

MIDWEST WORLD HISTORY ASSOCIATION 2ND ANNUAL CONFERENCE

SEPTEMBER 16 – 18, 2011
ALVERNO COLLEGE
MILWAUKEE, WISCONSIN



**HARMONY AND DISCORD:
MAKING CONNECTIONS IN WORLD HISTORY**

IN CONJUNCTION WITH ALVERNO'S 7TH ANNUAL WORLD MUSIC FESTIVAL

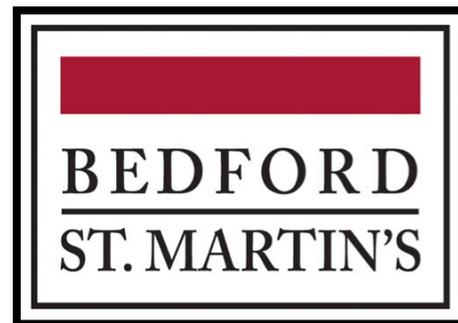
**GLOBAL
UNION**

The Midwest World History Association is honored to be an affiliate of the World History Association.

This conference is made possible through the sponsorship of the Department of History at Alverno College in Milwaukee, Wisconsin, and the MWWHA appreciates this generous support.



Alverno
COLLEGE



GLOBAL UNION

Saturday, September 17, 2011
Sunday, September 18, 2011

Humboldt Park

NOON - 5 PM

FREE ADMISSION!

Saturday, September 17

1:00 pm - Diblo Dibala
2:30 pm - Bomba Estereo
4:00 pm - Kultur Shock

Sunday, September 18

1:00 pm - Sergent Garcia
2:30 pm - Marco Calliari
4:00 pm - Blitz the Ambassador



Welcome to Milwaukee

A Message From the President of the Midwest World History Association



Welcome to the 2nd annual conference of the Midwest World History Association. As an affiliate of the World History Association, the MWWHA represents world historians throughout the thirteen Midwestern states, but our conference participants come from states throughout the country, and they come from regions throughout the world as well.

I want to make special note of the fact that this conference would not be possible without the generous support of Alverno College here in Milwaukee. We are honored to be hosted by this fine institution. Furthermore, special recognition

must also be given to the conference committee and to the program committee; the hard work that has been done by the members of both of these committees has made this conference a reality. I also want to thank all members of the Midwest World History Association. Simply put, this conference would not be possible without your ongoing financial support. And, of course, I want to thank all of the presenters, the chairs, and the commentators. This will be a great weekend in Milwaukee for world historians!

Yet another vital dimension of this year's conference is its coordination with the seventh annual Global Union Music Festival, which is reflected in our theme, "Harmony and Discord: Making Connections in World History." A schedule for the festival has been included in the conference program. Music for our Friday evening MWWHA reception will be provided by Tani Diakit , originally from the Wassoulou region of Mali, West Africa.

The MWWHA is honored as well to have Merry Wiesner-Hanks as our Friday evening keynote speaker. Her Saturday afternoon workshop, *Teaching Religion in World History: Comparisons and Connections*, is sponsored by Bedford St.Martin's Press. The University of Georgia Press and Pearson's are represented at the conference as well. On behalf of the MWWHA, I want to thank the publishers for their generous support of our 2nd annual conference.



Welcome everyone to the 2nd Annual Conference of the Midwest World History Association.

Photo: Overlooking the Bosphorus, Istanbul

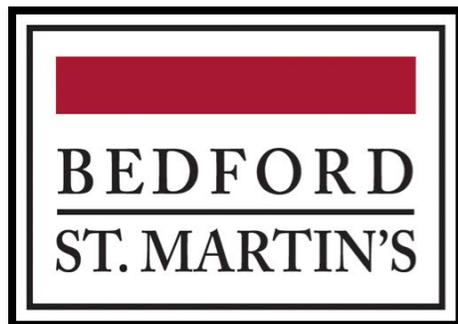


**Merry E. Wiesner-Hanks:
Keynote Speaker**

**"Sowers of Discord, Agents of
Decline: Demons in World History"**

Merry E. Wiesner-Hanks is a Distinguished Professor of History at the University of Wisconsin-Milwaukee. She is the co-editor of the *Sixteenth Century Journal* and the *Journal of Global History*, and the author or editor of twenty books and many articles that have appeared in English, German, Italian, Spanish, Greek, Chinese, Turkish, and Korean. These include *Early Modern Europe 1450-1789* (Cambridge, 2006), *Women and Gender in Early Modern Europe* (Cambridge, 3rd ed. 2008), *Christianity and Sexuality in the Early Modern World: Regulating Desire, Reforming Practice* (Routledge, 2nd ed., 2010) and *Gender in*

History: Global Perspectives (Blackwell, 2nd ed. 2010). Her research has been supported by grants from the Fulbright and Guggenheim Foundations, among others. She has also written a number of source books for use in the college classroom, including *Discovering the Global Past* (Cengage, 4th edition 2011), a book for young adults, *An Age of Voyages, 1350-1600* (Oxford, 2005), and a book for general readers, *The Marvelous Hairy Girls: The Gonzales Sisters and their Worlds* (Yale, 2009) the story of a family of extremely hairy people who lived in Europe in the late sixteenth century. She currently serves as the editor-in-chief of the forthcoming *Cambridge History of the World*.



The MWWHA deeply appreciates the fine work that has been done by both the conference committee and the program committee. This conference would not be possible without the dedicated service provided by these committee members.

Conference Committee

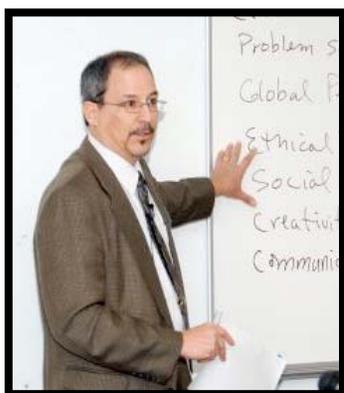


Conference Chair:

Jodi R.B. Eastberg is Associate Professor of History and Director of Asian Studies at Alverno College where she teaches a variety of courses in World History. She currently teaches courses on teaching world history and encounters and connections in world history in Alverno's Global Humanities MA program. Her research uses the framework of biography to explore the complexities of Anglo-Chinese relations during the Qing period. She is serving as Secretary for MWWHA and is a member of the Executive Council.



Kevin M. Casey is a Professor of History at Alverno College and earned his doctorate at Northern Illinois University. He teaches courses in U.S. history, U.S. foreign relations, modern world history and Latin American history. His research interests are primarily U.S. foreign relations and U.S. political history. Dr. Casey authored *Saving International Capitalism During the Early Truman Presidency: The National Advisory Council on International Monetary and Financial Problems*, published by Routledge in 2001 and has also published numerous articles on teaching history.



John C. Savagian is Professor of History and Chair of the History Department at Alverno College. He teaches various courses in U.S. history. He researches and publishes principally in the fields of American Indian and Antebellum American history, and on the scholarship of teaching and learning.



Nat Godley is Assistant Professor of History at Alverno College, teaching classes in world history, Middle Eastern and Islamic history, and European colonialism and its after effects. His research is on the politics of identity in colonial Algeria. He is a member of MWWHA Executive Council.



Student Conference Coordinator:
Jessica Niver is a student at Alverno College and an assistant for the Humanities Department. She is currently pursuing her undergraduate degree in Early Childhood Education with a Minor in Social Studies.

Program Committee



Tammy M. Proctor is the H. O. Hirt Professor of History at Wittenberg University in Springfield, Ohio, where she teaches world, European, and gender history. Her most recent books include: *Civilians in a World at War, 1914-1918* (NYU, 2010) and *Scouting for Girls: A Century of Girl Guides and Girl Scouts* (Praeger, 2009). She is serving as membership chair for MWWHA and is a member of the Executive Council.



