, literacy and historical thinking strategies, this institute will examine the themes of cultural contact, cross-cultural artifact production, conflict, and emerging globalization through the lens of the world's largest ocean.

The "Sites of Encounter and Cultural Production" project was launched in 2007 by the Research and Teaching Divisions of the American Historical Association (AHA), the National Council for History in the Schools (NCHS), and a group of university historians mainly based in southern California. They adopted a broad vision to reshape world history as a discipline through this wide-range, long-term project which would build upon existing world history programs and guide collaborative work among U.S. and international scholars and research universities, museums and K-12 schools. Recognizing the importance of K-12 world history education, the group invited Nancy McTygue and Nicole Gilbertson to become part of the planning group. As Teofilo Ruiz, then head of the AHA's research division, wrote, "We wish to initiate a vigorous dialogue with K-12 teachers, borrow from their curricular developments, and provide them with scholarly and pedagogical support."

During the summers of 2008 and 2009 the History Project at UCI and CSU Long Beach-Dominguez Hills partnered to organize and implement week-long Sites of Encounter institutes for world history teachers. The 2009 Sites of Encounter institute was organized around a large-scale essential question, *What do travel narratives reveal about (economic, religious, and political) encounters in world history?* Travel narratives are not only engaging sources for social and cultural practices, but also provide a unique

opportunity for students to analyze the writer's position. Travelogues are often written for an audience "at home" and use concrete examples to illustrate the differences writers perceive between the foreign culture and their own. Using travelogues and other "cultural productions," the Sites of Encounter approach allows students to move beyond comparing cultures to analyzing cultural interactions. This new Sites of Encounter proposal will build on the experience of the 2008 and 2009 institutes.

"The Pacific Ocean as a Site of Encounter and Cultural Production, 1890-1950" institute plan looks at the standard developments of modern world history--the Industrial revolution, imperialism and the world wars--from a different point of view, the Pacific Ocean basin. One advantage of framing history around the Pacific is the

dimension it adds to the story of world history traditionally "told" from the point of view of Western Civilization. Putting the Pacific at the center highlights, for example, the importance of American silver in building up European capital for industrialization, and the resulting movement of sites of production, commodities, and labor around the world. We can approach industrial developments and manifest destiny in California and the western U.S. through cultural interactions and exchanges among Native American peoples, Mexicans and Californios, Asians and Europeans connected to the west coast by ships sailing the Pacific. As it considers imperialism and World War II with the Pacific as the focus, the institute will create a bridge between the subject matter covered by both world and U.S. history standards. By asking such questions as

"Is modernity Western?" the institute will communicate to teachers the fruits of the most current thinking of world historians about how encounters between peoples and cultures work and what products and artifacts they create.

To make such abstractions accessible to students, the institute will highlight photographs, art, objects, and short primary texts which illustrate cultural encounters and production. The focus will not only be on global movements and commodities, but also on the literature, art, and artifacts from the multiple cultures within and around the Pacific Ocean. In this way, teachers can communicate to their students a cutting-edge reconceptualization of world history, an alternate way to frame the large-scale developments of environmental change, cross-cultural interaction and the emergence of the global economy. For California students, it would be a more accurate way to explain the origins of the modern world.

For more information about Sites of Encounter, please contact Nicole Gilbertson nicolefgilbertson@yahoo.com.



World History Association Annual Meeting in San Diego

The World History Association (WHA) will hold its annual meeting in San Diego next June. This year's conference has two themes, "Gender in World History," and "The Pacific in World History." The conference will include two keynote speakers, each addressing one of the conference themes. Dr. Merry Wiesner-Hanks, Distinguished Professor at the University of Wisconsin, Milwaukee, will speak on gender in world history. Dr. Wiesner-Hanks, a early modern European historian, has authored monographs, textbooks, and primary source collections on the topics of gender in European history and world history. She also serves as the Chief Reader for the Advanced Placement World History Examination. The speaker focusing on the Pacific in World History will be Kathryn Edgerton-Tarpley, an associate professor at San Diego State University. Dr. Edgerton-Tarpley's research examines famine in China in the late-nineteenth century. Her book, *Tears from Iron: Cultural Responses to Famine in Nineteenth-Century China*, places the famine in a local, national, and international context. Her research



interests include examining disasters in a comparative framework and cultural and social history. In addition to the keynote presentations, participants will have the opportunity to participate in roundtable discussions and attend panels. The panels will include discussions about current world history research and teaching.

