

2021 Schedule – FINAL – page 1
(all times listed in Eastern Time)

MONDAY, July 5th

12-3:00 pm WHA Council Meeting
3:30 pm WHA Business Meeting
5-6:00 pm Welcome from Laura Mitchell and Opening Social/Prize giveaway -- BOOK

TUESDAY, July 6th

10-11:30 am Session A
Noon-1:30 pm **KEYNOTE PRESENTATION**



Dr. Beatrix Hoffman, faculty member at Northern Illinois, is an expert on the history of health care and has authored several works on the topic. Her Keynote is entitled *Migration and the Right to Health Care*.

2-3:30 pm Session B
3:30-4:30 pm Wellness Session #1
4-6:00 pm Opening for publisher events
6-7:30 pm Food History Panel #1

WEDNESDAY, July 7th

9-10:30 am Session C
11am-12:30 pm Session D
1-2 pm Opening for publisher events
2-3:30 pm Session E
3:30-4:30 pm Wellness Session #2
4:30-6 pm Session F

THURSDAY, July 8th

10-11 am Opening for publisher events
11am-12:30 pm Session G
1-2 pm Wellness Session #3
2-3:30 pm Session H
4-5:30 pm Session I

FRIDAY, July 9th

9-10:30 am Session J
10:30-11:30 am Wellness Session #4

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11:30-1:00 pm Session K
1:00-2:30 pm Session L
3:00-4:30 pm Food History Panel #2
4:30-6 pm Closing Social and Awards Ceremony

DETAILS OF SESSIONS:

Session A: July 6, 10-11:30 am

A1. Preservation as Ideological Power

This panel will examine the ways in which museums have conveyed ideological narratives through their roles as educational institutions and protectors of cultural heritage. These narratives include nationalist histories, appropriated histories of indigenous culture, and propagandistic tales of imperial benevolence. Our papers focus on three distinct settings: nineteenth century London, early twentieth century British Malaya, and twenty-first century Poland.

CHAIR: Matthew Schauer, Oklahoma State University

“Humanitarianism” on Display: The India Museum and imperial narratives in late 19th century Britain”

Alison Chapin, Northeastern University

For years, formerly colonized peoples have demanded the return of cultural objects stolen by imperial powers. However, many museum professionals refuse, citing the educational value of keeping universally significant objects in central – primarily European – cities. This logic resonates with the original purposes of 19th and 20th century colonial administrators, soldiers, scholars, missionaries, and others who brought objects from colony to metropole, claiming roles as protectors of heritage, as well as educators of metropolitan masses. As spaces that housed these objects, museums in imperial metropolises propagated myths about the ‘inferiority’ of indigenous peoples in the colonies, and the humanitarian purposes of empire. Museums also contributed objects and ‘experts’ to national and international exhibitions, which often made spectacles of indigenous peoples and cultures to appeal to the masses in the metropole. This paper argues that British imperialists and museum workers drew on colonial objects and knowledge to impart their narrative of the British Empire directly to the metropolitan population. By examining the role of the India Museum in London in networks of colonial knowledge in the late 19th century, as well as the museum’s connections to the 1886 Colonial and Indian Exhibition, I will explore the deliberate processes that were meant to gain widespread support for empire, while educating, and thus ‘raising up’ the British masses.

Debates on Display: New Historical Museums and Narratives of Poland’s Past(s)

Laurie Koloski, College of William & Mary

Like many countries, Poland has seen a “museum boom” over the past couple decades, and among the most prominent to emerge since the early 2000s have been flagship historical museums. I explore three such institutions—the Warsaw Rising Museum and POLIN Museum of the History of Polish Jews, both in Warsaw, and Gdańsk’s Museum of the Second World War—as sites of debate about Poland’s past(s). Built with substantial public support, these museums emphasize immersive visual- and soundscapes and interactivity; use objects to serve rather than drive narratives; fill historical “blank spots” that the communist regime repressed; and seek both to illuminate the past and to model Polish identity and nationhood for domestic and international audiences. Yet the particular narratives on display highlight longstanding disagreements about how Poland’s history should—and should not—be told. Should it be set within the context of European and global developments, or presented as an exemplar of national exceptionalism? Is Poles’ victimhood and heroism under the yoke of foreign oppression a singular story that overshadows all others, or are multiple narratives that highlight the “bad” as well as the “good” a better approach? Such debates have been politicized for years, but since its electoral victory in 2015, the country’s nationalist-populist Law and Justice party has sought to monopolize them, condemning “insufficiently Polish” narratives and subjecting post-communist museums to the same kinds of top-down pressures their predecessors endured. I conclude by discussing two local historical museums that may have found ways to transcend such constraints.

Ethnology Exhibitions, Cultural Preservation, and Global Knowledge in the Perak Museum, British Malaya

Matthew Schauer, Oklahoma State University

In 1883, the local British resident established a museum in Taiping, Perak in the remote northern region of British-controlled Malaya. This fairly remote regional museum would be shaped by its links with scholarly societies, libraries, and museums across the globe, while museum curators attempted to implement colonial administrators’ local goals of education and the preservation of Malay culture. Building on work by scholars such as John Mackenzie and Alice Conklin, this paper will examine the ways in which this local museum connected with larger networks of imperial knowledge concerning ideas of race, indigenous culture, and governance. The Perak Museum’s exhibits served as representations of modernity and cosmopolitanism and also as tools of imperial education and control. The Museum’s focus on distinctly Malay culture and history, also then reinforced the traditional power of the British-supported Malay sultans, to non-elite Malays, as well as South Asian and Chinese populations.

A2. Teaching Workshop: Artifact Fabrication Project

The Artifact Fabrication Project is an assignment used in World History courses at Metropolitan Community College. This workshop will discuss the project’s origins, share the assignment, and use examples from past students to help elaborate on

classroom best practices. Students in my World History courses choose an artifact from within the scope of our course (pre-history to around 1500) and recreate it for the purpose of learning more about an aspect of history of interest to themselves and to teach the rest of the class what they have learned. Students will be able to explain what their chosen artifact is, where/when it is from, how it was made in the past vs. how the student recreated it today, and how it was used. Often students try out their chosen artifact and share the results. For example, a student making an atlatl made a video of himself launching a spear into a cornfield. Another student who made a replica of an Ancient Greek baby feeder/sippy cup brought her toddler to class to try it out. Students choose an artifact or culture that really interests them. For example, a student who loves board games learned about and recreated a Go set. History students often partner with Prototype Design program students. The Prototype Design Lab on our campus has a wide variety of tools -- 3-D printers, woodworking tools, laser and plasma cutters, embroidery machines, kilns -- and student-technicians to help us. Students may also choose to craft their chosen artifact through traditional historical methods. Ideally, this activity fosters a deeper connection with and understanding of the real people of the past -- the people who made and used these items. It also is an opportunity for students in history to share their interests with students in our more trades-oriented programs, and vice-versa.

Facilitator: Bonnie Fitzgerald, Metropolitan Community College

A3. Teaching World History Online: Best Practices for K-16 Classes

Chair: Amy Elizabeth Manlapas

In this roundtable, members of the WHA's teaching committee will share their best practices from teaching World History online or in hybrid classroom settings. We will discuss instructional technology, assessment strategies, and the persistent question of coverage vs skills. Attendees are encouraged to share their experiences and best practices. All of our resources and practices will be shared after the session.

Participants: Eric Beckman, Michele Brewster, Ane Lintvedt, Marsha Robinson

A4. Global Geopolitics, Local Fights: Making Sense of Recent Events Through a World History Lens

The fast-changing political events of the last century mean that historians are constantly re-evaluating the recent past, making new sense of events that continue to reverberate in living memory. Through two different case studies, this panel asks how individual decision makers and national governments prioritize policy goals in a constantly transforming context.

CHAIR: David Salomoni, Universidade de Lisboa

Diffusionism in Reinstating Co-existence and Harmony of Rohingyas in the Burmese Society

Marzan Kamal, North South University

This paper will focus on one of the popular academic issues – Diffusionism in re-establishing co-existence and harmony of Rohingyas in Myanmar. It is an attempt to focus on this particular issue regarding Rohingya by using the lens of diffusionism – the anthropological theory in the study of social sciences. This article suggests that considering the presence of strong Arakanese culture, the cultural traits of Rohingyas have been flourished in a more authentic form in Arakan that helps them meet all the characteristics of diffusionism theory. In this article, diffusionism is shown as a theory of cultural assimilation where Rohingyas have established a strong geographical and cultural territory on their own by keeping religion as one of the important cultural factors. This article aims to highlight the transmission of cultural traits from one generation to another in the Rohingya community that promotes the concept of “Unity in Diversity” and gives Myanmar a diversified outlook. The emergence of Rohingya as a sustainable cultural community of Myanmar, preservation of the rights of Rohingyas, deplorable condition of Rohingyas and co-existence of Rohingyas in the Burmese society will be emphasized in this article in the perspective of diffusionism theory.

