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World History Symposium Next Fall

The New England Regional World History Association will hold its first Symposium on Saturday, September 20, at Keene State College in southwestern New Hampshire. Fred Bisson of the Department of History at Keene State, will serve as chair and program committee chair of the symposium. The symposium focuses in particular on high school teachers of world history, who may receive professional development credit for participating.

The proposed content of the Symposium includes: World history and Western civilization -- their relation to each other Teaching world history as general course requirement Using multi-media in teaching world history -- a demonstration of the Migration CD-ROM Presentation of experiences in teaching world history in the past fifteen years for a given university.

We are soliciting papers and suggestions for panels for that event. If you have, or are writing a paper on a topic related to World History and would like to present it at our conference, please contact:

Wilfred Bisson
Department of History
Keene State College
Keene NH 03435-1301
tel: (603)358 2961
FAX:(603)358 2257
fbisson@keene.edu

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WORLD HISTORY ON THE INTERNET

NER-WHA WEB PAGE:

<http://library.ccsu.ctstateu.edu/~history/nerwha/index.html>

WORLD HISTORY ASSOCIATION WEB PAGE:

<http://library.ccsu.ctstateu.edu/~history/WHA/index.html>

WORLD HISTORY CENTER WEB PAGE

<http://www.whc.neu.edu/whc.html>

WESTERN CIVILIZATION COURSE CLASSROOM DEMONSTRATION IN U MASS LOWELL

As the NEH grant-supported College History Curriculum discussion reached its end after two years, faculty members from Simmons College, Roxbury Community College, Northeastern University and U Mass Lowell attended a meeting of a Western Civilization course at U Mass Lowell on November 19, 1996. Professor Alice Walter gave a lively lecture on the 14th century Black Death in Europe.

Professor Walter started the class by asking questions on the definition of culture, and how natural processes could affect human society and human life, for instance, disease. She focused on relations between humans and nature. While introducing the causes of the Black Death, she emphasized the interactions of humans with nature - water supply, rats, etc.. She gave examples of how different cultural practices in a society could affect greatly the disease's spread.

Professor Walter showed two maps to the class. One was a map of Europe, the other one was a map that covered most of Asia, Russia, and the Middle East, which was then part of the Byzantine Empire. She pointed out the areas that were seriously infected with the Black Death, and how the interactions among human groups - the conquests of the Mongols in the Middle East and most of Europe; the trade

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between the east and the west, etc.- could bring or reinforce the disease.

The students were very active in the class. They asked questions on the process of the infection on when the immunization against the disease came into being, and so on. When Professor Walter mentioned that the proportion of people who died in this plague was three to five times higher than that of World War II, the students were impressed. One hour's class seemed a short time when the discussion was so interesting.

After the class, the professors from Simmons, RCC, Northeastern and U Mass Lowell had an enthusiastic discussion about teaching Western Civilization. All agreed that it was a valuable experience to observe college history teaching in the field, and resolved to continue meeting.

A WORLD HISTORY Capsule

Tea and coffee, with their ancient origins, have now come to symbolize modern connections. Tea is native to Sichuan in the west of China, where inhabitants first felled trees to strip them of leaves. Under the Han dynasty, cultivation and drinking of tea spread to all of China, and tea houses became prominent in Tang times. Tea spread west across the steppes, for instance through travels of the Mongols, and spread along the coast into the Indian Ocean basin. The Hindi and Arabic words for tea, *sha*, are borrowings of the Chinese *cha*. In fact the word for tea in virtually every language is a borrowing from the Chinese.

Coffee originated in the Ethiopian region of *Kaffa*, from which it takes its name, and coffee bushes spread at an early date across the Red Sea to Yemen. By the fifteenth century, a culture of coffee drinking had spread to the north. In the Ottoman Empire, coffee (sweetened with sugar) and coffee houses became mainstays throughout the vast realm. In Safavid Iran, coffee (consumed unsweetened) dominated, but tea (sweetened) was the beverage of choice in the north.

European visitors to the Indian Ocean began purchasing both coffee and tea in the sixteenth century. Dutch merchants purchased coffee at *Mocha*, in Yemen. They began growing it in Ceylon and, around 1700, in *Java*. Coffee production spread in the early eighteenth century to Brazil and the Caribbean. Coffee consumption spread much further: Jean-Baptiste

Point du Sable, the Haitian merchant whose trading post on the Chicago River formed the nucleus of the Windy City, travelled home almost every year to buy a supply of coffee from his mother's plantation.

English and Dutch merchants bought tea from China, and in the nineteenth century began developing plantations in South Asia. The politics of tea trade had implications in far corners, as North American colonists rebelled against an English tea tax. Thereafter Americans remained drinkers of coffee, while in England coffee lost its dominant place to tea at the end of the eighteenth century. In Iran and in Russia, a similar shift from coffee to tea occurred in the nineteenth century.

Production, marketing and consumption of these beverages shifted and expanded repeatedly. Tea production remained concentrated in Asia, though it moved from country to country. Coffee production spread more variously. Asian coffee, especially from Java, dominated the eighteenth century, but was displaced by Latin American coffee in the nineteenth and early twentieth century. In the mid twentieth century, coffee production grew to major importance both in East Africa (whence coffee first emerged) and in Western Africa.