Dr. Krista Feinberg, Assistant Professor of History, holds a doctorate from Indiana University. She joined the faculty of Lakeland College in Sheboygan, Wisconsin in 2006. Feinberg's research interests include the Guajiro Indians from Venezuela and smuggling networks in the early twentieth century. She teaches World History and Latin American History as well as any non-US history courses. Feinberg enjoys spending time with her husband and three sons. She tries to keep up with her sports minded boys and competed in a triathlon last summer. She is serving as treasurer for MWWHA and is a member of the Executive Council.



Louisa Rice is Assistant Professor of History at the University of Wisconsin Eau-Claire. She has a PhD in history from Rutgers University, and researches the French colonial Empire, particularly in West Africa. She has recently published "Cowboys and Communists: Cultural Diplomacy, Decolonization and the Cold War in French West Africa, 1950-63," in *the Journal of Colonialism and Colonial History* and teaches classes on World History as well as the histories of Africa, Imperialism and Genocide. She is a member of the MWWHA Executive Council.



Tom Barker is a Ph.D. candidate at the University of Kansas in Curriculum & Instruction, specializing in secondary social studies and education foundations. His dissertation is tentatively titled "Understanding Regional Dimensions of Citizenship Between Poor and Well Performing Schools in Urban, Suburban and Rural Settings." He is a member of the MWWHA Executive Council.



Conference participants can access WI-FI
with the following case-sensitive login:

USER: EDU001

PW: 2011tf

FRIDAY, SEPTEMBER 16

On-going Activities

12:00 — On-going: Registration

TL Rotunda: Teaching, Learning, & Technology Center (TL), Rotunda

On-site registration opens.

Pre-registered conferees may pick up their badges and conference materials.

The registration table will remain open throughout the weekend.

12:00 — On-going: Book Exhibit/Refreshments

Alumnae Hall: Located between the Teaching, Learning & Technology Center (TL) and the Liberal Arts Building (LA)

Light refreshments – coffee, tea, water, lemonade will be offered throughout the conference.
Book tables, information board, and a place to relax during the conference.



Session 1
Friday, September 16
1:30-3:00pm

Panel 1

LA 210: Liberal Arts Building, Library Computer Lab

WORKSHOP:

The Poverty of Online Sources and the Riches of Global Learning in an Online World

Jennifer Geigel Mikulay, Alverno College

“Women Making Video for Wikimedia Commons”

Chris Young, Alverno College

“Students Explore the History of Global Wildlife Conservation Online”

Today’s students overwhelmingly prefer scanning Wikipedia articles to spending time in the library, and most would rather watch YouTube than read scholarly literature. While many educators view this reality as a problem, this hands-on teach-enabled MWWHA workshop takes our students’ immersion in social media as a jumping off point for creative pedagogies of global historical research. The workshop will include three interactive elements: 1) brief presentations of case studies in which students confront global historical research problems using social media as platforms for inquiry and exchange, 2) assisted hands-on exploration of web-based social media resources in the teaching areas of workshop participants, and 3) critical discussion of the strengths and limitations of social media platforms as venues for global historical research.

The conveners will present case studies from their disciplinary perspectives, media history and the history of science. Hands-on exploration will include Wikipedia, YouTube, Facebook, Twitter, and other social media platforms of interest to participants. We will use an open Google Doc to make the workshop proceedings public and invite commentary from a larger circle.



Panel 2

TL 112: Teaching, Learning & Technology Center, Room 112

Nationalism and Revolution: Harmony and Discord during Nation-building

Chair/Commentator: John Pincince, Loyola University, Chicago

Joel E. Tishken, Washington State University

“Political Unification in the Nineteenth Century: The Zululand and Ethiopian ‘Miracles?’”

For many teachers, the unification of Italy, in 1861, and Germany, in 1871, remain significant moments in the history of the modern world. This presentation will argue that their unification is no more or less significant than the nation-building taking place elsewhere around the globe in the nineteenth century. While perhaps momentous within the triumphalist narrative of European nationalism, the unifications of Germany and Italy are not unique, beyond comparison, or even necessarily momentous in a world history context. I will argue here German and Italian unifications would best be seen as simply two responses among many to the profound global changes of the nineteenth century. Such changes included: the abolition of slavery and the resulting emergence of new forms of labor, industrialization, new forms of technology (particularly in military transportation technology), expanded contacts in trade and diplomacy, global Christian missionization, and reform movements throughout the Islamic world. All of these changes meant massive transformation across the globe. In some cases this led to political dissolution and in others to political amalgamation. The examples could be many, but I will focus upon two African cases, that of Zululand and Ethiopia. Using these examples, I will demonstrate that political unification and nation-building was occurring throughout the world and German's and Italy's “achievements” were no more or less “miraculous” than elsewhere.

James Tallon, Lewis University

“Harmony in Discord: The Age of Revolution 1900-1925 in the ‘Black Sea World’”

At the dawn of the 20th century numerous states in and around the Black Sea were in the midst of great upheaval and in many ways revolutionary transformation. Yet, these events are regarded as separate events that lack connectivity. This paper puts forth the notion that the tumultuous events of 1900-1923 in the greater Black Sea basin do in fact have many commonalities and connections, which merit the development of a historiographical concept to describe these events together. Like the Atlantic Age of Revolutions concept, the Black Sea Age of Revolutions relies on a holy trinity of examples, the Russian Revolution of 1905, the Iranian Constitutional Revolution of 1906, and the Young Turk Revolution of 1908. Also like the Atlantic Age of Revolutions, the Black Sea version has plenty of auxiliary examples of various stripes: the Serbian Palace Coup of 1903, the Great Romanian Peasant Revolt of 1907, the Goudi Coup of Greece in 1909, the Balkan Wars 1912-1913, the Bolshevik Revolution of 1917, the Kemalist Revolution of Turkey in 1920, and the Pahlavi Coup of Iran in 1925. Like their Atlantic counterparts the results are varied. Older historiography has regarded these developments as ancillary to those in “Europe” proper, but they should be regarded as a separate historical and historiographical category the way in which their Atlantic counterparts have been viewed.

Kenneth Shonk, University of Wisconsin-Superior

“A Consideration of Ireland’s Place in the Macro-Narrative of Global History”

With the growth and popularity of global history, a number of questions are raised as to the role of the small nation within the field’s macro-narrative. What role do the smaller nations play in the still-evolving narrative of global history? Does this approach to history mean that smaller nations/ethnic groups enter the narrative as historical quirks or oddities? In the case of Ireland, its history is largely limited to tales of suffering (the Famine) or of quasi-terrorist trappings (IRA). As such, this paper in part seeks to address how the macro-narrative to global history threatens to marginalize the histories of smaller nations. In terms of global micro-histories, the purpose of this paper will be to consider the historiography of Ireland, demonstrating the propensity by Irish historians to treat Ireland as insular, with the only global interactions coming as a result of migrations or the island’s relationship to the British Empire. This sentiment is not only ahistorical, but also negligent of Ireland’s small, but important role in certain aspects of global history. For example, my paper will demonstrate how Ireland’s anti-colonial movement of the 1920s and 1930s influenced the wave of post-World War II liberation-nationalists in such places as Ghana, India, and Wales. At the very least, this paper will demonstrate the need to consider the significance of Ireland to the twentieth century phenomenon of anti-colonialism.

Session 2
Friday, September 16
3:15-4:45pm

PANEL 3

TL 112: Teaching, Learning & Technology Center, Room 112

Creative Assessment in the History Classroom

This session will feature examples of creative assessments designed and used by three Alverno College faculty members in their world history or American history courses. Each of these assessments measure student learning using specific criteria related to course outcomes. The assessments include a critical library assessment, an in-class debate over globalization in world history and an analysis and presentation on an artifact related to the Atlantic slave trade. A current Alverno College undergraduate who has participated in some of these assessments will chair and comment on the papers and her experiences with history assessment at the College. The presenters hope that their presentation of these examples will stimulate a lively discussion of other creative assessments that members of the audience have developed.