A5. War, Revolution, and State Responses to Crisis

Using examples from Italy, Japan, and Russia this panel explores the ways in which States respond to crises and how revolutionary action and war shape and reshape those responses as well as the responses from the population. Antonino Crisa explores how, informed by the long history of invasion and warfare, archivists and curators in Sicily attempted to protect their treasures as they grappled with the events of World War Two and the eventual Allied military occupation of the island. Conversely, Francesco Campagnola notes that the revolutionary fervor of Marxist-Leninists in the wake of 1917 was alternately seen as a moment of renaissance for the Japanese state, one in which Japan could lead a pan-Asian moment as a counterpoint to a Russian centric worldview. For those more under the thumb of the Soviet machine, however, natural crises, like drought, offered opportunity for the State to put into practice protective measures balked at by those further afield. As Peter Fraunholtz argues, Penza's location put it at odds with how other localities were treated by the State, and thus experienced vastly different sentiments expressed in violent outcries

CHAIR: Lin Hongxuan, National University of Singapore

Sicily and World War 2: preserving antiquities, museums and sites in danger (1940–45)

Antonino Crisà, Ghent University

The history of Sicily is complex. In the pre-Classical period, the island was occupied by native populations, before being conquered by the Greeks and the Romans and later by the Arabs, the Normans and the Spanish. Sicilian cultural heritage is therefore extremely rich and consists of various archaeological sites, antiquities and state collections that are preserved in local museums founded after the unification of Italy in 1861. Following Italy's entry to World War Two in 1940, bombing, military construction (including bunkers and anti-raid shelters) and operations heavily affected Sicilian cities. However the effects of the war on the island's cultural and archaeological heritage remain poorly known. The scope of this paper is to present my new research project, funded by the European Research Council and undertaken at Ghent University in Belgium. Through the lens of archival and archaeological research, the project aims to understand the impacts of war on Sicilian antiquities between 1940 and 1945, when the island was subjected to bombing, Allied invasion, and military occupation.

Renaissance versus Revolution in Japan: From the 1910s' Continental Expansion to the Second World War

Francesco Campagnola, University of Lisbon

The aim of the proposed paper is to explore how, in Japan, the notion of "revolution" advanced by Socialists and Marxist-Leninists, especially since the 1917 Russian Revolution, found an ideological counterpoint in the idea of "revival" or "renaissance". The 1917 Revolution was a major catalyst for Japanese military involvement on mainland Asia. Though, besides sending troops in Siberia and financing a number of local anti-bolshevik combatants, the Japanese authorities also intensified the already strong internal control over socialist revolutionaries and their propaganda. In their crackdown, the authorities received the support of rightwing organisations such as the Kokuryūkai (Black Dragon Society), which also opposed capitalism but under completely different premises. Rather than embracing a political discourse based on class, these groups tended to have ethnicity as the centre of their worldview and rhetorically aimed at the "revival" (fukkō) of Asia under Japanese leadership. Within this political environment, nationalist and panasianist rightwing activists and intellectuals such as Ōkawa Shūmei—who first drew partial inspiration from socialism and then relinquished it—set a trend in thinking of Asia as the unitary subject of a renaissance.

Civil War State and Peasant Accommodation: Soviet Grain Procurement in Penza Province, 1920

Peter Fraunholtz, Northeastern University

This paper examines Penza, a central Black Earth province, to determine how the 1920-21 Soviet grain campaign was conducted locally and how it shaped state-peasant relations. Penza exemplifies the decades-long grain production stagnation of central Russia and was while close to the military frontlines remained under constant Soviet control. Poor rye harvests in 1917, 1919, and, owing to drought, in 1920 had a significant impact on peasant agriculture there. A relatively stronger Soviet state had developed in Penza, the net effect of which was to better take into account local conditions and create procurement expectations that contributed to preserving stability in the province, in contrast to the grain-rich periphery where peasants uprisings threaten the Soviet state.

Keynote Speaker: July 6, 12 noon-1:30 pm

Migration and the Right to Health Care

Beatrix Hoffman, Northern Illinois University

Dr. Beatrix Hoffman is a professor in the Department of History at Northern Illinois University. She is the author of *The Wages of Sickness: The Politics of Health Insurance in Progressive America* (2003) and *Health Care for Some: Rights and Rationing in the United States since 1930* (2012). Her current research explores the intersection of immigration and health care.

Session B: July 6, 2-3:30 pm

B1. Teaching Themes in Global History

What are the ordering principles that structure our inquiry and teaching in world history? This panel offers new taxonomic, technological, and thematic approaches to creating order in our studies of the messy human past.

CHAIR: Brian Holstrom, Salpointe High School

Civilizations & their Orders: A World History

Alan Kramer, Independent

This presentation explores the idea that all societies exist as some sort of unity based on a common “order” (some theorists call it “social imaginary”) that is envisaged to explain itself to itself and itself to the world. This primal quest for order originates in humankind's amazement over the richness and complexity of reality by attempting to articulate in mythological and other types of stories, symbols, rituals, what reality is, thus making it visible and understandable. I will begin by theorizing orders as a useful world history paradigm. Examples will follow using comparative world history approaches and will focus on post-Han China and the late antique Mediterranean, both periods of orders in crisis and change.

Teaching Globalization 3.0 to the AI Generation: Beyond Grandma's Cold War and MDGs
Marsha Robinson, Miami University

We are now teaching a second generation of students whose multi-player video game partners are as dispersed as Queen Victoria's missionaries. The tallest buildings in their world stand in Southeast Asia and in the Gulf Cooperation Council zone. Their morning coffee, tea, luxury sedans and SUVs are owned by the same Indian MNC that owns the undersea cable system that carries much of their videogaming data packets. The instructional scaffolding in this seminar helps social studies and survey educators with Cold-War-focused textbooks create intentional narratives and trajectories to prepare AI generation students for Globalization 3.0 where ASEAN, AU, GCC, MERCOSUR/L, NAFTA, OBOR, and SAARC matter to the employers in their home states.

The Case for Ecology and The Environment in World History Instruction

Brian Holstrom, Salpointe High School

History lessons in primary and secondary education has traditionally focused on human interrelations (i.e. imperialism, nation-building, economic and cultural systems), and the “World History” movement has impacted many programs to take a more global perspective of our entire human family sharing a common home. However, for students to recognize and value the importance of ecological relationships, sustainability, and preservation of our shared space, they will need history that emphasizes humanity's relationship with the natural environment. I explore how traditional world history instruction continues to be shaped by western, industrialized, democratic biases and a resultant cultural aversion towards environmental history. Making environmentally-conscious history a priority will require counter-cultural courage, but world history, with its global, “supracivilizational” approach, offers an opportunity to present ecological history that can prepare students for present and future rates of ecological degradation and climate change. If we teach history to engage our students in what it means to be human and how we interact with one another, can our instruction also engage our students to evaluate humanity's relationship with nature?

B2. The Writers' Block

This session offers participants a block of writing time, space, and community. After a brief introduction to the session, participants may use the chat function to share writing goals, comment, and ask questions. Participants may keep cameras on or off during the writing period. The final ten to fifteen minutes will be reserved for group discussion and reflection.
Facilitator: Suzanne Litrel, WHA Council Member

B3. Digital Tools Workshop: Using Digital Historical Walking Tours to Teach Urban World History

The goal of this workshop is to provide members with guidelines, hands-on practice, and teaching materials for creating a Digital Historical Walking Tour project for the World History classroom. Walking tours are an excellent method for students to engage with specific historical themes, moments, and spaces in an innovative and useful way. The digital shift as a result of COVID has resulted in many historical institutions moving towards digital walking tours, and thus this project is not only novel and engaging but practical for post-COVID realities. Student learning goals include a critical analysis of the event/location, an in-depth examination of the impact of the event/location on the development of urban space, and to make connections to change over time. Students are required to provide detailed descriptions for ten sites on their walking tour. Each site must include a historical explanation of the importance of the site and include images or videos from the location. The final step for this project was a reflection paper which requires students to evaluate what they have learned from the project and explain how it relates to what they have learned in the course. All handouts, directions, rubrics, and guidelines will be provided for the workshop. Additionally, workshop members will have time to work with the walking tour platform and problem solve and engage with each other as they develop their own unique projects.

Facilitator: Cacee Hoyer, University of Southern Indiana

B4. Circulation and Exchange across Southeast Asia's Imperial Peripheries (1900 – 1945)

This panel examines Southeast Asia's important, albeit not yet fully researched, participation in global networks of migration, circulation, and exchange during the early twentieth century. While the presentations treat different locales—colonial Indonesia, the Philippines, and Vietnam—they collectively question our reliance on the nation state in understanding power dynamics within late-colonial Southeast Asia. Instead, all three presenters reveal how transnational spaces served as contested arenas of power between various state, corporate, and individual actors, while providing opportunities for individuals to create meaning over the multifarious worlds experienced through both physical and notional global migrations.

Together, these three papers ask the important question of how the circulation of ideas, peoples, and commodities impacted and shaped the anticolonial strategies used by Southeast Asians living under the yoke of empire during the early twentieth century.

