

NERWHA: April 11, 2011 – Salem State University, Marsh Hall, Salem, MA

Attendance:

Charles Harcourt -- Green Mtn Student  
Joseph Pentzak – Green Mtn Student  
Nicholas Russell – Tufts U ([Nicholas.russell@tufts.edu](mailto:Nicholas.russell@tufts.edu))  
Hope Benne – SSU  
AJ Andrea – WHA  
Don Ostrowski, Harvard Univ.  
Michele Lourd – SSU  
David Northrup – BC  
Maria Pride – SSU,  
David Burzillo – The Rivers School  
Jane Weber – KSC and Nashua CC  
Whitney Howarth – Plymouth State, NH  
David Kalivas, Middlesex College  
Mary Jane Maxwell – Green Mtn  
Dane Morrison – SSU  
Patience Berkman – Newton Country Day School, MA  
Angela Lee – Weston HS  
Jeremy Greene – Chelmsford HS  
Pauline Woodward, English at Endicott College  
Kristie Poehler – Battlefield Journal Civil War Historian  
Kathleen Kimball – World Art Historian  
Lincoln Paine (late)

**Founders Reflections**

**Al Andrea**

Many affiliates and growing around the nation and world.

WHA began as an affiliate – Rocky Mt Association

2<sup>nd</sup> affiliate was NERWHA – New England Regional WHA Affiliate – a few years ago, renamed as Northeast Regional .

NERWHA as the second oldest affiliate –

-- Pioneered online discussions of topics– Centered at Northeastern University and World History Center led by Pat Manning. Choosing topics and write essays and distributed through email and having official discussants and open up for general discussion. Picked up by David Kalivas through HWorld

-- Pioneered regional conferences -- in Keane State, in Northeastern and Western Mass. Fred Bisson from Keane State who has retired.

-- NERWHA fallen on “sad times” – 3<sup>rd</sup> reincarnation.

**David Burzillo** – has original documents, from 1993. As a HS teacher, the reaching out of college/university professors. A lot more HS teachers involved.

**David Kalivas** – in past occasions when we tried to resurrect NERWHA, we had high expectations. A lot of us are busy with many other responsibility. Think about realistic goals. Can think about the mission of teaching and research of world history. Thinking of colleagues mired in area studies – still a lot of work to do. World history field has been changing – but the paradigm of US is the best attitude which is

still out there in the US. All places are intersection of culture. Need to engage a discussion from teachers from our communities and share it with those who are teaching it.

**David Northrup** – Joined the WHA before going to meetings – started teaching world history 43 years ago. First meeting attended was in Honolulu – meeting in interesting places. Only professional organization where academics/historians met with secondary school teachers. A commonality of interest. In working with teachers in Boston area, many are teaching more sophisticated world history courses than many professors. Students in AP World history class are self-selected and building on work they've done, whereas students in college/univ. are in required courses. Can complementing each other in many ways. Not hierarchical – many mutual exchanges.

**Al Andrea** – NERWHA has not been totally defunct in recent years – have been presenting at the New England Historical Association - - Panel "Teaching China in the context of world history" on 4/17 in Worcester

**David Burzillo** – in history of NERWHA, can't overlook the importance of the Northeastern Univ. w/World History Center with Pat Manning. With a new home base in Salem State, it could be very important to the long term health of the organization.

**Dane Morrison** – We have formal authorization from Salem State to be the institutional home for NERWHA. In the process of putting together a World History Center – picking up the pieces of where Pat Manning had left off. Don't have resources of a private institution. As the institutional base for NERWHA, and will be connection for WHA. Future of the organization is bright. Salem State began in 1848 as a "normal school" – teacher's college. Mission of university and of NERWHA is very compatible.

**Whitney Howarth** – In 1995 to 2004 – first grad students to use Gopher to start online discussions – Northeastern University with Pat Manning. Summer workshops for teachers were really central for lively exchange.