Chair/Commentator: Adriana Albor, Alverno College

Jodi Eastberg, Alverno College

“Making Connections between Information Literacy and Professional Development: Creating an Experiential Assessment for Advanced World History Students”

Alverno College’s History department has defined one of its five major outcomes as students demonstrating their ability to “take responsibility for her own interpretations of the past by explaining and defending them publicly in a variety of personal and professional contexts.” In this presentation, I will explore the process of creating an assessment in collaboration with the staff of Alverno’s library, where students critically evaluate the library’s collection, professionally present their findings, and ultimately make suggestions for future collections acquisitions. This assessment draws on students’ abilities to conduct research, evaluate sources, consider the limitations of their findings as well as to professionally report their findings. Ultimately, their suggestions for collections acquisitions are considered seriously and are at times purchased by the library. As part of this process, they consider what it means to do historical research, to build a responsible bibliography beyond the library’s holdings, and the ethical and cultural issues associated with library collection development. Moreover, the use of additional experts – in this case library staff – adds a dimension of “externality” or external assessment to the course which leads students to reflect meaningfully on the ways that this assessment is transferable to multiple personal and professional contexts beyond the classroom.

Kevin M. Casey, Alverno College

“Orchestrating Discord in the Modern World History Classroom: Using a Debate on Globalization in World History to Assess Students’ Learning”

One of the learning outcomes for the students in my modern world history course is for them to draw on their learning in the course to formulate historical interpretations and make historical judgments about aspects of the past using multiple modes of communication. In this presentation, I will discuss the process that I use to prepare students to participate in an in-class debate about globalization in world history. I will describe how I use this debate as a culminating course assessment that allows students to draw on their learning throughout the entire semester. I will also describe how this assessment is explicitly tied to the students’ demonstration of specific course learning outcomes and abilities that are integral to the course. Finally I will share student’s engagement and response to this assessment experience.

John C. Savagian, Alverno College

“Material Culture and the Aesthetics of Slavery: Teaching and Assessing for American Slavery in a Global Context”

Teaching the history of slavery for students in my upper division course entitled “The Origins of US Slavery,” is challenged by the fact only a small percentage of slaves trafficked during its 300 year history were brought to the British colonies of North America and then to the United States. Yet to most American students, Slavery and American Slavery are one and the same, regardless of how many of them reached North America’s shores. Thus, one

of my outcomes for this course is to make certain that by the end of the semester students will recognize the global dimensions of slavery in the modern era and be able to demonstrate this understanding. To allow my students to express their knowledge of the scope and impact of the international slave trade and recognize America's place in it, I administer an end of term assessment centered on students' analysis and interpretation of cultural artifacts that have a relationship to slavery. How I design and teach toward that assessment forms the basis of my presentation. Aside from discussing the topics, readings, and approaches taken towards the subject, my talk will include how the assessment is designed to demonstrate students' knowledge and their ability to use that knowledge in engaging and creative ways. I will also set context for how I teach and assess this subject through Alverno College's outcomes-based curriculum.

Panel 4

TL 201: Teaching, Learning & Technology Center, Room 201

WORKSHOP:

Harmony and Discord: The Creation and Invention of Hmong Identities in Contemporary American Society

Mary Louise Buley-Meissner, University of Wisconsin-Milwaukee

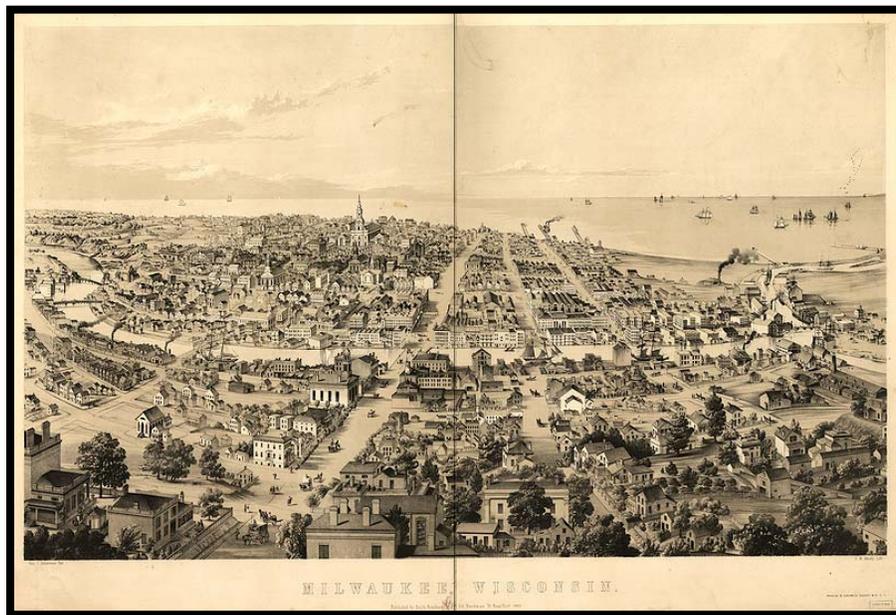
"Stitching the Fabric of Hmong Lives: The Value of Studying *Paj Ntaub* and Story Cloth in Multicultural Education"

The artistry of Hmong women across generations is evident in two major chapters of cultural creativity inseparable from Hmong history and heritage: first, traditional sewing in Laos to reinforce the identity and values of family and clan; and second, story cloth production in refugee camps to bring Hmong lives to the attention of the outside world. Many studies of Hmong culture have concluded that traditional forms of cultural creativity are being lost because they are unappreciated by younger generations. However, this essay proposes that studying *paj ntaub* and story cloth potentially can become a transformative educational experience for Hmong American college students, opening their eyes, minds and hearts to the continuing significance of their cultural heritage. Affirming clan membership and ethnic identity, traditional *paj ntaub* designs symbolize the value of home, family and strength gained from unity. Requiring many years of practice to refine, the patterns are as intricate as any to be found in sewing around the world. The creation of story cloths after the Vietnam War signals a major change in the purpose of sewing. Each unsigned cloth can be read as a narrative of Hmong history, often extending from Chinese origins through village life and war in Laos to resettlement in the United States. Tragic in theme, yet beautiful in execution, story cloths gain even more significance as part of a worldwide indigenous movement to tell the truth of history through art. Carefully considering the historical, social and cultural context of how women have learned to sew, students come to recognize that the creativity of women across generations demonstrates their remarkable achievement in affirming bonds of family and clan; marking rites of passage from childhood to adulthood; witnessing to the world what Hmong people have suffered and testifying to their endurance. Moreover, *paj ntaub* and story cloth can be read as forms of narrative art emerging from both individual and collective identity.