Chair: Kris Alexanderson, University of the Pacific

Circuits of Empire: Colonial Fairs and Transnational Exchanges

Arnout Van der Meer, Colby College

While many of us are familiar with colonial expositions held across Europe and the United States during the late-colonial period, this paper shows that similar events were simultaneously held across Southeast Asia during this time. However, while colonial fairs in the metropole focused on displaying “traditional” elements of colonized societies, fairs in colonial Indonesia, the Philippines, and Vietnam used similar circuits of empire to instead promote a glorification of modernity.

Southeast Asian Sojourners: Indies Marxists in Asia and Europe

Lin Hongxuan, National University of Singapore

Lin Hongxuan challenges our definition of sojourners by examining the ways transnational circulations influenced the political perspectives of Southeast Asians during the early twentieth century. Looking specifically at three anti-imperialist activists from colonial Indonesia, the paper asks how the experiences of exiles, pilgrims, students, and clandestine agents travelling abroad helped shape a globally informed Marxist perspective on late-colonial power dynamics.

Colonial Schadenfreude: Race, Modernity, and Anticolonial Imagination in the Coverage of the Russo-Japanese War in the Philippines and Dutch East Indies (1904-1905)

Jorge Bayona, Universidad del Pacifico

This presentation explores the circulation of and responses to the Russo-Japanese War within vernacular press outlets across the Philippines and colonial Indonesia. Focusing on the symbolic surrogacy this conflict provided for colonized peoples, the ridicule and derision shown towards Russian losses served as a proxy for the frustration and anger felt by many colonial subjects towards American and Dutch imperialism.

WELLNESS SESSION #1 (3:30-4:30) - Nutritious adventures around the world

Frequent WHA conference goers have had plenty of opportunities to learn about regional cuisines and global culinary connections. Nutritionist and public health expert Professor Teresa Fung brings a new angle: what can we learn about the health benefits of historical ways of eating from around the world? How can we incorporate aspects of these nutritious diets into our own eating habits? A Hong Kong native, she brings scholarly knowledge and personal experience to this lively and interactive wellness discussion, with enough time for Q&A, designed to help you savor the adventure of trying new foods. Approximately 45 minutes.

FOOD HISTORY PANEL #1 (6 pm)

The World in a Couple of Small Dishes: Rajma Chawal, Chana Masala, and the Global Roots of National Dishes

Rajma Chawal and Chana Masala are both considered “classics” of Indian Cuisine. Both are built around beans, tomatoes, spices, and savory sauces, and are enjoyed in households and on street corners across South Asia. But both come with complicated histories of global exchange and often brutal violence. In the course of this panel, presenters and cooks Cynthia Ross and Jonathan T. Reynolds will pose questions and trace the often-complicated origins and destinations of the dishes’ various ingredients. In the end, we hope not only to show how these dishes came to be, but also highlight the many incarnations these ingredients have taken and highlight the complex webs of global connections that define our daily meals. Plus, we intend to have fun and cook some delightful global eats in the process.

Participants:

Rick Warner, Wabash College

Jonathan Reynolds, Northern Kentucky U.

Cynthia Ross, Texas A&M University, Commerce

Session C, July 7: 9-10:30 am

C1. Mexico's Place in a Global History Narrative

Resiliency has become an important word during the global pandemic, especially in terms of individuals and their responses to the stress and pain of separation, disease, and dislocation. This panel explores the question of persistence and resilience in Mexico over the course of the twentieth and twenty-first centuries, with special attention to labor migration, popular and elite politics, and the voices of the dispossessed.

CHAIR: Andrae Marak, Governors State University

Among the COVID-19 Refugees in Cancun: Four Millenniums of Death and Dying in Mexico

Ronald Joseph Brown, Touro College

My January 2021 month in Cancun was spent at a cheap hostel filled with foreign COVID-19 refugees. Unlike their family, political, social, and religious leaders back home laboring to halt the march of the deadly virus, these refugees absorbed the ancient Mexican culture that death is part of life and life comes from death. Mexicans internalized the mass human sacrifices of the ancient Mayan and Aztec rulers, the genocide of millions by Spanish arms and diseases, the recurrent epidemics and starvation and slavery under Spanish and later Mexican political and religious rule, and the more modern plagues of cholera, typhus, influenza, malaria, AIDS, Ebola, and most recently COVID-19. The Mexican masses accepted mass deaths as their lot and created a unique vibrant popular culture that celebrates death. The Catholic and political elites tried to suppress this popular culture but the masses took refuge in the cult of the crucifixes, Good Friday street processions, Día de los Muertos cemetery rituals, popular artwork featuring skeletal figures, veneration of La Santa Muerte, and Botánicas. The most recent chapter in this unique Mexican popular culture of death and dying was the COVID-19 pandemic. The Mexican, Protestant, and Evangelical hierarchies have been virtually silent on the pandemic. But on the streets of Mexican cities and villages, peasant women sell handmade COVID masks featuring the Virgin of Guadalupe and La Santa Muerte, Botánicas (witches) provide protective herbs, amulets, prayers, and potions, and street shrines contain photographs of the victims of COVID-19.

Constructing Triangular Transnationalism: Employing Migrant Epistolary Writings in the Study of Global History

Jian Gao, University of Texas-Austin

During the first half of the twentieth century, many Chinese in Mexico faced difficult living conditions and had to look elsewhere for better opportunities. Examining the transnational family letters from four Chinese in Mexico, this paper argues that these migrants constantly transcended the territorial boundaries of Mexico, China, and the United States through epistolary writings, border crossings, and international trade. For instance, many used their connections with both China and the United States to increase their commercial opportunities. Some traded goods along the U.S.-Mexico borders while continuously importing commodities from China, and thereby diversifying their merchandise and expanding their markets. Many also physically crossed these political boundaries to visit their families and friends and sustain their transnational existence. By transcending the borders between Mexico, China, and the United States, Chinese Mexicans generated a triangular transnational web that displays the expansiveness of their social networks and their high rate of mobility. Their stories show how the nation-state construct is inadequate for describing the histories of those whose lives did not fit squarely within the political borders of the countries. By analyzing the dynamic movements and connections exhibited by triangular transnationalism within the letters of the Chinese Mexicans, this paper suggests new methods for employing migrant epistolary writings in narrating their own histories as well as studying global history. It also shows how the theoretical framework of triangular transnationalism may tie both the geographies and the historiographies of Mexico, China, and the United States.

C2. Structures of Globalization in East Asia

The historical specificity of how communities, states, and regional markets developed in conjunction with local environments, the frequency or paucity of cross-cultural encounters, and the kinds of frameworks that cross cultures—life insurance, for instance— continues to captivate world historians, creating productive tensions between global and globalizing process of capitalism on one hand, and local history, on the other.

CHAIR: Ryan Moran, University of Utah

Commodifying Community: Mutuality, Individuality, and Probability in the Early Japanese Life Insurance Industry

Ryan Moran, University of Utah

Influenced by insurance systems in Europe, the first successful Japanese life insurance firm arose in 1881. This company, the Meiji Life Insurance Company, was established on modern actuarial principles as a for-profit life insurance company. As the industry developed, prominent figures in the insurance world debated how life insurance should develop in Japan. The Japanese insurance industry largely positioned its business practices as being based on principles of mutual-aid that connected with older local mutual-assistance associations. Yet, these were also mostly stock companies that needed to generate profit. In the industry's early years, a debate thus arose among those who supported and those who opposed life insurance as a for-profit system. This paper will examine this debate, focusing especially on how supporters of the for-profit stock companies merged their vision of insurance with older ideas of mutuality to make insurance seem attractive to consumers. How, in other words, did Japanese companies make the European concept of insurance compatible with local

expectations of security? Why was their commodified vision of community able to win out over non-profit versions of insurance? To understand these questions, I will also compare the successful for-profit companies with two failed alternative visions of insurance. In this investigation of insurance at the end of 19th century Japan, we see the important emergence of new forms of community, responsibility, and society itself as Japan continued its transformation into a capitalist nation-state.

Maritime Discovery, Cultural Description, and Indigenous Lifeways in the Sea of Okhotsk Region
Scott Bailey, Kansai Gaidai University

The Russian Empire and Tokugawa Japan increased their geographical understanding of the Sea of Okhotsk area (including Hokkaido, Sakhalin, and the Kuril Islands) during the 18th and 19th centuries. This paper will explore their overlapping interests in the region and the role that individual explorers, many of them sea navigators, played in expanding their geographical, cartographical, and cultural knowledge about the area. It will also break down the overall relationships between state apparatuses and the exploratory and information-gathering missions. Travel accounts, maps, and other records from the time reveal contrasting interests on the part of the Russians and the Japanese in the Okhotsk area, but both viewed the area as one with economic potential. This paper will discuss the role that interactions with the indigenous peoples of the region, including the Ainu, played in the dynamics of exploration and colonization. The paper will also draw upon comparative frameworks for understanding the Russian and Japanese colonial efforts in the region, both in comparison with each other and with other related global colonial projects. The research for this paper is supported by a current grant from the Japan Society for the Promotion of Science (Kaken). It is part of a monograph project on Russian and Japanese exploration, trade, and cross-cultural encounters in the Sea of Okhotsk region.