**Roland Higgins** – Worked with Fred Bisson in the 1990's – only non-Western area historian. Recognized the turning point came when State of NH decided that students needed world history. Keene State was a "normal school" in 1909. World history became urgent. Started working in Keene in 1982. Mission to teach them about China since it was going to be important in the future. Fred Bisson wanted to have a regional conference. Gave over the reins when Bisson retired. Back during Vietnam War, committed to having those in US understand something about Asia – as a grad student, went to churches and schools to teach them about Asia. Asian Studies Association – part of their mission – in New England, their outreach center, Five Colleges and organizations in Boston area. "Education about Asia" magazine -- Association of Asian Studies – 15 years –welcomes contributions from K-12 teachers – trying to bridge cultural gaps.

**Kristie Poehler** -- Civil War historian - - Hawthorne Hotel – creating a New England and Civil War Discovery trail

**Hope Benne** of SSU – was in Vietnam for 4 years during Vietnam War – vision of the World History leaders was to generate knowledge useful for the maintenance of peace. Founders and visionaries in the field of World History – calling for engaging scholars and writing of world history

**Michelle Lourd** – SSU – South Asianist – struck by talent and resources in New England area. Public history connections, ie: Peabody Essex Museum

**Dane Morrison** – SSU and NERWHA president – developing a “glocal approach”

**Roland Higgins** – teaching first world history – took students to Sturbridge Village – saw the village with new eyes -- as all interconnected.

**Al Andrea** – New WHA prize for teachers – Activities Prize -- See WHA website soon. Activities are very important... Identifying phenomenon of world history.

**Kathleen Kimball** – World Art Historian – specialty in visual arts – religion and world history course by John Voll – Southernization article – and involved in WHA conferences. Want to see what NERWHA members need for help in art history. *Compression vs. Expression – “Brief Natural History of Art”* Framework to think about – species begin in Africa → Africa, Oceania, Asia, Americas

**David Kalivas:** Using Norman Rockwell’s Thanksgiving Dinner as a glocal activity – contextualizing China – another gimmicky glocal activity – using art and music. Honors World Cultures seminar using music.

**Mary Jane Maxwell** – Secretary- Treasurer for NERWHA – Heather Streets from Seattle – part of creating NW Regional affiliate. Want to continue to bring secondary ed students. Brought two students. First editor of World History Connected. Looking at connections. Read paper for last conference in World History Center for Pat Manning. Focus on undergrad students and grad students

**Al Andrea** – should network with schools of education and professional educators. Institutes for Pat – a teacher that was certified to teach world history – had no history background.

**Jane Weber** –after a long career, hoping for some focus. Began as history honors major -- taught public school, and was world history teacher in Central Mass. Very isolating. Became historical researcher for 5 years at Princeton, then became American history expert. Got a masters in reading in 1980’s, and went back to public school, worked in social studies and administration. Joined WHA in 2009 before the WHA conference in SSU. Oversee the students going into teaching. No teachers trained in world history. Started working in Nashua CC. Worked on frameworks for NH which has a dedicated strain in world history. Taught AP Euro, NEH grants in England, Fulbrights in Argentina, went to China as a administrators.

Graduate opportunities – have mentoring opportunities  
Northeastern University – Conference for grad students.

**Charlie Harcourt** – history secondary ed program – networking between historians and teachers. Can do both.

Joe Pensak – history second ed – world history is much more interesting than American history – at Green Mtn, can self-design what I want to study.

**Pauline Woodward** – teach writing and literature, but needing to connect with historians. Teach a course entitled American Indian literature – need to link with historians to teach course. Goal is to link up with someone.

**Patience Berkman** – world history teacher at Newton Country Day, took course from Philip Curtin – African regional specialists, institutes in summer from NEH, development of curriculum. Attended the

WHA in 1990's – developed curriculum called War in Pacific connecting literature and film unit and presented in 2001. Toward the end of Manning's time in World History Center.

**Angela Lee** -- Weston High School – was beneficiary of WHC work – summer institutes (taught by Whitney Howarth, Jim Diskant and Deb Johnston) training me to teach world history, got involved with AP World History in 2002.

**Jeremy Greene** – World History for 9<sup>th</sup>, AP World history – took institute with Whitney – involved in WHA – enthusiastic about reconvening of NERWHA. Recent Member of WHA Teaching committee. NE History Association – board member. Very excited about conferences on Northeastern model.

**Whitney Howarth** – Want professional promotion, power, prestige, publications – just got tenure – but really busy teaching 4X4 courses, but don't have support as teacher. Research portion is key. Teacher education, NH Council of Social Studies. Support of National History Day a NERWHA award? Have links with NERWHA.