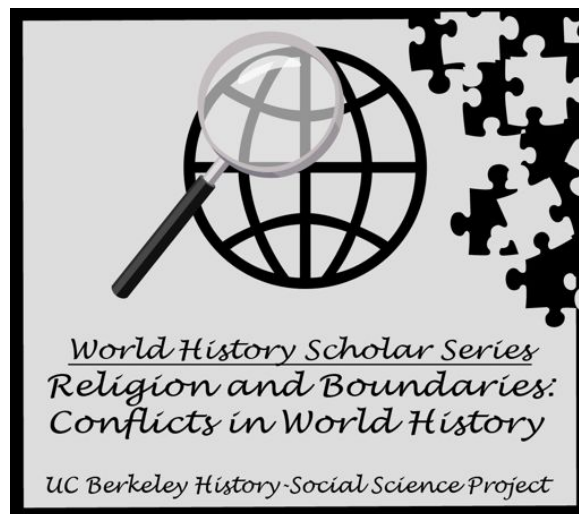
The WHA formed in 1982 by a group of teachers and researchers to promote the study of world history. From its inception, this association has developed and nurtured networks between K-12 teachers and college and university scholars. The WHA mission statement highlights the connections between teaching and research that are so central to the field of world history, "The WHA supports teaching and scholarship within a trans-national, trans-regional, and trans-cultural perspective. Through the teachers, researchers, and authors who are its members, the WHA fosters historical analysis undertaken not from the viewpoint of nation-states, discrete

regions, or particular cultures, but from that of the human community. To this end, the WHA provides forums for the discussion of changing approaches to the study and teaching of world history at all levels and works with other organizations to encourage public support for world history." The conference will continue to promote this mission by including panels that link current research to pedagogy.

Past conferences have been held throughout the United States and across the world. By choosing San Diego for the 2010 conference, the organization has given California history teachers a great opportunity to attend this professional event. Advanced Placement teachers of World History are particularly encouraged to attend given the close relationship between the WHA and the scholars and teachers who participate in AP curriculum development. In addition to attending this year's conference, teachers should consider joining the California World History Association (CWAHA), our statewide WHA affiliate. The CWAHA brings California teachers together with historians from local colleges and universities to discuss the issues and challenges of teaching and researching world history in California. For more information or to register for the conference to be held June 24 – 27 at the San Diego Marriott Mission Bay, visit www.thewha.org or <http://www.thecwha.org>.

World History Scholar Series

This spring, the UC Berkeley History-Social Science Project (UCBHSSP) is offering a World History Scholar Series entitled *Religion and Boundaries: Conflicts in World History*. The series features two Saturday-morning presentations, open to all interested teachers in the area. Each presentation will begin with a lecture by a UC Berkeley history professor, followed by discussion between professor and participants. Site staff and teacher-leaders will give participants an overview of classroom applications and academic literacy strategies, and present a model lesson. The series offers teachers an opportunity to deepen their content knowledge and to learn more about the academic literacy strategies that UCBHSSP offers through its professional development with schools, districts, and grants.



The series begins with a presentation on "Religion and Power in Ancient Rome," by Professor Carlos Noreña, to be held on February 27 (9 am-1 pm.) Professor Noreña, an assistant professor specializing in ancient Rome, is the Faculty Adviser to the UCBHSSP and a recent contributor to the Statewide History Framework revision. On April 24, 2010, Professor Beshara Doumani, an expert on the early modern and modern Middle East, will present "Borders and Statehood in Palestine." The site is offering teachers a \$25 stipend for attending each scholar series session. In addition, each teacher who brings along a fellow teacher will receive a book bonus.

The UCBHSSP will also offer a world history institute on July 19-23, 2010, entitled *Technological Revolutions in World History*. The 9th annual *Building Academic Literacy through History* summer institute will be held July 12-16, 2010. The UCBHSSP American history institute, *American Democracy in Word and Deed*, will be held in August 2010. For more information about spring World History Scholar Series and summer institute offerings, go to <http://history.berkeley.edu/ucbhssp>.



The California History-Social Science Project (CHSSP) is one of nine disciplinary networks that make up the California Subject Matter Projects, administered by the University of California, Office of the President. Headquartered in the Department of History (Division of Social Sciences) at the University of California, Davis, CHSSP sites can be found at the following universities throughout California: CSU Chico, UC Davis, UC Berkeley, CSU Fresno, UCLA, CSU Long Beach and Dominguez Hills, and UC Irvine. For more information about the CHSSP or to find out how to subscribe to *The Source*, contact the CHSSP Statewide Office (chssp@ucdavis.edu; 530.752.6192) or visit us online at <http://csmp.ucop.edu/chssp>.

The Source is published three times each year. The newsletter is available to all CHSSP sites in the state of California, and is designed to provide information on upcoming events and updates, History-Social Science education, and profiles of CHSSP teacher-leaders and faculty. *The Source* welcomes comments from our readers. Please send your questions or feedback to chssp@ucdavis.edu.
-Kate Bowen, Editor



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