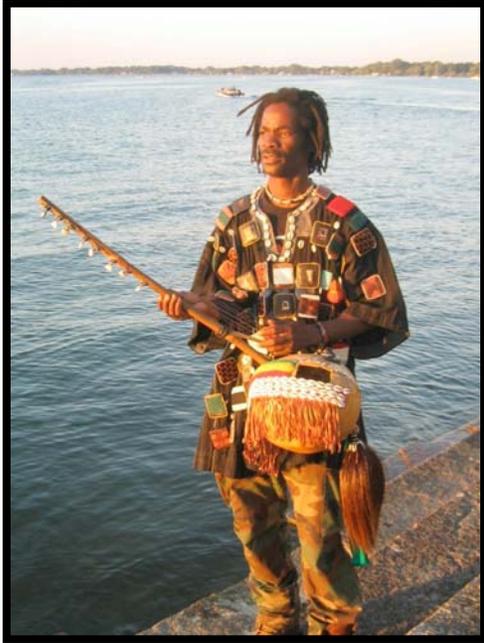
Vincent Her, University of Wisconsin-La Crosse

“Freedom Fighters or Mercenaries? Citizens or Terrorists? : A History of Popularized Images of Hmong and Hmong Americans”

In this presentation, I reflect on the changing meaning of what it means to be Hmong by focusing on how this group of people has been represented in popularized imagery from the 1900’s to the present. Hmong studies originated in the early 1900’s when Western missionaries began writing about Hmong people of China and Southeast Asia. From their accounts emerged distinct images of Hmong as the Other, as tenacious montagnards and fierce warriors. From the “crazy men” who rebelled against French taxation in 1919 to the U.S.-trained guerrilla army who thwarted advances of Viet Minh forces into northern Laos during the Vietnam War, current understanding of what is Hmong has been shaped by many voices, including those of historians, politicians, anthropologists, activists and others. At the start of America’s Secret War in Laos in the 1960’s, Hmong soldiers were referred to as “freedom fighters,” but by its end in the early 1970’s, they were described as “mercenaries.” Since 1975, Hmong integration into American society has been steady, as evidenced by rising home ownership in the Hmong American community and the entry of Hmong Americans into many professional fields from law to dentistry and medicine to higher education. Yet, under the 2005 version of the Patriot Act, Hmong were branded as “terrorists” leading to the arrest of General Vang Pao and nine others in 2007 for allegedly plotting to overthrow the government of Laos. This development along with other controversies, such as the Chai Vang shooting in Wisconsin and the backlash against the Wisconsin State legislature for attempting to make Hmong history and culture a part of the curriculum of Wisconsin schools, leave lingering questions regarding the status of Hmong as American citizens. By necessity, inquiries into what it means to be Hmong today must include efforts to understand in broader context social, political and historical forces shaping their lives from the early twentieth century to the present.



Friday, September 16
5:00-6:00pm



WELCOME RECEPTION

Alverno College Art Gallery
1st Floor, Liberal Arts Building

Music by

Tani Diakit , originally from the Wassoulou region of Mali, West Africa, is a griot – a traditional poet, musician, chronicler, and storyteller. He plays the kamelan ngoni, a West African stringed instrument related to the guitar, and sings tales that were passed down to him through the griot oral tradition.

Welcome

Nat Godley, MWWHA Executive Committee Member, Alverno College
Paul Jentz, MWWHA President. North Hennepin Community College

6:00pm-8:30pm

DINNER AND KEYNOTE ADDRESS

Teaching, Learning & Technology Conference Center

Introductions

Jodi Eastberg, Secretary MWWHA, Alverno College
Raul Galvan, Milwaukee Public Television

KEYNOTE ADDRESS

Merry Wiesner-Hanks, University of Wisconsin-Milwaukee
“Sowers of Discord, Agents of Decline: Demons in World History”

SATURDAY, SEPTEMBER 17

On-going between sessions:
Location: Teaching, Learning and Technology Center Rotunda

Images and Perspectives from the Material Culture of the Slave Trade

Alverno College students share their research into various slave trade artifacts from a course on the Origins of American Slavery.

Participants: Megan Burgess, Brittany Lee, Adriana Albor, and Ashley Zdero.

Session 3 Saturday, September 17 9:00-10:30am

Panel 5

TL 201: Teaching, Learning & Technology Center, Room 201

Persistent Conflict: World History in the American Academy and Classroom

Chair/Commentator: Jeanne Grant, Metropolitan State University

John Pincince, Loyola University, Chicago

“On the ‘Vanishing West’: the state of world history in the American academy in the twenty-first century”

This paper examines the persistence of the “rise of the West” narrative in curriculum arguments about the state of Western civilization and World history courses at institutions of higher education on the United States. From the National Association of Scholars report, entitled “The Vanishing West,” to Niall Ferguson’s book and television series *Civilization: the West and the Rest*, the notion that foundational or core history courses should place greater emphasis on Western civilization remains a constant thread in perceived threats of multiculturalism. The inclusion of World History and related transnational historical perspectives to the undergraduate core are depicted as “inadequate” to central role played by the “West” in global transformation since antiquity. This paper argues instead that the bifurcation of “west” and “rest” in pedagogical and curricular practices is myopic at best and nativist at worst.

Thomas Barker, University of Kansas (presenting)

Joseph O'Brien, University of Kansas (co-author)

“Harmony and Discord Between High School U.S. and World History Teachers”

This paper provides an analysis of some of the findings regarding the similarities and differences between high school U.S. and world history teachers from data that was collected as part of the National Survey of Social Studies Teachers conducted in Kansas during the Fall of 2010. Though having received a response from 128 secondary social studies teachers, a return rate of approximately 23%, only 53 of these taught U.S. or world history. Because of this sample size and the desire to have a normal distribution we provide our analysis as a framework for future research on a topic that is typically not addressed. Based on this we provided a discussion of topics that were significantly different at an $\leq .05$ and those that might be with a larger sample that had an $\leq .10$. Our analysis found that teachers of both subjects were likely to use similar instructional patterns, views about the importance of social studies, and subject to similar educational policy pressure across various demographic variables. However, we found that there were also distinct differences between the two regarding professional development, pursuit of advance degrees, content choices and level or support received for their instruction. In discussing these differences and similarities we provide suggestions on how future quantitative and qualitative research can perhaps better address these issues so that researchers can better understand problems that are distinct between the two different types of teachers.

Sarah Grisbach, Saint Louis Art Museum and Washington University in St. Louis

“Bzzzzz- What do the words and phrases commonly used in World History curricular guides, textbooks, assessments, and professional papers suggest about the intentions inherent within the field?”

Professional jargon can be fleeting. Words, when over-used, can lose meaning. However, the prevalence of specific terminology hints toward the users' motives. Current scholarship in the field of history has led to a rethinking of established views, reflecting greater sensitivity to variations in cultures, social systems, and political economies. Phrases such as - competing/conflicting world views; frame of reference; point of view; diversity of interpretations; ethical imperialism; causal relationships; influences and implications; context for understanding; transmission and interaction of religion; POV (purpose, author, occasion) - express a way of looking at events from the outside with an attempt at attaining distance. This language reinforces belief that objective truth is, to some degree, impossible. Our contemporary historical lexicon promotes post-dualistic thinking that does fuller justice to issues than is possible through the segregation of historical events into distinct and discrete individual units that denies values related ambiguities. This brief workshop will use a variety of audience interactions to explore this topic.

Panel 6

TL 112: Teaching, Learning and Technology Center, Room 112

Shamanism, Indigenistas and Freedom Fighters: Trans-national Identities in World History

Chair/Commentator: Hong-Ming Liang, The College of St. Scholastica

Merose Hwang, University of Wisconsin-Superior

“Orientalism from Within: Tracing the Development of Shamanism in History”

The first western writings on “shamans” emerged in the late eighteenth-century when Russian imperial interests in shamanism were intended to aid in their Siberian trade. A new discourse on shamanism emerged out of these expansionist endeavours. Shaman characters were used in popular literature to meet the demands of a growing European literary market, born out of the imaginations of scientists on the Siberian frontier and later used to justify western evangelical movements in faraway places like Korea. Although historians have established that “shamans” were born out of a western imperial dialectic, relatively little attention is paid to how those subjects were “indigenized” in their frontiers and even less so to how they emerged as a part of indigenous discourses in the first place. Rather than assuming that Orientalism emerges from western imagination, this paper will be an attempt to showcase indigenous discourses as a resource for imperialism by considering Korean intellectual discussions of “mudang” before they were recognized as “shamans.” Indigenous intellectuals used un-Confucian subjects to incite social and political reform in the 18th and 19th century Korea. These discussions were later adopted by western and Japanese imperialists, and even Korean nationalists, each asserting their own “discovery” of shamanism and the Korean Orient.