**Don Ostrowski** – teach at Harvard Extension School since 1992 – specialty is early Russian history. Teaching world history informs microresearch and Microresearch informs the teaching of world history. Here to listen and learn.

**Maria Pride** – teach world history at SSU – first meeting for NERWHA – here to observe and take in and help support Dane.

**David Northrup** – Key item on agenda is prioritizing what we can do. We don't have a lot of free time so we need to focus.

**Mary Jane Maxwell** – need someone to manage the website. Need to have someone who is web-savvy.

**David Kalivas** – in terms of priorities – need to be manageable and workable. Maybe a one-day symposium/colloquium to share our specialties and what we are working on. Perhaps a fall conference? Figuring out a theme and focus - - bring in scholarship and focus.

**Nicholas Russell** -- One or two lectures in the fall, or a lecture series. Seminar series?

**Michele** – call for papers kind of conference?

**David Kalivas** – let's call it a seminar series – start with one. Can have more than one contributor. More economical use of time? Topic driven? Not so much preparing papers, but sharing the work we are doing.

Whitney – having a subcommittees and commitments from people after today.

Patience – best practices (pedagogy), research – different committees.

Roland – giving each other support -- subcommittee for research

Kristie – we need to put it in bite-sized pieces. In order to delegate tasks, at the end of the day – fall conference we are looking for a theme “In the Trenches” type of seminar.

Roland – who would like to come to a seminar series where they leave learning something (vote was unanimous)

“Best Practices in Pedagogy and Research”

Mary Jane: We need elections in the fall

Roland—need to share the burden and need a steering committee/or executive council – 1 year commitment.

Al – need 8 people on the steering committee – need a staggering of council – would like one in place by now. **Jim Diskant, Holly Lynn, Jeremy Green , Angela Lee, David Kalivas, Lincoln Paine, Al Andrea -- Need a steering committee of those who are willing and self-nominated. Other nominees -- Michele Lourd, David Burzillo, Nicholas Russell (student from Tufts) , Kelsey Hutney (student from SSU – nominated by Dane).** Need to make a commitment to actively involved. Immediate goal of the Committee – planning Fall Conference.

David Kalivas – whoever is on the Steering Committee, we need to work closely with the Fall Conference committee.

Al – Model from WHA – each member of Steering Committee chairs a committee.

David Kalivas - - need to drive and steer.

Roland – Mary Jane has been coordinating things marvelously. Incremental steps, and not to be too ambitious.

Mary Jane – has reputation on my campus as a bull-dog – pretty tenacious.

Roland – having a very successful fall conference that is very meaningful for people.

Mary Jane – and how do we want to discuss this further? Via email? Create something on the website?

Al – In addition to the NERWHA, need a special distribution list for Executive Council

Whitney – need to settle the nomination.

Issue of NERWHA’s name – have it flexible (New England or Northeast) – but what about on the website? Through WHA –

Jeremy – Northeast American Regional (NEARWHA) – for keeping it as Northeast. Wanted to join, at least they could.

David Kalivas – more inclusive as Northeast.

(continued in afternoon Business Meeting )

Northeastern Regional or New England Regional?

Patience – favor Northeast – geographical dilemma – NE Regional of Council of SS do attract people from New York

Al – introduced going back to New England – would be against Northeast American because all the regional affiliations are all in US. Taking off the table since I introduced it.

David Kalivas – we haven't been consistently active to know if it should be New England or Northeast – we can decide later. Let's keep it Northeast.

Mary Jane – we are New England, what does it mean? Did not understand Northeast, but do understand New England. I understood who would belong to New England Region – geographically sound

Al – culturally sound as well.

David Kalivas – It's interesting to hear about it from outside the region.

Michele – Understand Northeast corridor

Al – There is a mid-Atlantic that encompasses NY

David K – New England is stronger

Dane: companion organization is also "New England" – not limited geographically, but the core is in the 6 New England states and core identity. Not adopted to exclude, but to recognize that this is their core. We won't hold a conference or symposium in Cincinnati – distinctive

Kristie: We are based here – headquarters are here.

Nick: East India Company, but they traded in the US

(5 votes for Northeast, more for New England) **CHANGED NAME BACK TO NEW ENGLAND REGIONAL WHA.**

Webmaster/mistress – does anyone know of anyone?