Media Diplomacy: Zeng Jize's Strategic Engagement of Western Newspapers
Jinniu Zhang, Tsinghua University

For decades, scholarship on late 19th century Sino-west interaction has been influenced by the impact-response paradigm while little is known about how Chinese proactively influenced the western world. Focusing on Zeng Jize (1839-1890), the Chinese ambassador to the Britain, France and Russia from 1878 to 1886, and especially his strategic engagement in western newspapers, this paper explores how a Chinese diplomat resisted the hegemonic narrative of western media and reshaped western public opinions about China's image. After his conservative approach to interact with western press in early days, Zeng's 1880 revisit to the Treaty of Saint Petersburg marked a turning point of his understanding of western media from a knowledge pool to a diplomatic tool. In the early 1880s Sino-French negotiations, Zeng publicly expressed his opinions on western press to influence French public opinion on Vietnam issues. Such attempts paid off as French foreign ministry eventually resumed the suspended Sino-French diplomatic relationship due to the pressure of being overthrown for parliamentary doubts. In 1887, Zeng's media diplomacy culminated in the publication of *China, the Sleep and the Awakening* in which he responded to and corrected the negative stereotypes of Chinese civilization in the Western world. This paper argues that Zeng Jize's media diplomacy showcased a successful dialogue with the western public and helped to reshape the image of China in the eyes of the West.

C3. Teaching Workshop: Religions in A.P. World History: Modern

Do changes in the curriculum for A.P. World History constitute a need for changes in the way the world's major religions are taught? Yes and No. Students need to know the basics of all the major world's religions but also need to know more, perhaps, about religious continuities and changes since 1200. This presentation will investigate what students need to know and some ways in which instructors can present the required information.

Facilitator: Dale Hueber, East Bay High School

C4. Data and Comics: Tools for Developing Historical Literacy

"Project X and Graphic Biographies are two fully scaffolded OER tools developed for the high school world history classroom. These tools are built by the OER Project, an open and free educational resource aimed at high school students and educators. Through Project X, students learn to understand, evaluate, and use the data they encounter in their lives, culminating in a final project in which they use historical data to predict the future and offer solutions to some of humanity's biggest challenges. Graphic Biographies are carefully framed multimodal one-page comics of individual experiences and actions that students can use to support, extend, or challenge world historical narratives. Project X and Graphic Biographies raise important issues surrounding literacy and scale in the world history classroom. Both comics and data visualizations require students to develop new sets of skills as they engage with new types of texts. This workshop will also explore the challenges of teaching high schoolers to engage with data at very large scales and with stories on the scale of a single human life. In this workshop, participants will explore these free, open tools.

Facilitators: Trevor Getz, Julianne Horowitz, Bennett Sherry & Andrea Wong, OER Project historians

C5. Southern Africa and Global Health Research: New Histories

From the early 1990s, HIV/AIDs drew southern Africa into the medical and global health spotlight as a region deeply affected by high prevalence rates. Over subsequent decades the region became a site of intensive and highly visible clinical, pharmaceutical, and public health research and intervention, particularly by medical actors hailing from the global north. Currently, in 2021, a mutant and (to date) vaccine-resistant strain of COVID-19 in South Africa is again drawing the eyes of international publics and medical establishments. Yet, of course, the region's influences and connection to global health issues and medical knowledge-making goes deeper than these pandemic flashpoints. International condemnation of Apartheid late in the 1970s has obscured the strength of earlier medical networks and influences between southern Africa, Europe/UK and the United States. The research featured in this panel, with three cases focused on middle twentieth century developments, suggests why it is important to revisit transatlantic connections, which demonstrate some aspects of previously unconsidered flows of knowledge and influence. Each study demonstrates some of these linkages, and reflects on the nature and sources of research agenda-setting as well as, more specifically, how local social and political conditions in southern Africa – most importantly apartheid and late colonialism – shaped the relations, sites and methods of health research. *Pre-recorded session.*

Participants:

Chair: Thembisa Waetjen, University of Johannesburg

Sickle-Cell Disease Research in Late Colonial Mozambique
Perside Ndandu, University of Johannesburg

The Global Life of South African Cannabis Research in 1970s South Africa
Prudence Afrika, University of Johannesburg

A Medical Biography of Frances Ames: Cannabis, Medical Ethics and the Murder of Steve Biko
Lebohlang Seganoe, University of Johannesburg

Session D, July 7: 11 am – 12:30 pm

D1. Sustainability and Local Cultural Practices

How do local communities continue to assert their identities in the face of expansion by neighboring societies? The panel explores this question in both historical and contemporary terms.

CHAIR: Jonathan Reynolds, Northern Kentucky University

African American Harlem: Economic Development versus Ethnic Sustainability
Ronald Brown, Touro College

Every walking tour of Harlem I give for my students and visitors to New York City, an African American religious landmark has been replaced by a chain store, sky scraping office building, cluster of new apartment blocks, or even more painfully a gaping hole. Throughout its four and a half century history, Harlem passed from a Dutch farm settlement, English upper-class summer resort, upper middle white and Jewish neighborhood, an African American mecca at the turn of the 20th century, and today again a well-to-do white neighborhood. An ever-changing quilt of ethnic neighborhoods has constituted a permanent but ever-changing characteristic of New York and most American cities. Ethnic restaurants, clubs, grocery stores, foreign language signs, clothing stores, newspapers, street names, street vendors, and especially houses of worship serve as identity markers for the dominant ethnic communities. The forces of economic development are today threatening these identity markers of African American Harlem. The historic, and often landmarked monumental houses of worship have resisted the wrecking ball and remain standing. However, this paper will concentrate on the thousands of small storefront chapels, street corner preachers, living room temples, and mom and pop religious establishments that once filled the neighborhood with shouts of "Praise the Lord" but are now facing the wrecking ball. Can economic development be reconciled with ethnic sustainability? Is African American Harlem fated to extinction?

Preserving African Heritage Structures in the Context of Globalization: To Be or Not To Be?
Peter Adebayo, University of Ilorin, Nigeria

While the colonial subjugation of Africa has tended to erode its socio-political and economic fabric, the emergence of globalization in itself questions the current place of Africa's indigenous cultural ethos. Some Africans fear that in the face of their co-existence with globalization, Africa's indigenous cultures may not be able to keep pace. Today, we witness an era where, thanks to science and technology, distances are reduced, cultures are mixed, a communication gap is broken, and the knowledge gap is narrowed. Africa seems to be fast in adopting and adapting global practices. This paper is of the opinion

that, in the interest of ethnic identity and history, efforts should be made to preserve African heritage structures that project positive aspects of African identity. While not ignoring the fact that globalization has helped to keep some harmful practices at bay, the paper identifies the following practices as being useful for preservation and sustenance: African drum, African naming, African mode of dressing, African arts and African cosmology.

D2. Medieval and Early-Modern Global Legacies

Between the medieval and early modern periods, individuals and polities developed policies and interpretative frameworks in order to understand a rapidly changing world around them. This panel looks at environmental policies, mental maps of the world, and religious/philosophical ideologies that helped shape a globalizing worldview in Europe and its maritime outposts.
CHAIR: Jonah Bibo, University of Nevada-Reno

Following the Template of Heaven: Environmental Policies in Medieval Italy

Chris Tiegreen, Georgia State University

In the late Middle Ages, several northern Italian cities, including Florence, Brescia, Bergamo, and Siena, created policies and passed legislation to enhance the beauty of their environment, conserve resources, and establish order in the way resources were managed and used. City leaders' goals went well beyond improving the life of their citizens. They envisioned their world as a divine ecosystem reflecting the purpose of the cosmos as a whole. They wanted to replicate characteristics from the Garden of Eden and the City of God as part of the divine plan and as a foretaste of heaven. Though their theology, deeply rooted in biblical and patristic interpretation, was not always eagerly embraced by later generations, they nevertheless represent a stream of thought that influenced future humanists and enlightenment figures. They were proto-environmentalists who, in many respects, established a framework for discussion long before industrialization and the rise of modern environmental movements.

The New Shape of the World: Geographical Literacy and Jesuit Education in the Early Modern Global World, 16th-17th Centuries

David Salomoni, Universidade de Lisboa

Between the sixteenth and the seventeenth centuries two processes of great importance for world history came to an end. The first was the impulse given by the Iberian monarchies to the exploration of the earth. In 1522, the expedition started by Ferdinand Magellan had completed the first circumnavigation of the world, but it was only from the second half of the century that a series of stable colonies between Asia, Africa, America, and Europe gave birth to an integrated and functioning global system. The process was completed in 1565 when a stable maritime route from East Asia to West America was established thanks to the Manila Galleon. In an apparently different domain, in 1599 the Jesuit Ratio Studiorum, the most important rule of study in Catholic Europe, was completed. Following its example, the rules of study of other religious teaching orders were developed. What was the connection between these two phenomena? Did the process of exploration and integration of the four parts of the world, and the emergence in this process of new scientific concepts, influence, directly or indirectly, the way knowledge was produced and transmitted? The paper aims at answering these questions on the basis of an original research that seeks to shed light on whether the process of the first globalization influenced the making of the epistemological foundations underlying modern science through pre-university schools.