Raul Galvan, University of Milwaukee-Wisconsin and Milwaukee Public Television

“The Fernandez Cavada brothers: Nineteenth Century transnationals”

Born in Cienfuegos, Cuba in the 1830s to a Spanish father and a mother descended from French Haitians, Emilio, Federico and Adolfo Fernandez Cavada were brought to the Philadelphia area as children by their mother after the death of their father. They were educated in the United States, and the younger brothers enlisted in the Union Army during the American Civil War. After naturalizing as American citizens, Federico and Adolfo returned to Cuba to serve their adopted country as Consuls. But after the Ten Years War broke out on the Island in 1868, Federico and Adolfo joined the nascent Liberation Army and fought the Spaniards before losing their lives. This paper will examine issues of national self-identity, and will argue that, at least in the case of these three brothers, allegiance to country was established early and maintained through a transnational existence in a foreign country.

Andrae Marak, Indiana University-Purdue University Columbus

“Harmony After Discord: Anglo Indigenistas among the Seris in Post-Revolutionary Mexico”

When Anglo rancher and Seri benefactor, Robert Thomson, petitioned Mexico’s Secretaría de Educación Pública (SEP) to establish a primary school for tribal members, he claimed to do so for the sake of humanity and because the Seri were living in “physical and moral misery” that could only end through their integration with the rest of Mexican society. Thompson’s adoption of indigenismo’s commonly articulated causes of the “Indian problem” – isolation and cultural backwardness – was an early indicator of the post-revolutionary government’s ability to create what Mary Kay Vaughan has called “a common language for consent and protest” and served to tie a local Indian land and resource “problem” to the newly created federal government and its bureaucracy. What was unique about this situation was the fact that Thomson and Edward H. Davis, an Anglo pseudo-anthropologist and collector for the Smithsonian, acted as cultural brokers and promoted U.S. style assimilation in the wake of the vehemently anti-Yankee Mexican Revolution (1910-1917). This paper explores the impact that transnational actors, ideas, and practices had on the Seri in the 1920s. Specifically, it examines government payment of tribal leaders, the creation of a pseudo-reservation (coupled with an Indian Removal program), government restrictions on non-Indian access to the Seri, and the attempts to turn the Seri into “Show Indians” by putting them on display in the United States. Thomson and Davis’s work on behalf of the Seri serve to highlight a unique moment of cross-cultural negotiation that spanned three cultures rather than the usual two.

Panel 7

LA 109: Liberal Arts Building, Room 109

ROUNDTABLE

Lessons from AP Grading: Changing Classroom Challenges

The expansion of Advanced Placement World History in high schools across the nation has changed the landscape of world history instruction in both secondary schools and higher education. Many more students are exposed to AP curricular structures, grading rubrics, and test-taking strategies in 2011 than they were even a decade ago. In 2010, “nearly 1.7 million students took more than 2.9 million AP exams,” up from 1 million only two years earlier in 2008. (CollegeBoard, June 2010) With the rising numbers of students exposed to the AP system, high schools, colleges and universities need to address the impact of these expectations on our survey courses. This roundtable will explore the ways in which Advanced Placement grading, standards and professional development opportunities have affected the classes in three different institutions: a large public high school in Rio Rancho (NM), a community college in Dubuque (IA), and a liberal arts university in Springfield (OH). Each speaker will raise several points in relation to her institutional setting, and then the panel will open the floor to broader discussion of the AP phenomenon in U.S. education.

Moderator: Janet Anderson, West Ashley High School

Carmen Hernandez, Northeast Iowa Community College

“What Students Don’t Know and Why It Doesn’t Matter”

Students learn lessons often not measured by the metrics of a standard college grading scale. Grading the AP World History Exam has influenced me to change the way I teach *and* the way I grade.

Leslie Keeney, Rio Rancho High School

“The New Face of AP – Preparing the nontraditional student”

As AP courses are now open wide to any student who wants to take a class, more than simply teaching content is necessary. The course at the high school level is becoming increasingly skills-based and the new AP World History exam for 2012 reflects this shift.

Tammy Proctor, Wittenberg University

“The AP World History Grading Rubric and University Classrooms”

College professors typically do not take courses in teaching, but instead rely on a master/apprentice model in which techniques for grading, lecturing, and conducting a discussion are passed down through on-the-ground training in graduate schools (or first jobs). The AP grading rubric is a tool that challenges many college professors to think about how and why we teach as we do.

Session 4
Saturday, September 17
10:45am-12:15pm

Panel 8

TL 201: Teaching, Learning & Technology Center, Room 201

Encounters in World History Classroom: World history strategies in the high school classroom

Chair/Commentator: Donna Engelmann, Alverno College

Danielle Vorkapich, Alverno College

“West, Always West: Examining and Teaching about the effects of Cross-Cultural Exchanges between the Ojibwa and European Traders during the 19th Century”

Although early contact with Europeans (both French and British) through the fur trade was initially beneficial for the Ojibwa and other indigenous peoples of North America, it gradually resulted in their forced migration west and the ultimate erosion of their culture, land and traditions. Using Louise Erdich’s novel *The Birchbark House*, this lesson uses an inter-disciplinary approach to analyze and teach about the early seeds of colonization and

relocation of the Ojibwa, focusing on how both intentional and unintentional exchanges between different groups of people affect culture. Although this novel provides a detailed view of the daily life of Anishinabe, it also reveals the ramifications of European colonization on the native people of the area. By researching the fur trade during their study of the book, students will explore how interactions with the Europeans created many levels of interactions with the Europeans created many levels of discord within the Ojibwa population. This cross-disciplinary approach also reinforces the connections between literature and history thereby furthering students' overall understanding of the human experience.

Margaret J. Dunford, Riverbend High School

“Moments of Peace, Moments of Conflict: Real World Conflict Analysis and Resolution in the World History Classroom”

Studying and analyzing conflict is an integral part of any world history curriculum. Conflict is a defining aspect of the human experience and it is important for students to learn how to analyze various types of conflict and its impact on the world. Also, students need to learn to make comparisons across cultures and time periods. This is difficult for students to learn how to do, so it is important to give them opportunities to practice these skills. One way to do this is through real world conflict analysis and resolution.

An example of this is a lesson I created where students take on the role of consultant and are tasked with formulating a solution to a current world conflict. Their job is to analyze the historical background, causes, and specifics of the conflict, and then collaborate on a solution (taking into consideration cost, parties involved, challenges, etc.). After designing a solution, the students present their project to the class as if they are presenting to the parties involved. For example, students who did their project on Israel/Palestine geared their presentation towards those leaders respectively. The rest of class is provided with a brief background prior to each presentation, and asks questions from the viewpoints of the interested parties. At the end there is a roundtable discussion about the project. This is an excellent tool for teaching students the skills necessary for successful historical inquiry. Conference attendees will be given a copy of the lesson to use in their classrooms

Carmen Hernandez, Northeast Iowa Community College

“Discord in the Arts: Re-imagining Bizet’s *Femme Fatale*, *Carmen*”

The arts provide the venue for the enduring image of the femme fatale, and never is this more the case than in Grand Opera. Since antiquity women have been characterized as dangerously seductive, a discordant image. Ideally, attraction and interest should lead to pleasurable experiences. But the operatic femme fatale often leads her subjects or herself into perdition. The femme fatale, therefore, by definition is deadly. This image transcends time and cultures, a world phenomenon. Women’s sexuality continues to challenge understanding even in the twenty-first century. In opera, the femme fatale motif has created such intriguing characters as Bizet’s *Carmen*, Massenet’s *Manon* and Puccini’s *Manon Lescaut*, Alban Berg’s *Lulu*. Similarly, Richard Strauss enshrined the biblical character Salomé in his opera of the same title. In these operas, there is a characteristic tragic ending, usually a fatality.