Whitney – make it a subcommittee of 2-3 – not just a webmaster, but graphic design

Mary Jane – we have tabs on the website

Subcommittee: Chair – do research – Roland and Michele – facilitate someone at SSU  
No rush – find someone here at SSU  
Send in bio with pictures

Proposed Constitution Amendment Changes:  
Change names -- "constitution"  
Change from Steering Committee to "Executive Council"  
Instead of "teachers and professors" it would be "members"

Vote for Executive Council –  
Will be vote in fall 2011 – President, VP, Secretary and Executive Council

Length of term for individuals – annual elections for executive council.

Finances and dues – old form

\$20/member

\$10/ if affiliated with WHA or NEHA

\$5 for students

If we have a conference or workshop or symposium – there are some expenses attached. If we had dues to defray with costs, \$20 is not much at all. Dean Nixon, College of Liberal Arts is willing to help, but is a stronger case if we can say that we are generating income to support these activities. Dues to help support the activities of the organization.

Should have a fee (discounted for members) for symposium, etc.

\$20/\$10 was decided about 2 years ago. NEHA is \$25, NEAS was \$35 – this is still a bargain.

Most members of NERWHA should be members of NEHA.

Should increase to \$30 – AHA is now very expensive. Need to expand our affiliations – look around that there's more of a chance to receive a discount. Is there a sliding scale for conferences?

Maybe one more tier? Other affiliations?

We don't have a publication and it's a huge expense.

What can we do with so little money? Do we want to be more active?

\$546 right now

Another idea – make dues \$25, and \$5 discount if you are affiliated with WHA or NEHA

Charging a registration fee? Charging a fee in fall conference and deal with dues later?

Dues starting Sept. 1 – email from Mary Jane

Dane: Answering questions definitively today, and then keeping some issues open ended (ie: on dues)  
We can have some vision for future. If we can grow NERWHA, then the question of dues becomes clearer.

David Kalivas – once we start doing something and consistently doing it, then more attention and attracting new members.

Dane – we aren't just restarting an organization, we are doing a NERWHA panel at NEHA – we are already engaging organization. We are putting a proposal for a lecture series or monthly symposium series on world history topics – we are already doing something. Resurrecting what Felipe did at Tufts Univ – doing a Monday afternoon symposium series. Not important how many people come, but it's something permanent in place. Word of mouth will spread. Al has volunteered to give the first talk – sometime in September. Don will be invited to participate.

Al: Model we were discussing – to introduce current research. A paper presented to two discussants – one as a researcher and a teacher -- at the end of the hour, open discussion. Put conclusions up on the web. Works in progress – putting up on website. At least an abstract?

Dane: Intended audience – community, and those who are interested in world history – perspective teachers and local teachers. Want to invite New England Teacher's Association.

Al: At Tufts, we didn't get more than 20-25 people. Medium for recruiting. Depending on who was speaking, but turnout was reliable.

Dane: Want to offer them monthly. Can try to schedule them around teacher vacation weeks. 4-6 pm on Mondays. Also the option of podcasts for those who cannot come.

David Kalivas: Potential for a larger audience

Dane: Potential for using resources at SSU – space on server

David Kalivas: Pat Manning at UPitt, have run seminars on simulcast - - archived later. Could be used for students as well.

Whitney: can skype in scholars from other places.

Online Discussions: (Online presence – Sub-committee)

MJ: Starting now – keep it going. How can we best accomplish it through the website.

David Kalivas -- Executive Council – Did NERWHA have a listserv? Can we create a listserv? Just a simple email distribution.

MJ: Would we like to post papers on the website what we are working on? – Dane and Roland and AI – posting papers from NEHA Roundtable.

Whitney: Option to think about – set up a blog – can add things and it's interactive. Whitney would be happy to set up a blog page. Overwhelmed by email, but not inundated by another listserv.

MJ: Keep the link on website.

Whitney: In the summer, can put a paragraph what we are working on a blog.

Jane: Authorization – WHA website is open to whole world and anyone can get in. We need to have username pwd that only members or affiliates to have access.

MJ: It would be optional

Whitney: A site you can easily share what's going on.

David Kalivas: Now we have a website, but not sure we're ready for a blog – an interactive space.