The constructions of northern Kedah and Perlis, Malaysia during the *longue duree*: A discussion based on texts and archaeology

Meljev Singh Sidhu, Universiti Sains Malaysia

This paper will review and discuss the archaeology and literature concerning five major settlements and a port in northern Kedah and Perlis from the late 13th century to the 18th century CE in order to understand the constructions of the period. The five settlements studied are Seputih, Naga, Sena, Kayang and Bukit Pinang as well as the port of Kuala Kedah. This period is poorly understood and was once referred to as the "Dark Age" of Kedah's history. Unlike earlier and later periods in Kedah's history, structural remains during this era are almost non-existent and references are equally scanty, which is why the study of structures from this period is necessary. Most of these settlements are referred to in Malay sources such as the *Al-Tarikh Salasilah Negeri Kedah* and the *Salasilah atau Tawarikh Kerajaan Kedah*, both of which are from a later date. European itinerants from the 16th to 18th century shed light on Kuala Kedah and this settlement has been included as a basis for comparison with the remaining five. The presence of similar types of structures and uniformity of materials used suggest that these texts may have been accurate in describing settlements from an earlier period. The results of this study allows us to understand how people built in parts of the Malay world that were not under foreign influence.

D3. Teaching the History of Pandemics during a Pandemic

In Summer 2020, the Bishop's University History department came together for a new team-taught course on the History of Pandemics. It attracted much more interest than the usual department offerings, with the highest online enrollment of any online History course at this small liberal arts college. It was also the most global history course ever offered, spanning from ancient times to today and including coverage from Europe, Africa, Central Asia, China, Indonesia, North America, and the

Pacific Islands. In this panel, a sample of the professors who taught the course will discuss teaching pandemics online during a pandemic. Presenters will discuss the way that past events can be related to current affairs, and how students experienced this, from a standpoint outside the United States where the pandemic was less politicized. We will consider the way different cases combined and the challenges of creating a shared narrative from multiple professorial voices speaking on diverse topics, using different types of platform and teaching methods online. We will consider the role of tenured and precarious faculty working together with unequal power to craft a course. Finally, we will discuss how the experience of this course has helped our department think about new course offerings to inspire student interest at a time of declining enrollments, including a growing focus on health history.

Participants (all from Bishops University):

CHAIR: David Webster

Gordon Barker

Marek Eby

Neven Leddy

Jean Manore

David Webster

D4. Bodies under Inter-imperial Duress: States, Knowledge, and the Dynamics of Dissent

"This panel examines inter-imperial dynamics in diverse regions and periods, developing analyses of historical process that supplement comparative and connected approaches. Panelists analyze their materials from the perspectives of both the competing empires who jockey for power and the colonized peoples who maneuver for health and bodily survival amid these competing empires. Two of the papers study empires' botanical/species knowledge projects and stratifying "diagnoses" of peoples, while the other two foreground the fraught practices and pressures of "inter-imperial subalternity" and "inter-imperial positionality" under which imperial subjects and anti-colonial dissenters have struggled. In the field of imperial history, many scholars focus on one or the other of these dimensions—that is, the view from "above" or from "below." By bringing these approaches together in one panel, and studying them across regions and periods, we hope to provide grounds for fruitful dialogue about the dialectics of history as they have accrued over centuries and shape the crises of the present. What emerges, we ask, when we consider the discursive-material legacies of successive empires as co-constituted with the sustaining, resisting practices of conscripted peoples? How have aesthetic and knowledge formations interacted with political-economic formations to enable justice-seeking transformation as well as imperial interpellation? Finally, what do we see when we trace long-standing strategies of resistance into the twenty-first century?"

CHAIR: Laura Doyle, University of Massachusetts-Amherst

Inter-imperial Afterlives: The Longue Durée of Inter-imperial Dialectics and Resistance

Laura Doyle, University of Massachusetts-Amherst

Trading Species, Managing Empires: Animals, Landscapes, and Inter-Imperial Exchanges in Early Twentieth-Century Hawai'i

Jessica Wang, University of British Columbia

Axis Mundi: Inter-Imperial Dynamics and Abbasid Geographic Imagination

Hayrettin Yücesoy, Washington University-St. Louis

Inter-imperial Subalternity: Discourse, Strategy, and Agency in Multi-Polar Contexts

Augusto Espiritu, University of Illinois

D5. Public Health, Pandemics, and the Ancient World

The problem of public health is an old one that has defined the ability of states and empires to govern in times of crisis and peace. This panel focuses on the ancient world and the ways in which a variety of ancient societies sought to identify, manage, and control public health crises.

CHAIR: Daniel Headrick, Roosevelt University

A Prehistoric Plague Pandemic

Daniel Headrick, Roosevelt University

These days, pandemics are on everybody's mind and, among historians, the plague is one of the favorites. We all remember the three great plague pandemics: Justinian's, the Black Death, and a third one at the turn of the twentieth century. In the last six years, geneticists sequencing the DNA of ancient corpses have unearthed an earlier plague pandemic that afflicted Europe in the third millennium BCE. At the time, Europe was inhabited by Neolithic farmers whose ancestors had come from Anatolia, along with a minority of hunter-gatherers. This pandemic, introduced by pastoral nomads called Yamnaya

migrating from the steppes of southern Russia, transformed the genomes, the languages, and the social and gender relations of the European population. The Yamnaya were evidently relatively immune to the plague, while the Neolithic farmers were very susceptible. The results of the pandemic were a massive decline in the Neolithic population and their replacement by descendants of the Yamnaya. The DNA of Europeans today ranges from 90 percent of Yamnaya origin in the British Isles to 30 percent in Iberia. Not only did the Yamnaya change the genome of Europeans, the effect of their Y-chromosomes transmitted only from fathers to sons was even more lopsided. The Y-chromosomes of many Europeans today reveal their descent from a small elite of Yamnaya warriors who replaced all other males in the competition for access to females."

Global Pandemics, Government Responses, and the Fate of Empires -- A Comparative Analysis of Third Century Crises in the Han Dynasty and Roman Empire

Yuegen Yu, Central State University

This paper is a comparative analysis of global smallpox and other pandemics around the third century and the resulting imperial crisis in Han Dynasty China and the Roman Empire. In Han China starting around 200 CE, smallpox and other epidemic diseases had reduced the Chinese population by 25% to 30%. The Han Dynasty lost the ability to deal with pandemics and maintain order and collapsed entirely in 220 CE. In the Roman Empire, smallpox pandemics emerged earlier and caused repeated crises: the Antonine Plague or Plague of Galen (165-180 CE) caused the death of 5 to 10 million people; and the Plague of Cyprian (249-262 CE) killed 5,000 a day in Rome alone. The plagues contributed greatly to the "Third Century Crisis" but the Roman Empire managed to survive. Based partially on first-hand observations of diseases and society by the "Saint of Chinese Medicine" Zhang Zhongjing (张仲景 c. 150-219 CE) and the famed Greek physician Galen (c. 129-216 CE), the paper concludes that while ancient smallpox pandemics were similarly devastating to the Han and Roman empires, due to the long-term political decay of the Han Dynasty and the weakened but still relatively vital Roman imperial system, the fate of the two empires turned out to be drastically different.

Lead Pollution: An Ancient Health Hazard

Stanley M. Burstein, California State University

Lead has been recognized for almost a century as a dangerous environmental pollutant and health hazard in the United States. Lead pollution, however, is not only a modern problem; it also affected societies in the ancient Mediterranean. Recognition that lead poisoning might have been a significant problem in antiquity dates from the late 19th century when scholars in Germany found toxic levels of lead in bones excavated in Greek and Roman cemeteries and identified possible sources of lead poisoning in the wide use of lead in Greek and especially Roman food processing techniques, water technology, drugs and cosmetics, and silver mining. Interest in ancient lead poisoning took off, however, in the 1960s with the publication of two articles by S. C. Gilfillan, who argued that lead poisoning was the principal cause of the decline of Roman civilization because it led to the extinction of the Roman aristocracy and its replacement members of inferior races. With its obvious connection to eugenics, however, Gilfillan's thesis quickly fell into oblivion. In the meantime, however, evidence of elevated levels of lead in the ancient European environment during the first two centuries CE has accumulated. The purpose of this paper is two-fold: first, to survey current knowledge of lead as an environmental pollutant in antiquity, and, second, to show how the restricted understanding of the health impacts of lead pollution in Greco-Roman medicine limited the development of effective responses to the health hazard posed by elevated levels of lead in the ancient environment. Paper co-authored by Caleb Finch.

Religious History of Canaanite Civilization and its Impact on the Near East

Doaa El Shereef, Independent Scholar (NCIS)

According to the estimates of historical studies, about 7,000 years ago in the Arabian Peninsula there were successive waves of migration of the Bedouin tribes living in the desert, migrating in search of a more prosperous land. Therefore, the tribes crossed to the Fertile Crescent, which includes Iraq, Syria, Lebanon, Palestine, and Jordan. Part of them settled in the land of Palestine before it was known by this name. They gave the country their name, "the land of Canaan". The Canaanite religion was strongly influenced by their strong and densely populated neighbors, and a clear influence appears in their religious practices from Mesopotamia and Egypt. The Canaanites established throughout their history a coherent religious institution which started from the sky where the gods resided, who then went down to the land, high places such as the mountains in particular, and then they built the temples and the priests and clerics became mediators between the gods and the people. Although each Canaanite city had its independent religious institution, there were gods, temples, and priests that were holy in all these cities at all levels of this institution. In my research, I will discuss the religious history of Canaanite civilization and its impact on the civilizations of the Near East, especially the Egyptian civilization.