In the twentieth century, great firms marketed tea and coffee to areas under European and American control: Lipton Tea, the Great Atlantic & Pacific Tea Company (A&P). People in Ivory Coast drink coffee grown locally, but sold in powdered form by Nestle, the Swiss firm. At the same time, small firms delivered coffee and tea to much of Asia, Latin America and Africa. Innovative production techniques brought instant coffee into the market and, less successfully, instant tea. The great variety in types of tea came finally to be matched by a rise in gourmet and flavored coffees. Decaffeinated versions of each confirmed the steadily greater role of chemists in food consumption, but nature-lovers responded with herbal teas.

-- Patrick Manning

Media Column

International Films on Migration

-- Peter Holloran

1. *Aguirre: The Wrath of God* (German, 1972, Pizarro's 1560 conquistadors seek seven cities of gold).

2. *Bread and Chocolate* (Italian, 1978, small town Italian seeks work in Germanic Switzerland).

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3. *Dersu Uuzla* (Russia, 1975, Japanese gold prospector/hunter in Siberia).

4. *Pelle The Conqueror*, (Danish-Swedish, 1988, Sede immigrants in 1880s Denmark).

5. *Picture Bride* (Japanese, 1994. Japanese migrant workers in Hawaii in 1920s).

NER-WHA Electronic Conference

The NER-WHA on-line conference on "The West in World History" will begin Monday, March 31. Peter Stearns, noted world historian at Carnegie Mellon University, will make an initial presentation on March 31. After a response from commentators, on April 2, there will be open discussion of the issue April 3-6.

To participate in the conference, send an e-mail message to majordomo@lists.neu.edu -- your message should read "subscribe NER-WHA" followed by your e-mail address.

Teaching Resources: A Column for High School Teachers

Teaching with Historic Places

by Beimei Long

Teaching with historic places is a cooperative program of the National Park Service and the National Trust for Historic Preservation. The goal of this program is to "imprint upon our minds and our hearts the reality of our past and the longing to know more." Given consideration of budget, distance, and the history curriculum, there are still places to go and see in the New England region, a place rich in its historical sites. Here are selections from the program's introduction:

Curriculum Framework: 1) to summarize the knowledge base and skill requirements for learning from historic places; 2) to identify effective strategies for implementing the curricula; and 3) to

identify issues to consider when using the framework in a variety of contexts.

Content: What can be learned from historic places. We are examining the variety of intellectual skills students and teachers need in order to learn from and teach about historic places. Finally, we are identifying linkages between teaching with historic places knowledge and skills and the school curriculum.

Implementation: The wealth of cultural and historical resources around us often lies undiscovered, unless we know where to look. Instructional strategies that place a premium on higher-order thinking and historical inquiry can be brought to bear on those resources, and some of these strategies will be described in the framework.

The address of Teaching with Historic Places:

Teaching With Historic Places
National Register of Historic
Places

Interagency Resources Division
National Park Service

P. O. Box 37127

Washington, DC 20013-7127

Bibliography on World History

This bibliography lists books that are world historical and some that are regional in focus. In this issue, we emphasize the Americas in World History, with thanks to Kristin Harper. In each issue, we will have a list both focusing on world history in general and by region.

1. Frank, Andre Gunder, and Barry K. Gills. *The World System: Five hundred years or five thousand?* Routledge, 1993

2. Costello, Paul *World Historians and Their Goals: Twentieth Century*

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Answers. Northern Illinois University Press, 1996

2. Grun, Bernard *The Timetables of History*. Simon and Schuster Press, 1996

3. Roupp, Heidi *Teaching World History: A Resource Book*. M.E. Sharpe Press, 1995

4. Stavrianos. L.S. *Life Lines from Our Past: A New World History*. M.E. Sharpe Press, 1992

5. Crosby, Alfred W. *Germs, Seeds and Animals: Studies in Ecological History*. M.E. Sharpe Press, 1994

6 Cobby, Alan. ed. *Crossroads of Empire: The Europe-Caribbean Connection 1492-1992*. The Press, University of the West Indies, 1994.

7 Davis, Darian J. ed. *Slavery and Beyond: The African Impact on Latin America and the Caribbean*. Scholarly Resources, 1995

8. Kennedy, Roger G. *Hidden Cities: The discoveries and the Loss of Ancient North American Civilizations*. Simon and Schuster Press, 1996

With the development of NER-WHA, we have decided to build a list of e-mail addresses of our members so that we can communicate with each other more efficiently. It will also allow us to hold on-line conferences of NER-WHA (see page 2). If you have an e-mail address already, please send it to Beimei Long at belong@lynx.neu.edu.

**NEW ENGLAND REGIONAL
WORLD HISTORY ASSOCIATION**
C/O DEPARTMENT OF HISTORY
249 MESERVE HALL
NORTHEASTERN UNIVERSITY
BOSTON, MA 02115

Note to Members:

If you know of anyone who would be interested in joining NER-WHA (membership remains free), please let us know and we can send them a newsletter. Also, if you have any questions, comments, or ideas for future articles for the newsletter, please feel free to get in touch. You can reach us at (617) 373-4060.

New England Regional World History Association

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