These women might be presented in new light, however, and their allure might be reframed for a twenty-first century interpretation. While there is no changing of the basic story line and the tragic ending should stand, these women can be portrayed as independent subjects of systems that suppress independence. If this suggestion seems heretical to the opera purist, we can note that part of what has made Shakespeare's plays so remarkable has been the tendency to reimagine them in a new or contemporary setting. So it can be with the operatic femme fatale. This essay proposes new ways to present the eponymous *Carmen* in keeping with feminist understanding and theory, but departing from the standard historical interpretation. Musical clips may be used to demonstrate some of the ideas.

Panel 9

LA 109: Liberal Arts Building, Room 109

The "Extra" Reading

Most faculty and teachers use additional reading for our World Civilization courses. Some might be to support papers, others to start discussions, and yet others to foster critical thinking in group work. The four faculty members elaborate on one work/set of documents that support our teaching of world civilizations.

Dan Ringrose, Minot State University and Warren Gamas, Minot State University "Snip,Snip:" The Digital Age of Texts, Supplements, Readings in World History Courses

This talk will explore the challenge of selecting sources and readings that simultaneously engage students and illustrate the complexity of past cultures and moments in world history. It will discuss current format of most commercial document readers and the subtle and limiting effect these documents have on student thinking and exploration. Second, it will present preliminary results of a pilot project that uses historically themed, document-based case studies with images, texts, and media to allow students to explore beyond the "snippet" of individual documents. These case studies are being prepared and conducted on iPads and one goal is to use these tools to encourage group discussion, critical analysis and interpretation. This talk will present one such case study and consider how (and if) digital media tools facilitate deeper levels of student learning and participation. It will conclude with observations on the kinds of changes historians authoring textbook materials should consider and the implications this may have for traditional "doorstop" history textbooks.

Ernst Pijning, Department of History, Minot State University

"A Haunting Past? South Africa's Truth and Reconciliation and the creation of national identity."

The past is important to create identity of nations. Inhabitants of countries deal with traumatic events in a wide variety of ways. One of the most notable cases is that of South Africa's apartheid regime and how it tried to create a new future by discussing their issues openly through the Truth and Reconciliation process. In my world civilizations since 1500 class I used Desmond Tutu's *No Future without Forgiveness* as an example, and asked students to use this concept of "dealing with the past" upon other nations in the form of a comparative paper. The presentation will be about the objectives, ideas, and challenges of this project.

Krista Feinberg, Department of History, Lakeland College

“Taking Sides: Using the Taking Sides supplements in World History I”

Students are hungry to participate in meaningful discussions. The breadth of World History is so vast that instructors often make the mistake of lecturing to cover “everything” in a semester. Adding extra reading seems impossible—not just because students rebel at the reading amount but discussing the extra reading will take away from the content. Or will it? Offering students polemical arguments about events and theories in World History fosters critical thinking and encourages students to make educated judgments. Most general studies World History students do not have the knowledge or background to create sophisticated arguments on historical topics. Presenting a simple argument gives the students a foundation to expand to more complex interpretations of historical events that seem clear cut in the textbook. The end result is that students who participate in the discussion gain a fuller perspective on the issue.

Panel 10

TL 112: Teaching, Learning & Technology Center, Room 112

Mad Skills: Teaching for Historical Skills in the Technologically Engaged World History Classroom

Chair: Nat Godley, Alverno College

Commentator: Louisa Rice, University of Wisconsin-Eau Claire

Nat Godley, Alverno College

“‘Teacher Don’t Teach Me No Nonsense’: Using World Music Videos to Enhance the World History Survey”

For the past year, I have begun each of my classes with a music video that links to a theme we discuss in class. I use a variety of techniques to make these links – sometimes direct historical connections, such as using colliery brass to illustrate new forms of working class sociability in Industrial Revolution Europe; music that shows modern historical memory of events we discuss, such as Haitian pop music commemorating the Revolution; music that has its roots in historical processes, such as Fela Kuti’s anti-colonial African-American and African fusion style Afrobeat (an example of which provides the title of this paper); and music that gives a glimpse into the societies and cultures under discussion, e.g. showing Igbo masquerade dancing while discussing Achebe’s *Things Fall Apart*. However, while the exercise is fun, it is an experiment that still has some issues. Firstly, there is perhaps an inevitable Eurocentrism, especially for the earlier period, when recorded music was largely Western. Secondly, it is much harder to find contemporary music or music that resonates with the material for the pre-modern section of the survey. Lastly, I will discuss pedagogy, moving from a lecture-based approach towards a more student-centered model that builds critical skills in relation to musical texts alongside written and material ones. Overall, I will present a report on my trials and errors, but I also hope to start a discussion about the usefulness of this material, the intended outcomes, and various methods of teaching and evaluating world history with music.

Thomas Mounkhal, SUNY, New Paltz

“Using Music to Develop Sophisticated Thinking Skills in the World History Classroom”

This presentation will model the use of music to develop the important, domain specific thinking skill of identifying relationships across time and place in a world history course. Participants will be shown one method of employing music, cooperative learning and a global timeline in order to teach and/or reinforce the cognitive skill of recognizing the links in global events over long distances of time and space. The specific music to be used will be the mid 1950's rhythm and blues song *Bo Diddley* performed by the late artist whose stage name was the same as the song title. Even though the music is from mid 20th Century Chicago, the teaching method has wide applicability in a world history classroom.

JoAnn Oravec, University of Wisconsin-Whitewater

“Social Media and World History: Facebook and Twitter as Sources for Historical Analysis”

Social media such as Facebook and Twitter have served as platforms for the exchange of information between and among individuals in peaceful and stable environments as well as in chaotic and revolutionary contexts. This presentation outlines a number of specific cases in which social media have played a considerable role in historical events. For example, recent uprisings in Egypt and Tunisia have been considerably influenced by social media, with participants using these platforms for communications both within the nations themselves and internationally. However, there have been several incidents in which social media have been used to convey misinformation by power elites or rival groups. Facebook sites have been constructed as ways to trap protesters into revealing their identities or providing strategic information to opposition groups. This presentation describes how social media can be used in classroom and research contexts to address issues of information as well as misinformation in these situations. Informational artifacts can be brought into the classroom in nearly real-time as social media are used to disseminate information in chaotic and revolutionary regions. Social media also provide historians with traces of activity that can be digested long after events have transpired. Critical analysis of these information streams is needed for students of history to make sense of the sources and draw larger conclusions about historical circumstances.