Whitney: We don't know yet – when and how – it's very static. Once authorized, we can interact.

AI – can establish it independently, but should be kept off the website.

Kristie: But what's another way of doing it? What are we most comfortable with?

David K -- a blog is a different beast – wouldn't have time myself to keep up with it. Where are objectives are with our real time and what tools we need. Email distribution is a useful tool that's private.



MJ: Whitney's page will have a blog set up – will be embedded in Whitney's bio.

Whitney: As a way to interact -- and have quick conversations and communications. It's another tool that fits the expectations.

Roland: Our site can be a launching place.

Al: We have Facebook and Twitter too.

Whitney: We should have a Facebook page. Resistance to change which is natural – having a FB page and blog.

Roland: We would like to see Whitney's blog – (it would be NERWHA's blog) – need to model it.

David Kalivas – we are not quite ready for that.

Lincoln – I have a blog that I'll put in the link on the NERWHA page. Three articles...

David K – it's a different tool – not quite ready for that. Do we want a NERWHA blog? Do we want to vote on it?

Lincoln: Blogs are useful if maintained by the author, and Facebook is more effective if maintained by the organization.

MJ: Can go look at Whitney's blog and we can look at each other.

Charlie: if you want to make it a wider audience -- FB site.

ANGELA -- FB page for NERWHA. Announcing events on FB. (Charlie Harcourt and Joe Pensak)

Charlie – not appropriate for posting papers, but as a forum to know what's going on.

Grant Proposal:

Applying for a grant – Michele Lourd and Dane Morrison (Grant subcommittee)

Looking for supporting funds from outside organizations. Should we be doing that?

Al – may be worthwhile to have professional grant writers do it. If it's done through SSU, there'll be a big institutional overhead.

Dane: Need to see what grants are out there to support a World History Center. For anything related to NERWHA, it would come back to Executive Comm. Longview Foundation -- funding to start an academic center. Separate from NERWHA, but working in conjunction with SSU.

Al – writing grant applications are a long and tedious process – hard to have a focus. Need to think of an activity to apply for grants.

Dane: Think about NERWHA as we come across grants – helping the larger organization.

Al: What do we want money for? Idea --for students to go to WHA conferences?

MJ: No reason that we can't have a prize for students, undergrad and graduate students

Dane: and for teaching. It doesn't have to be an annual prize, and doesn't have to be every single year.

Book on teaching world history...

David K – a lot of threads here – NERWHA will be hosted and housed at SSU – finding monies to support World History Center – can mushroom later and create an institutional base.

MJ: Northwest WHA is held in other locations – can we have them all over New England?

Al: Much better to move around. Roland has offered Keene State, but we may not want to go far.

Whitney: Plymouth State would be happy to host a conference.

MJ: Southern Maine and Southern NH would be good areas.

Jane: What about RI and CT?

Dane: Symposia or conference should be offered in other places.

David K: At the beginning it is good to host many activities at SSU.

Whitney: Northeastern had the center and then we had NERWHA.

Al: Wherever we go, it will cost institutions some money - we have to find willing institutions.

Dane: Want to be thinking beyond the lecture series – what kind of activities. We don't want to host a weekend conference in the near future. But we can be thinking about a half-day symposium – small footprint and low budget. Model that Al developed – piggy backing onto another organization's conference – ie NEHA. Like New England American Studies that was held at PEM.

Roland: Every fall, New England Asian Studies conference – rotates among the universities in New England – have more resources. All of them have teacher sessions, roundtables and local teachers who attend. For our organization, from Hokkaido to Indus Valley.

Al: All are potential venues for us, dependent on NERWHA to take the initiative. We should announce it on H-World. WHA -- had a group as ASA – and partner up with East-West Center. Partnering with Primary Source, presented New England NCSS – about globalizing the Civil War.

Dane: Required identifying potential partner organizations. Roland can be point-person for New England Asian Studies. Supporting a group of students for Phi Alpha Theta.

Whitney: Logo for NERWHA - - need that everywhere

MJ: We do have an artist – Whitney will be in contact with Kik

Jane: New student honor society – rolling out this year – Ro Kappa – sponsored by National Council for the Social Studies.