E1. Imperial Administrators and Global Networks

Imperial administrators are often described as agents of empire. This panel documents this role while interrogating the historical specificity of information networks and imperial and personal ambitions. The panel also addresses the significance of interdisciplinary inquiry in world history. Lawrence Abrams and Marsha Robinson offer discrete examinations of how imperial structures and networks helped to establish emergent identities and expose the pitfalls of disconnected metropolitan leadership.

CHAIR: Luke Scalone, Northeastern University

Imperial Humanities: Global Scottish Education Networks in the Service of Early 19th century Empire

Lawrence Abrams, University of California-Davis

This paper investigates the relationship between parish and parochial schools in Scotland, the system of training colleges and military academies, universities, and finishing colleges abroad. The existence of these institutions has been well studied, but their relationship is often neglected. I argue in this paper that not only was there a matriculation pipeline from lower schools in Britain to universities and to foreign training colleges, but that this pipeline was a deliberately structured process of patronage. The patronage of placement in these schools and colleges was such a success particularly in Scotland that control of the network became a valuable political asset. Furthermore, the development of the network brought wealth and prestige back to Scotland that complemented the growing reputation of Scottish military service in the British Empire. I argue that this civil and educational network is an underexamined aspect of the resuscitation of Scottish national identity and nationalism after the end of the Jacobite era.

A French Lieutenant's 19th-Century Proposal to Reverse Desertification: It's Not Too Late to Adopt Historical Adopt Historical Sustainability Priorities for 21st-Century National Securities

Marsha Robinson, Miami University

In 1895, French cavalry officer Victor Levasseur proposed a solution to the freshwater scarcity in the Sahara Desert near Timbuktu. Although he was not the famed cartographer from an earlier generation, he was able, calling upon his expertise from serving the French Empire in West Africa, to gather venture capital and investors for this project that would have enhanced sustainable farming. The project was stopped by the colonial administration which preferred immediate extractive economics to a vision for the long-term that would have benefitted the many nations in the area. This paper will review this and other historical examples of the intersection of sustainable economics, national security and investment in hydrology infrastructure as both economic and military priorities. This presentation is designed for secondary and post-secondary educators looking to connect world history to international relations and STEM in their course plans.

Limits of Inter-Imperial Projects: American Cotton in the Ottoman Empire during the 1860s

Ahmet Izmirliglu, Utah State University

As imperial interactions intensified in a European dominated landscape of during the nineteenth century, many imperial projects were devised to satisfy the often-diverging interests of empires. One such scheme was the British attempt to plant American cotton throughout Ottoman realms during the 1860s. The planning and execution of such an ambitious project revealed the limits of imperial cooperation, especially when dealing with an immensely diverse entity such as the Ottoman Empire. An analysis of those events also clarifies the boundaries of imperial understanding and power projection into provincial social, economic and political orders. This talk focuses on the conflicts between imperial expectations and local realities in the Ottoman Empire during the 1860s, as revealed in the reports of British and Ottoman administrators who tried to reconcile imperial and local demands. The reports reveal the influences of climate, social, and economic conditions in how events unfolded, but also some surprising confluences in economic productivity, labor practices, interest rates, and political concerns in the Ottoman provinces.

E2. The Health of the Historical Profession: Addressing Early-Career Anxiety and Fostering Hope through Sustainable Changes to Graduate Student Training

The job market for professional historians is evolving. For over a decade, the gap between completed history PhDs and available jobs in the professoriate remains one of the largest in over half a century. Despite this, the graduate training process for most programs is still singularly focused on this career outcome. Over the past couple years especially this has proven to be unhealthy for the professional history community and particularly for early-career historians. Many newly minted MAs and PhDs feel unprepared, disillusioned, and hopeless when navigating the increasingly competitive academic job market. However, careers outside of the professoriate also offer those with graduate degrees in history intellectually satisfying and impactful work that often allows for continued contributions to the field. This roundtable will use reflections from the field to explore some of these options, while also discussing approaches for creating sustainable changes in career development for graduate history programs. Such changes will not only expand options for history graduates, they also expand, diversify, and strengthen the professional history community.

Participants:

Emily Swafford (Chair), American Historical Association

Stephanie Narrow, University of California-Irvine
Melanie Tanelian, University of Michigan
Brandon Tachco, San Francisco Maritime Museum

E3. Empire, Health, and Disease in the Colonial Middle East

Health and medicine formed key parts of state-sponsored modernization programs in the countries and provinces of the Eastern Mediterranean-to-Persian Gulf in the 19th and early 20th centuries. In many ways, efforts to introduce vaccination, hospitals, and new methods to control the spread of epidemic diseases represented the first contact most people had with a central, rather than regional or local, authority. Despite this, most histories of the region have focused on the socio-political impacts of European economic domination and eventual political takeover during the era of high imperialism, with its focus on the nation state. This panel introduces three case studies that demonstrate the importance of medicine and health in formulating policies at multiple levels--from the imperial to the local--and describe how citizens and subjects responded to these changes. While Gyan Prakash is correct in arguing that what made medicine colonial was the imperial assumption that local bodies were diseased and unhygienic, these papers will demonstrate that such assumptions did not go unchallenged by local practitioners and citizens alike in the colonial Middle East.

CHAIR: Stephanie Boyle, City University of New York

Medical Orientalism: The Construction of Clot-Bey
Stephanie Boyle, City University of New York

"The cause shall be found locally": Anticontagionism as British Imperial Policy in the Late 19th Century
Christopher Rose, Independent Scholar

"The wise one would rush with his two rupees": Smallpox Vaccination, Imperial Medicine, and Local Politics in a Kuwaiti Maḥal

Laura Goffman, University of Arizona

E4. Assignment Sharing Workshop.

Bring an assignment from a world history course to share. Be prepared to describe the assignment in 3 minutes or less. We'll create a shared Google doc for all participants after the event.

Facilitator: Tammy Proctor, Utah State University

Wellness Session #2 (3:30-4:30 pm) – Beatles-A-Day with Mo & Amelia

Professional musicians Mo & Amelia have been thrilling YouTubers since the onset of the pandemic with sing along Beatles tunes. They are crafting a specific wellness session for world historians filled with fun, select Beatles tunes that will have you singing aloud. Their program includes Beatles trivia to challenge those of us who know the history of this legendary band. Approximately 45 minutes.

Session F, July 7: 4:30-6 pm

F1. Teaching Workshop: World History Digital Lightning Talks

Digital technologies are expanding the way historians research and teach history. Many fascinating projects are being developed using tools such as text analysis, data mining, geographical information systems, spatial analysis, data visualization, virtual reality and other digital approaches. Historians (including students) are invited to present their work in (in up to ten minutes with five minutes for questions. This workshop will be a good opportunity to get new ideas for future projects as well as feedback on existing projects. Any remaining time will be available for peer discussions by audience members for their own digital matters (It is recommended but optional to contact the workshop chair/organizer in advance if you wish to present).

Facilitator: Mark Ciotola, San Francisco State University

F2. War and the Fevers of Empire

Figurative and real fevers mobilized various colonial efforts over the course of the twentieth century. This panel moves from Italian ambitions for greater imperial prestige to understandings of race and health care for British colonial troops in the First World War to vaccination efforts of the US and Allied troops during World War II. In each case, war intersects with empire in the ways in which states seek to influence and control populations at home and abroad.

CHAIR: Tammy Proctor, Utah State University

Constructing a Fascist Diaspora: Italian Fascism in Colonial Tunisia

Luke Scalone, Northeastern University

Following the establishment of the French protectorate of Tunisia in 1881, the Italian state laid claim to the territory, declaring that “Tunisia [was] an Italian colony occupied by the French.” In 1922, Benito Mussolini took power as the Fascist prime minister of Italy, declaring his intention to create a new Roman Empire in the Mediterranean. To do this, he sought to spread Fascism among the Italian diaspora in Europe and North Africa. Using Tunisia as a case study, this paper examines the fundamentally transnational links implicit in Italian Fascism (an enterprise traditionally seen as explicitly national, shirking any element of transnationality). This paper goes on to examine the methods in which the Italian state spread Fascism to Tunisia and the way in which it was adopted by the Italian community (or not, in the case of Italian anti-fascists).