Session 5
Saturday, September 17
12:30-2:00pm

Panel 11

Teaching, Learning & Technology Conference Center

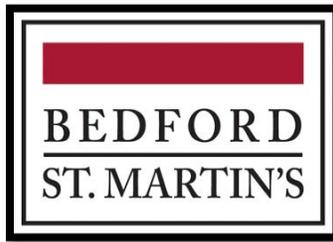
WORKSHOP:

Teaching Religion in World History: Comparisons and Connections
Sponsored by Bedford St. Martin's Press

Merry Wiesner-Hanks, University of Wisconsin-Milwaukee

Tim Keirn, California State University, Long Beach

Participants will receive a copy of *Religious Transformations in the Early Modern World* by Professor Wiesner-Hanks



2:00-3:00

MWWHA Executive Council Meeting

TL 112: Teaching, Learning & Technology Center, Room 112



SUNDAY, SEPTEMBER 18

Session 6

Sunday, September 18

9:00-10:30

Panel 12

TL 112: Teaching, Learning and Technology Center, Room 112

ROUNDTABLE DISCUSSION:

Making Connections: Creating Profound Global Experiences through Study Abroad

Roundtable Discussants:

- **Jeanne E. Grant, Ph.D., Metropolitan State University**
- **Danielle Hinrichs, Ph.D., Metropolitan State University**
- **Andrew Cseter, M.A., Director of TRiO, Metropolitan State University**
- **Lily Yang, Nicole Mariska Sindelar, and Tony Krosschell, undergraduates, Metropolitan State University**

Not often enough do undergraduates have the opportunity to participate in study abroad programs. This roundtable will discuss study abroad program(s) that included focused academic instruction and cultural structure to offer students opportunities to transform study abroad into profound global experiences. Study abroad becomes global experience when a program emphasizes investment in making connections among academic content, cultural knowledge, and student growth. This roundtable will consist of brief presentations from instructors and students to assess the experiences undergraduates gained from one or two such structured global programs. One program included seven weeks classroom instruction on Czech history and literature followed by ten days in the Czech Republic. The goals and outcomes of the program(s) will be described and evaluated, with particular attention given to approaches and methods of encouraging students to make connections among academic inquiry (in this case into history and literature), locating new knowledge in a global context, and travel abroad as a way to apply knowledge. The overall goal of this roundtable is to describe to and discuss with the audience how global experiences can influence students' academic and personal lives and how the classroom enhances the global experiences.

Panel 13

TL 201: Teaching, Learning and Technology Center, Room 201

Plagues and Peoples: Harmony and Discord in the Middle Ages

Chair/Commentator: Heather Winter, Milwaukee Art Museum

Amy Williams, Carroll University

“Death Come Quickly!: A Study of Various Socioeconomic Impacts of the Black Death in Europe and the Middle East”

Historians and scholars debate the various causes of Western ascendancy in the early modern period at the expense of an Eastern decline. They expound upon technological innovations, political competition, and cultural progress as strong factors in the rise of the West but do not implicate disease as yet another important influence. The Black Death, as much as any other factor, helped to set the preliminary stage for Western ascendancy. Tradition has it that the plague, whichever disease it actually was, originated in the Far East and spread westward via flea-hosting rats on sea routes, coming into contact with western Europeans through trade and travel and decimating local and national populations. The Black Death had far-reaching social and economic effects that extended beyond European borders. Primary and secondary accounts of the Black Death in medieval Western Europe and Mamluk-ruled Egypt provide both comparative and contrasting points of reference in terms of population loss, how society viewed and coped with the plague, and immediate and long-term economic recovery. Western Europe, as a result of increased labor mobility and subsequent quicker economic recovery, eventually came out ahead of Egypt, which lacked such opportunities. This lends credibility to the assertion that the Black Death provided a foundation for the rise of Western power and weakened Near Eastern power. More research needs to be conducted, however limited by the unavailability of primary sources on the Black Death in the Middle East, to determine the true extent of Egypt's decline.

Kelly Scott, Carroll University

“Carving Out a Space for Freedom: Virginitly and Widowhood in the Middle Ages”

Written works from Saint Paul, Saint Ambrose, Saint Jerome, and Saint Augustine helped lay the foundation for the Church doctrines and treatises constructing some of the teachings and practices for the Church during the Middle Ages. These scholars helped motivate the construction of an identity for virgins and widows, in which a number of women adhered to the idea that virginitly and widowhood was a way to build a closer relationship with God, as well as acquire both independence and equality in the Middle Ages. These three stages, virginitly, widowhood, and marriage were further developed into concepts and behaviors, defining categories of women. Rather than virginitly being defined as one who has not engaged in sexual intercourse, virginitly became recognized as a form of behavior according to church practices. The behaviors that women were to follow, according to church doctrine, helped strengthen a developing form of the female identity, as well as clarifying gender roles. Therefore, behaviors drawn from church doctrine, helped virgins and widows construct an identity. The construction of an identity for both virgins and widows was clearly demonstrated by women who became transvestite nuns and virgin martyrs in the Middle Ages. The behavior these women engaged in will be discussed in further detail, but will entail

some of the reasons why women remained and identified as a virgin or a widow. Furthermore, some women in the Middle Ages remained celibate as a widow, while others remained celibate while married. These behaviors, in all cases, branch towards an overall identity to attain a relationship with God, as well as independence, and equality.

Session 7
Sunday, September 18
10:45-12:15

Panel 14

TL112: Teaching, Learning and Technology Center, Room 112

Creating Tensions or Encouraging Accord? Technologies and Change in World History

Chair/Commentator: Kenneth Shonk, University of Wisconsin-Superior

Robert W. Reuschlein, Lakeland College

“How Temperature and Military Spending Change World History”

Three great warmings and two great coolings in the last three thousand years in the greater European area have seen the rise and fall of many civilizations and nations. In the more modern era, documented risings and fallings of military spending, especially during the long periods of peace between wars, can lead to the enrichment or depletion of societies. These patterns of enrichment and depletion then feed into the hegemonic war cycle. As the world heats up the “ideal temperature zone” moves North stimulating more Northerly civilizations and as the world cools climate favors more Southerly civilizations. Nations on the fringe militarily are ignored and allowed to prosper and grow until they have become large powers. Then under certain conditions the newcomers challenge the older order in a hegemonic war, usually preceded by a period of prosperity that is beginning to wane. The nature of military spending is to be nonproductive, slowing the growth rate of societies. When military spending is kept low, societies prosper, grow fast, and emerge as powers. When military spending is high, societies slowly stagnate until the economic and social decay becomes that of a declining empire. The decay may not be much evident at first, but it is inevitable in the long run. Shorter term cycles of about 54 years feed the boom bust cycle that creates the hegemonic war situation, with alternating periods of cooling leading to world prosperity and warming leading to world stagnation in this shorter cycle.

Beth Robinson, University of Wisconsin-Milwaukee

“A Victory for One is a Victory for All: The Role of Solidarity Work in Anti-Sweatshop Campaigns”

The term “sweatshop” is often used when describing late 19th century garment factories New York City and late 20th and 21st century factories in the “Third World” owned by transnational corporations. Yet the term finds less favor in naming Southern mills and factories as sweatshops. As industry moved south in the early 20th century, textile mill working conditions deteriorated to even longer hours, poorer pay, and more overt discrimination of women and workers of color. I contend that while sweatshop conditions did not disappear once textile manufacturing moved south of the Mason-Dixon Line, the term, which derives its importance by serving as a cue to liberals, disappears from the middle class lexicon. In my paper, I unite both the efforts of sweatshop workers and activists and argue that organizing and resistance from both groups using a diversity of tactics are necessary in order to bring about positive change that lasts. I will look at three case studies during the 20th century: early-1900s garment workers in New York, mid-1900s textile workers in the American South, and late-1900s garment workers in Latin America and Southeast Asia. My paper will demonstrate the most successful models of anti-sweatshop activism and show how they have changed to challenge ideologies that promoted Social Darwinism, welfare capitalism, neoliberalism, and globalization.

Elizabeth Simpson, Carroll University

“The Bark of the Fever Tree: The Slow Acceptance of a New World Cure for an Old World Malady”

According to legend in 1641 Doña Francisca, the Countess of Chinchón, was deathly ill with a desperate case of malaria. Fearing for her life, her husband Don Luis Geronimo Cabrera de Bobadilla returned to Spain to tend her. For the previous ten years he had served as the viceroy of Peru, and while there learned of a strange bark that could miraculously revive those afflicted with shuddering chills. Desperate for a cure for his wife, he brought a handful of the bark across the Atlantic Ocean to Spain. When dosed with the New World remedy Doña Francisca inexplicably recovered, despite the fact that her physicians believed it would poison her. After her recovery the couple promoted the bark, which was soon named cinchona in their honor. The proposed paper is an examination of a single aspect of the Columbian Exchange; the introduction of quinine into Western Europe. When prepared properly, the bark of the cinchona tree releases the drug quinine, the world’s only effective treatment of malaria until the 1940s. Despite its ability to save lives, initially the reputable physicians of Europe refused to use the drug. In fact most were convinced that a drug of New World origins was dangerous to Old World inhabitants. Over the course of decades medical theory was forced to adapt to a changing world. It was the first New World drug to gain wide acceptance in Europe, and it became a precious commodity which saved millions of lives.