MJ: Call for Executive Council to get together once this summer – need to submit schedules. Many will be in China? Propose a time after collecting schedules?

Whitney: Subcommittee for the Fall gathering – should meet in the summer too? Should be a priority of the group.

Dane – will find out if we can support a listserv at SSU?

Keynote Speaker -- David Northrup, Boston College: "Teaching Cultural Globalization"

Dane's intro: Work on African slave trade. Connection between practice of research and pedagogy – one of NERWHA's founders.

Teaching Cultural Globalization – writing about without knowing what I was doing. Not initial intention. "Culture" – using in the sense of "global culture" – old paradigms are built on cultures being discrete. Globalization is a new word that is used to describe the intensity of interaction in the world in the last 20 years or so. Teaching a course on globalization that started about 1000 years ago – when the world started getting together. Beforehand, it was becoming more diverse. Long process and the cultural part of it is only a piece that can be separated out from economic, intellectual globalization.

Anyone who has taught world history has taught cultural globalization – earliest manifestations would be the world religions. Conceived of themselves as being a single faith, a single set of beliefs that any human being could, and ought to, adhere to. It was a new message – an idea that there was a single humanity. Cannot find another manifestation earlier than the world religions. How do you connect to the present? We pay attention to the religions earlier in the course, but then they disappear from the course. Christianity and Islam have had the largest expansion in the last few centuries. Cultural globalization produces some sparks.

Another theme to look at in ancient world and modern and hotspots in between has to do with the spread of large empires. In many cases the interpretation of the value of the ancient empires has to do with them developing a larger cultural frame – not global yet, but building in that direction. When we deal with ancient empires, the textbooks interpret them as "benign" (Romanization, Hellenization) that seem to endure (Mongols, not so much). But when dealing with modern empires, the frame seems to shift very abruptly (ancient empires, good, modern empires, bad). Informed by the ideology of anti-imperialism in the last few decades that came as response to pro-imperialism. Those perspectives are good artifacts, but not as good teaching point. If we look at empire as a force of globalization, then we begin to see different things. The most important is the process that begins – spread of language, religion, political philosophies. All of these are taking place in imperialism – nationalism used it for their purposes. Interesting focus is what happened after imperialism – legacies continue to grow and expand and found useful. Global cultural institutions come into existence in this period. They gave people a set of common viewpoints, common vocabularies and cultural attitudes that can be helpful or destructive.

First area that is more recent and more closely connected is the modern cultural globalization that is really global. In contrast what is taking place now in religion. Modern global culture is expressed in secular terms – come out of the enlightenment – trying to articulate the human rights movement that is global. 1948 – Universal Declaration of Human Rights – signed by almost every nation in the world – most global document in the world. UN Convention on Genocide – ideas behind them go back even further – 4 Geneva Conventions – treat prisoners, fairness in warfare – 1864, 1906, 1929 and 1949 – we often refer to the most recent one, but while adherence to it may not be perfect, but there is something we can point to. It's important part of the global culture. International Criminal Courts – growth and created in new forms to try individuals on crimes against humanity. Start with the religious philosophies that said something like that, but were not universally accepted. A lot of books about it, but Samuel Moyn -- *The Last Utopia: Human Rights in History*. Worth talking about in world history courses, esp. as world becomes more globalized.

Another area is science – of course the Scientific Revolution in 17thC, and biological science in 19<sup>th</sup> century (Darwin) In 20<sup>th</sup> century, you talk about Freud and Einstein – uncomfortable what we are supposed to say. We don't know where to grab it – cultural globalization – one of the things that is shockingly true is that there are global sciences – not local variations on what is science. People in any country who publishes in scientific journal are addressing a global audience. The cultural baggage that was attached to science (Sci. Rev was pan-European), but now it's more global. Daniel Headrick, *When Information Came of Age* → focuses on 18<sup>th</sup> and 19<sup>th</sup> century and connecting modern science. Incumbent on us to mention it and talk about it as important.