Healing the Empire: Racism, Colonialism, and Sepoy Health Care in World War I

Andrew Jarboe, Berklee College of Music

Between 1914 and 1918, more than one million Indian soldiers serving with the Indian Army deployed overseas, to battlefronts in Europe, Africa, and the Middle East. Fighting alongside white British Empire soldiers as part of a combined imperial war effort, Indian soldiers’ effectiveness on the battlefield depended in no small part on their reliable access to life-saving healthcare. But as this paper seeks to demonstrate, the British Empire’s long-standing commitments to racism and white supremacy at times crippled the Indian Army’s ability to wage war. When we compare the policies and priorities that governed Indian soldier healthcare in Europe with those at work in the Middle East, for instance, we gain a greater appreciation for the lived experiences of human beings whose lives their colonial masters took as cheap. Indeed, amidst our own pandemic, there is a lot to be gained by discussing healthcare in World War I. Among other things, we gain a deeper understanding that good healthcare is possible even in the direst of times and circumstances, if only states and their institutions are willing to muster the resources required to save lives.

Imperial Inequities and Global Health Disparities: Yellow Fever Vaccination During World War II

Jennifer Tappan, Portland State University

During the Second World War, nearly all US and Allied troops received the yellow fever vaccine. This paper examines this mass wartime vaccination as part of the longer history of how differential immunity has played a role in geopolitical power struggles and imperial inequities. The use of human serum in vaccine production led to a major hepatitis outbreak among US and Allied forces in 1942, which has thus been the focus of the extant literature on yellow fever vaccination during WWII. The risks of exposing US and Allied troops to a highly fatal viral infection, and potentially spreading yellow fever to non-immune populations in Asia are what officially prompted yellow fever vaccination during the war. Yet, wartime yellow fever vaccination also reveals a great deal about the emerging focus of international medicine and the global health policies that followed. Yellow fever was a key part of early 20th-century eradication campaigns and ongoing research in East and West Africa. This yellow fever research led to the development of effective vaccines and focused largely on mapping immunity in order to reduce the threat that endemic yellow fever in Africa posed to other world regions. Drawing upon evidence collected in the Rockefeller Archives and several archival collections in Europe, the paper will situate the World War II yellow fever vaccination campaign within modern war efforts and as indicative of an approach to epidemic disease threats that continues to impact the contours of global health and global health disparities to this day.

F3. Sustainability and Preservation - Past, Present and Future of Imprisonment of Immigrants in the U.S.

During WWII, the author was a prisoner at a detention facility for many Japanese families in Wyoming. Today, there are massive detention facilities for immigrants across the U.S. Sam describes a riveting story on his experience during WWII. And he has researched the four fundamental causes for such massive imprisonment – racial prejudice, mass hysteria, failed leadership, and economic greed. Sam Mihara, University of California, has visited many of today’s prisons, interviewed several immigrants including children and has developed findings unheard of publicly. For example, he found that in some respects, today’s conditions are similar to the WWII camps. But in other ways, today’s immigrant prisons are far worse. There is a strong correlation between the four causes of incarceration in WWII and the cause of today’s refugee detention, indicating history is being repeated today with other groups. The lessons of yesterday are not being taught to today’s decision-makers. Today, preservation of the remains at the 10 WWII prisons is taking place with strong financial support of the National Park Service. Sam describes this effort and the educators and students who are attracted to these facilities.

Presenter: Sam Mihara, Independent Scholar

F4. 'World Religions in Greater Indianapolis' to Divine and Define Global Learning

Our panel will present the story of ‘World Religions in Greater Indianapolis, an NEH ‘Bridging Cultures’ seminar grant awarded to our community college in partnership with IUPUI, our leading four-year transfer college. From 2015 to 2017, fifteen full and part-time community college teachers from eight discipline areas studied five world religions that are now flourishing in greater Indianapolis. Guided by scholars of Judaism, Christianity, Islam, Hinduism and Buddhism, our cohort

teachers created some 150 one-page teaching modules. These interdisciplinary modules—configured as ‘open learning resources’—now reveal vistas for our students on vital aspects of each world religion. These are framed within the local context of this midwestern city that is evermore globally engaged. Thanks to local linkages with practicing faith communities for each world religion in our city, our students can better perceive how religion presents a pathway to connect on otherwise seeming remote, complex and (sometimes) intractable global issues. Our panel members will report on learning outcomes already obtained by the continuing use of selected teaching modules, and comment on the continuing challenge of incorporating this remarkable resource into an array of courses at our college. We will engage our audience in active dialogue about how our World Religion teaching modules may, in their OER format, be immediately useful to their own teaching at colleges in different parts of the country. Thus, the ongoing local success of our World Religions in Greater Indianapolis project may inspire our audience to expand its ‘global’ reach to the greater USA.

Participants (all from Ivy Tech Community College):

CHAIR: John J. Cooney

Milan Andrejevich

Douglas Hammerling

Joshua Phillippe

Donna Tressler

Session G, July 8: 11 am – 12:30 pm

G1. Practical Imaginaries: Encounters in South Atlantic Climate, Food, and Health (1500-1900)

From the sixteenth century, Atlantic colonialists and colonizers imagined, experienced, and made use of their environment to ensure survival and create identities distinct from both their surroundings and the metropole. This included considerations of food production and consumption, health, and climate. The presenters of this panel set the discussion of local food and health in a historical and global context.

CHAIR: Suzanne Litrel, Independent Scholar

Scorched Earth: Sugar, Manioc, and Provisioning During the Luso-Dutch Battle for Brazil

Suzanne Litrel, Independent Scholar

With the 1580 union of the Iberian crowns, the Dutch United Provinces took their rebellion against the Spanish Habsburg empire as open season on Portuguese claims—all over the world. In the first phase of the Dutch West India Company’s Groot Desseyn (Grand Design) for control of the South Atlantic, this included Brazil—first Bahia (1624-1625; 1630-1654). Control for the sugar-producing captaincies Brazilian northeast led to a war of attrition as belligerents from both sides disrupted planting and lay waste to each other’s crops. As a result, “hunger,” noted one contemporary chronicler, “[was] the biggest battle.” This military-cultural history paper considers how and to what end the Dutch and Portuguese weaponized the environment during the drawn-out war. Given inconsistent aid from the metropole, the Battle for Brazil vaulted to nearly equal status sugar, a primary commodity in Atlantic markets, and mandioca (manioc, cassava), a secondary product meant for non-elite domestic consumption. The Dutch and the Portuguese destroyed each other’s food supplies, prompting fears of starvation; they also burned each other’s sugarcane fields, hampering their ability to finance the war effort and provide for their troops. This led to the evolution of mandioca (manioc, cassava) from a low-status comestible to vital “war food” for the Portuguese and the Dutch, as well as its current place of privilege at the Brazilian table.

The Great Tropical Exception: How Colonial Views of Brazil’s Healthy Paradise Helped Forge a Colony and Nation
Ian Read, Soka University of America

Over three crucial centuries of European empire-building between the mid-1600s to the mid-1900s, most men of science argued that Brazil was an exception to the torrid zone. In contrast to the opinion of the ancient Greeks and Romans that tropical climates were uninhabitable, naturalists even described the country as having the healthiest climate in the world. There were a few notable exceptions, but even among the most infamous European defamers of flora, fauna, and natives of the Americas, Brazil had the enduring luck to be swept clean by salubrious ocean breezes. By tracing a surprisingly stable belief that endured the transition from Galenic humorism to neo-Hippocratic environmentalism, this paper argues that Brazil’s exceptionalism had profound implications for colonial sensibility, rule, and endurance. By the end of the eighteenth century, an Edenic reputation fueled local support for an independent and constitutional monarchy, but also a reason to maintain African slavery as an engine to transform wild fecundity into agrarian wealth. The old reputation shattered in the mid-nineteenth century: new epidemics and ancient stereotypes of the tropics merged into a despairing zeitgeist that most parts of Brazil were no healthier than other degenerate, “black,” and tropical lands. In desperation, the Brazilian elite agreed to end slavery and spent far more money to transport European immigrants to the southeastern highlands than on public health. São Paulo and interior southern states were the last parts of Brazil to uphold the timeworn reputation of a perpetually verdant, productive, and healthy climate. Today, this region is the wealthiest in South America.

“Eat no creeping thing”: Herpetophagy in Sixteenth- and Seventeenth-Century Colonial Encounters

Michael Walkden, Folger Shakespeare Library

Colonial ethnographies from the sixteenth and seventeenth centuries often linger upon the eating habits of their subjects, contrasting the tastes of colonizers with ‘savage’ or ‘barbarous’ appetites of non- Europeans. This paper explores a recurrent example of this phenomenon: representations of herpetophagy (eating of reptiles and amphibians) in early modern travel-writing. The practice of procuring sustenance from such “filthy beasts” – by hunting, foraging, or scavenging – was held to reflect at once the perversity and indiscriminacy of ‘savages’ who “eat what they find on the ground.” This comparative study examines depictions of herpetophagy – both factual and fantastical – in a range of early colonial contexts, from Amerigo Vespucci's early voyage to coastal Brazil to the East Asian travel memoirs of Fernão Mendes Pinto. I demonstrate that European responses to the eating of reptiles and amphibians were heavily conditioned by both medical and biblical taboos on the eating of certain foods. Drawing upon ancient and contemporary theories about the relationship between poisonous substances and moral corruption, colonial accounts evoked a language of disgust to draw an exaggerated distinction between the image of the ‘primitive’ other, dependent upon foraging and scavenging for food, and the ideal of the cultivated/cultivating European.