Panel 15

LA109: Liberal Arts Building, Room 109

Harmony and Discord in the Post-War World

**Chair/Commentator: Andrae Marak, Indiana University-Purdue University
Columbus**

Kimberly Redding, Carroll University

“When Stories and Histories Collide: German Memories of Expulsion”

My research examines how Eastern European Germans cultivated a distinct identity after their forced expulsion from Poland, Czechoslovakia and other newly “liberated” nations of central Europe in 1945/6. Although postwar Europe tried to ignore the historical presence of ethnic Germans east of the Oder and Neise Rivers, and the German successor states sought to assimilate the more than twelve million expellees as quickly as possible, this population challenged Cold War era narratives of World War II on both sides of the Iron Curtain. In West German, the expellees stood apart from the dominant theme of collective guilt, while in the East, their presence hindered state-sponsored efforts to promote socialist unity across ethnic-national lines. This paper uses oral history interviews with expellees of what immigration scholars call the 1.5 generation to ask three questions: 1) How do memories and post-memories of expulsion inform the life narratives of seemingly well-integrated Eastern European Germans? 2) In what ways do individual narratives reflect- or challenge – political depictions of the expellees constructed during the Cold War era? 3) Could German memories of expulsion strengthen, rather than threaten, the emergence of collective European identity?

Chris Chan, Marquette University

“Literature, Limitations & Lakirovka: ‘Dangerous’ Books in the Post-Stalinist ‘Thaw’”

My paper explores the role of literature in Soviet culture, and to better understand the role of state-sponsored censorship and the effect that state-sponsored censorship had on literary discourse.

The USSR frequently found it necessary to adjust the level of its constraints on published matter. After Stalin’s death, the government of the USSR decided that the restrictive atmosphere Stalin had placed upon the Soviet literary community was proving to be a liability rather than an asset. Overly stringent policing was starting to breed dissent and resentment, and the government decided it was time for a “thaw,” a time of relaxed standards, but not truly free speech. Even during the “thaw,” the Soviet government regulated what was published because it believed that certain books were “dangerous” and detrimental to the government’s interests. Many historians have perfunctorily dismissed the Soviet government’s censorship as capriciously based in irrational paranoia, but this study will show how even though there was no official definition of a “dangerous book,” there were solid standards behind the USSR’s restrictions. By comparing formerly classified documents with various public statements, it will also be illustrated that the government’s professed views sometimes differed from their secret concerns.

Matthew Costello, Marquette University

“The Chamizal Dispute: Geopolitical Strategies of Mexico and America during the Cold War”

The Chamizal dispute represented not only the history of American dominance, but also prolonged disrespect towards Mexico. The Mexican-American War and the Treaty of Guadalupe-Hidalgo produced bitterness and hostility in Mexican culture towards America, and their national identity intertwined with the importance placed on ideas of community, religion, and land. The land and the 1911 award of territory to Mexico fused with Mexican nationalism, and American possession only alienated Mexicans further from the ideologies of the United States. President John F. Kennedy made the Chamizal dispute a major priority in his foreign policy with Mexico, and the successful transfer of territory fostered a new respect between the two countries. Traditional interpretations of Kennedy’s actions suggest that he manipulated Mexican officials not only for their support but also for the Alliance for Progress. Kennedy did make several strategic concessions, but Mexican agency was crucial to the U.S acceptance of the 1911 award. Declassified government documents reveal that Mexican officials were incredibly proactive in their own foreign affairs, especially in regard to the Chamizal dispute. Mexican authorities exerted their power through international organizations, and outside forces, such as the rise of Castro in Cuba, the Cuban Missile Crisis, and the need to make the Alliance for Progress a success, shaped Kennedy’s policy into one of cooperation and respect towards Mexico.

Panel 16:

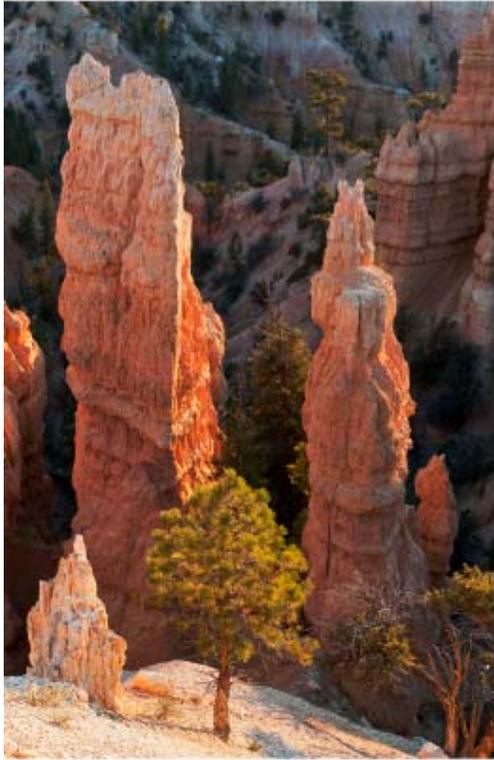
TL201: Teaching, Learning & Technology Center, Room 201

WORKSHOP: Teaching World History in the 21st Century

Dave Clarke, Nathan Hale High School: Teaching World History Workshop

World History courses ask students to understand the viewpoints, and context of people very different from themselves. For students who are unfamiliar with other cultures or regions of the world, this is a tall order. An effective and engaging way of connecting kids to world history is to have them do simulations. These activities require students to put themselves in the shoes of historical actors and base their decisions on the same motives and context as those individuals.

This workshop (based on my article in *Teaching World History in the 21st Century*, 2009) would share with teachers (grades 6-12²) the two main formats of simulations: open and fixed outcome. Open outcome simulations involve students in a process where reaching an “end” is not the goal and there may not be a “winner.” Building a community or trading across an ocean might be examples where students don’t need to “finish” in order to learn the lesson. Fixed outcome simulations are those in which the results of the endeavor are pre-determined and necessary, but unknown to students. A simulation of the Stock Market Crash or population competition between nomadic and sedentary peoples might be examples where students learn how historical actors were guided into choices they could not avoid. Additional topics that are key to using simulations in the secondary classroom include: managing group work, choosing groups and grading individuals within groups, the requirements (or lack thereof) of technology, critical thinking and the process of creating simulations for classroom teachers.



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Solace | Solitude

Photography Exhibition by
Doug Jansson and Frank Miller

August 24-September 25, 2011
Alverno Art and Cultures Gallery
3401 South 39th Street

The Midwest World History Association, an affiliate of the World History Association, promotes the study of world history through the encouragement of research, teaching, and publication. The Association promotes activities that will increase historical awareness, understanding among and between peoples, and global consciousness. We provide help to the teachers of world history and venues for the discussion of both theories of history and methods of study and teaching.

As does the World History Association, the MWWHA welcomes all K-12 teachers, all college and university professors, all independent scholars, and all students who have an interest in World History.

The World History Association

The MWWHA strongly encourages membership in the World History Association. The WHA provides wonderful opportunities for connecting world historians with one another, and WHA membership includes subscriptions to *Journal of World History* and *World History Bulletin*.



Visit the MWWHA
www.mwwha.org

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www.thewha.org

Cover photo & photos on pages 2,7,&16 are by Jill Newton Moore

*The Alverno College History Department thanks you for participating in the
2nd Annual Midwest World History Association Conference*