A third area is about education, esp. higher education. Has come about slowly – ie: American University of Cairo, American University of Beirut – more ubiquitous today. About 50 universities today, mostly founded in the last 20 years, that are addressing an international audience. Sometimes it's liberal arts, but business, technology and science. Those components are expected to be universal and students flock to them. Astonishing because 1) huge increase in higher ed in the last 20 years and huge increase in number of students (between 5-10x more students) 2) students are much more mobile – it is commonplace for students to move to another university for a semester or year, or longer for advanced degrees. Has to be a transferable curriculum for this to work. Erasmus system in the EU – have to make the curriculum look alike. Remarkable standardization of curriculum in the 1990s. American standards and European standards have been the building blocks for international education. Harvard, Princeton and Yale are not identical, but they are recognizable. Between 6-7 million students who are studying abroad and the numbers are doubling every 5 years. Greatest number of students studying abroad in US are Chinese. Philip G. Altbach – Trends in Global Higher Education: Tracking an Academic Revolution (2009 publication at Ctr. Of International Education). Can download for free from his website. Not too many are synthesizing at the level that he is.

Modern cultural globalization – emergence of English as THE global language. Lots of threads as to how this came about – science is one reason – 90% or more of academic science publications are in English. Science is taught in English and essential to know English well. Switch of scientific journals to English as primary languages. Danes did a study of the dominance of English in Danish scientific publications. Fear that language will lack the terminology for science – sensible position by the Danes. Looking at global higher ed, an increasing number of courses that are taught in English. 50 new universities that have adopted the principle of teaching only in English. None of those 50 are in countries where English is the official language. 2 are opening in Southern Vietnam – German Vietnamese University – funded by German government, taught by German professors, but everything is taught in English. May not notice in English speaking country, but now there are students who speak English better than the Americans. Spread of English is not confined to science and higher education – international business is primarily conducted in English, business schools that teach in English is very large. The Economist – ads for business schools – 3 dozen business schools outside of US and England all advertising that they taught in English. Most striking figure is that the largest percentage is in France. Student from Ecole Normal Superieur – her English was quite good and many courses of her courses were taught in English. True of the best of French institutions. French philosophy class taught in English – professor and most students were French – recognized that students won't be a success unless their English was “near perfect.” Worth mentioning in a world history course.

Making globalization the explicit theme of a course, connecting present and future. By raising those issues and series of questions about trajectory of past – introductory courses in world history are trying to prepare students for some life skill. Need to encourage them to make the right connections for the future.

Viass Nipol – Nobel prize in Literature -- literary point of view – universal civilization. Writer in English – Indian, Trinidad.

Salmon Rushdie analyzed texts – the best writers in India were writing in English. Motivation for writing in English was to reach an Indian audience. Chinua Achebe – wrote an essay that it is the language of imperialism, but also used by Nigeria to build their new nation -- creation of a national literature. Can extend into pop music and pop culture.

Is a phenomenon with a lot of history behind it, but the big changes came after the colonial period. Nigeria is an example – it was their national language, for instruction in schools.

Conclude with 2 issues:

Westernization – it is Western science that has become global and English is a Western language. Higher ed systems have roots in Western systems. Is this Westernization and is it bad?

It is Westernization, but what if we don't emphasize that point? Important point is that we have good science, we have good education and we have a language that we can all communicate in.

English as a global language – the two biggest imperial powers that have ever existed (China/India), those in China and India – the language is seen as neutral. More people speak English as a second language than those who speak English as a first language. Shouldn't be framed as nationalistic.

Is the world becoming homogenized – clearly it is because cultural differences are smaller than a few decades. There are limits to homogenization – we aren't identical. Can function as an international system because they have enough in common. "Global Englishes"

As an historian, what is important is that all the forms of spoken English and accents, the differences are not major obstructions to universal intelligibility to the language. The trend is toward looking at intelligibility of the language, not the differences. A world that's coming together, but also recognizing differences – ie McDonalds in India (Water buffalo burger) and Germany (beer with burger)

Whitney: Concerned about pedagogy and empire – how do we teach about empire and old way is better? Focusing on unity. Shouldn't revert to colonists as bad and colonials as victims.

Post-colonial theory – have to be critical about power structure and mechanisms of power.

History should be a useful for life skill – but looking at power structure in a critical way would be more useful as a life skill

A: Not suggesting only one way to teach imperialism, but how do we move on to a framework of looking at a legacy of the era? Forced globalization that wasn't thrown out, but you get more interesting questions. Modern Indian history reflects the process – Indian schools who are reverting to English as the language of teaching. Connects to empire, but connects to post-imperialism. Not a single monolithic perspective.

What should we teach? Sharp distinction in courses that they are required to take vs. what they choose to take. Required introductory courses – must teach them the best and most important things that they will need for life. May not mean teaching what we love the most? Question that we need to resolve for our courses.

David Kalivas: Tie-ins – thinking about world history course and reinforce dealing with science and religion and in its contemporary political context. Human origins in survey course – integrate evolutionary science and religious responses to that. More students who are creationists. Bring in

evolutionary ways of thinking instead of faith-based thinking early in the course. World History 2 – divisions continue and it seems to be more of an issue in the US than in other parts of the world.

Hope Benne: In any course in globalization, but it needs to highlight the indigenous peoples being brought into globalization or under nations. Tenacious commitment in keeping their cultures intact. All survived the 2004 tsunami because they passed down orally how to avoid a tsunami.

A: Certainly agree that the world that is unfolding with such speed is full of biological extinctions, language extinctions and cultural extinctions. Putting them in the larger context. Indigenous people are a certain subset that have resisted (*The Art of Not Being Governed*) The larger story is how ancestors moved away and embraced something else for a variety of reasons. Every issues have two sides – even with one side that are more powerful, but they are not all-powerful, and the less powerful are not powerless. In last 500 years, most people have chosen to change and to redefine who they are. That's the bigger story.

Hope Benne: main point about smaller stories is valuing smaller stories.

Kik: Support Ralph Crozier – presented through modern art at WHA to identify location of one art – visual aesthetic is also globalized.

Chris (SSU) – missing Information Technology – 80% of internet exchanges is in English. Making the world history course relevant, need to look at IT since that is what is driving globalization. Should it be part of the world history courses.

A: Daniel Headrick's book – categorizing large sets of info is very important. Failure of Soviet Union was correlated with number of computers accessible. Only a small part is cultural, but the internet is very interesting. Came into existence at the same time with USSR collapses. It's changing and you can't get figures that are completely up to date. The share in English is declining proportionally.

Al: Continuation of David and Hope's points – growing fundamentalism in Islam and Christianity is a reaction to globalization.

A: Bernard Lewis's book on Middle East – argues that it's not Islamic fundamentalism, but it's poverty that is driving the reaction. Maybe a third story hidden underneath. Most Muslims are not fanatics and embraces all sorts of advancements.

How do parochial Muslims and Christians explain their parochialism with their universalist background?

A: It's a "them and us"

David Kalivas: Triumphalism is easy.

A: will never convince everyone. Also astonishing growth of tolerance in the world.

Michele Lourd: Thinking about India and their education models – public schools in India means private schools here. India is a vocational system, but there are discussions to switch to a liberal arts model, but at SSU, there's a lot of discussion about the vocational model being more important here.

A: It's an ongoing process – don't have very good evidence for it, but the resurgence of vocational education is a stage – the job is important and don't have the luxury of liberal arts. In the Middle East, there are some liberal arts schools appearing. Standards of living are doubling every 10 years in some countries. Doomsayers say it may come to a calamitous end at some point.

Dane – fascinated by your talk about penetration and influence and reach – rethinking about own work. Very small number of Americans who had encounters in the East that transformed American culture.

How would you gauge the influence on your students? Are they thinking of themselves as citizens of the world or are they seeing themselves as citizens of America?

A: Very selective group of students and self-selected to take my course. Many of my students are products of globalization. Majoring in economics and international business – they have to deal with it.

Roland: Fascinated with the use of language – paradigm of what happens throughout history about how languages blend and morph. Role of English as a form of lingua franca, but thinking about pidgin across so many regions. Replaced by English in many contexts. Diane Reem – what’s happening in China and increase of billionaires. Debate in the 1980’s – resistant that English becomes the computing language – committed to keeping French as a viable language. France – linguistic purges . Need to be careful that English has “won” because another debate that was about Chinese being viable – all Chinese friends use Chinese on the internet. “If they want to communicate with us, they have to learn English” – attitude still exists.

David Kalivas: Need to deal with religion more – how do we deal with in terms of it in it’s origin points – as a linked tradition? Judeo-Christian-Islamic religions are linked relations. How do you keep it going through? Long answer required.

A: Short answer – in the last 40 years, not taught that earlier period.