G2. Violence, Militarization, and Their Legacies

How do wartime preparations and decisions affect civilian life well into peace time? How does this pervasive legacy of militarization and conflict affect how societies organize seemingly peaceable activities such as humanitarian aid and “social upliftment”? This panel breaks new world historical ground, exploring the entangled legacies of government and civilian efforts to control the movements of commodities, weapons, people, sex, and food.

CHAIR: Lawrence Culver, Utah State University

The Real Cost of Military Bases: The Former Castle Air Force Base in Atwater, California

Andrew Sanchez Garcia, University of California Merced

This paper explores the impacts of the establishment of the former Castle Air Force Base in Atwater, California on the local community and environment. The base, established in 1941, was originally named Merced Army Flying School and was in service until 1995. This paper addresses how the presence of this military installation contributed not only to the growth of the city of Atwater, but highlighted California's Central Valley. The base contributed to the migration of families and military personnel into the area, as well as serving the nation throughout WWII, the Korean War, the Vietnam War, and the Cold War. What makes this former base noteworthy, aside from its time of operation, is its legacy. The physical structure of the base is preserved. The land acreage alone is impressive and today it is a striking remembrance of military history preserved in time. It features a museum dedicated to its own history and the history of the U.S. Air Force. Throughout its tenure, during and after operation, the base has negatively impacted the environment, which includes contaminating groundwater and exposing people to harmful asbestos within its structures. This paper will touch on the themes of the environment, base preservation, effects on the local communities, post-closure experiences and plans in order to explore these kinds of impacts from the establishment of this Air Force base in the city of Atwater.

Human Trafficking in Houston: Past & Present

Kerry Ward, Rice University

This paper juxtaposes perceptions of human trafficking in Houston at the turn of the twentieth and twenty-first centuries. Houston provides a case of a rapidly developing urban center in the past and a present. It was not the main focus of the emergence of “white slavery” in the late nineteenth century and so had a different perspective and trajectory in this social issue. I demonstrate that local, regional, and global migrations were perceived in the past as part of much larger global patterns of gendered migration and exploitation. Historians and anti-human trafficking activists analyzing the “white slavery” scare of the early twentieth century have tended to condense a much broader configuration of social concerns at the time into the single issue of sex slavery. Acknowledging the range of issues and opinions in Houston on “white slavery” in the past helps provide an approach to analyzing human trafficking in the present.

Costa Rican Mothers and Wives Using Womanhood as a Weapon: The Fight to Have German Costa Rican Family Members Returned at the end of WWII

Christine Nemicik, Indiana University East

This paper focuses upon the struggle of primarily elite Costa Rican women to have their German Costa Rican family members who had been deported to and interned in the United States returned to Costa Rica at the end of World War II. German Costa Ricans were impacted during WWII due to the U.S. fear of a potential local Nazi fifth column movement amongst an economically influential Germanic population in a country so close in proximity to the Panama Canal. As a result, the Costa Rican government was pressured to expropriate, intern, and then deport to the U.S. for internment influential German Costa Ricans who were placed on the Allied Blacklists. During the war, the native Costa Rican wives and mothers of

the deported German Costa Ricans worked through newspapers to make the case for clearing their relatives' names. When the war ended, the women then led the charge in Costa Rica, through the Archbishop's office, to have their family members returned to them. The paper explores how the women used their position as wives and mothers to make the argument to have their families reunited.

G3. Public Health Challenges and the legacy of imperialism in African societies

This panel interrogates public health policies and paradigms as they relate to various regions in Africa. Each paper examines problems and responses to disease crises, focusing on the ways in which local knowledge could be mobilized for combatting public health problems. All the presenters step outside western paradigms and narratives that have been exposed by the COVID-19 pandemic.

CHAIR: Cathy Skidmore-Hess, Georgia Southern University

Wildebeests, Towns, and Tsetse: Sleeping Sickness in the Okavango Delta

Cathy Skidmore-Hess, Georgia Southern University

Within African Studies, sleeping sickness has often been referred to as the "colonial disease." French, British, and German descriptions of sleeping sickness contributed to images of Africa as a destitute hot zone. Sleeping sickness has been the justification for the **cordons** sanitaires, controlled burns, and development projects. As sleeping sickness requires specific vectors, tsetse fly and hoofed game, sleeping sickness reflects local environmental conditions and aspirations of global intervention and control. Most studies of sleeping sickness focus on east and central Africa. However, this work considers the history of sleeping sickness in Botswana's Okavango Delta Region. Within the Okavango Delta, tsetse control reflected changing global attitudes to science, development, and African landscapes. It also involved questions of local employment, land use, and notions of conservation. During the twentieth century, the range of the tsetse fly determined the size and nature of the international exchange of cattle and the location of Okavango's internationally renowned wildlife area. This paper argues that the expansion and contraction of the range of the tsetse fly not only influenced local land use and its interaction with the global economy but international perceptions and investment in the region.

Global Health Crises: Challenges and Rejuvenation of Public Health Care System in Africa

Peter Adebayo, University of Ilorin

The current COVID-19 pandemic which started in Wuhan, China in December 2019, spreading through-out the world has led not only to the consciousness of individuals but also the general public to the bad state of African health care- system. Indeed, it has revealed the unpreparedness of African governments to address such magnitude of high-level epidemic disease. While developed nations were to a large extent equal to the task of curtailing such viral infection and putting in place urgent health care measures, African countries were left to facing the challenges posed by the COVID-19 pandemic in a rather sluggish manner coupled with their inadequate health care services. This paper therefore discusses the challenges posed by the COVID-19 pandemic in Africa. It further examines what constitute the new social, political, and economic determinants of public health relief activities such as the distribution of relief materials, command and control of migration, social activities, and economic regulation. Thus, the issues of equity, poverty, social structures, structural violence, and others such as the rejuvenation of the entire public health care system, treatment of high mortality rate and morbidity are examined within the perspective of global public health system. The methodology of this study is based on scientific and multidisciplinary approach as well as evidence from secondary and primary sources. The recommendation of the study is based on the following: a focus on the public goods, belief in a Global and interdisciplinary approach, the need for multi-level approaches to interventions and the need for comprehensive awareness for health policies and financing.

Ritual as Medical Technology: Histories of Public Health Beyond the Western Paradigm

Rachael Hill, Cal-Poly Pomona

This paper is based on insights arrived at during the course of 18 months of fieldwork on the history of traditional medicine research in Ethiopia. Twentieth-century Ethiopian public health officials and scientists almost exclusively studied medicinal plants and were not only uninterested in the ritual aspects of traditional medicine but were also often outright dismissive of healing ritual. The benefits of medicinal plants were knowable through chemical assays and biomedical studies of plant remedies while ritual had no scientifically knowable value and was deemed unworthy of scientific inquiry. However, recent biomedical research finds that ritual creates measurable changes in neurotransmitters and regionally specific brain activity that can influence disease processes through physiological mechanisms. In this paper I argue that while historians have long since understood how rituals provide humans with a shield against the uncertainty of life, science also confirms that the change in neurochemistry associated with ritual provides a sense of stability. Technology does not simply originate in laboratories and factories but is something that ordinary people create and practice through their everyday innovations or creativities. Therefore, I argue that ritual is a form of medical technology designed to produce positive health outcomes. Framing ritual as a form of medical technology opens up new areas of exploration bringing literature on religion, health, and science into the same frame. Understanding ritual as technology opens up new possibilities for thinking about a host of non-

western practices as technological innovations that promises to move discussions beyond the old framing of public health in the global south as a site of need or lack.

G4. Between Local and Global: Protest, Individualism, and Crisis

The global pandemic of the present world has unearthed latent and not so latent sentiments around the world about the role of governments in individual lives. Federico Paolini, examines these matters from the perspective of European states and how recent historical attitudes about individual states and supra-institutions (like the EU) helped shape the initial decisions rendered by those Western democracies. Johann Reusch, presents an understanding of how Anti-Vaxx rhetoric, once part of the “pseudo-liberal anti-corporate” smoothly transitioned into a tool of the Right, but in the US and globally as Covid-19 demanded a unified response. Both papers posit an analysis moving between the levels of examination from individual to supra-state as necessary for understanding the unfolding of 2020s pandemic narrative.

CHAIR: Molly Nebiolo, Northeastern University

Individualism, Democracy ... and Viruses

Federico Paolini, Università della Campania 'L. Vanvitelli'

The narratives spread in the public space link the emergence of the SarsCov02 virus to climate change. This is certainly true, as the climate of Yunnan seems to have become particularly suitable for the proliferation of numerous bat species in which at least 200 new coronaviruses have been cataloged. If we analyze the events of the pandemic, we must also make other considerations that go well beyond the biological and climatic dynamics. These considerations must concern both political and social dynamics. It is no coincidence that the pandemic has been contained much more efficiently in Asia, where governments follow dynamics that are very different from those of Western representative democracies and where people are much better prepared to endure limitations on personal freedoms to protect the community. The goal of this paper is to reflect on a sort of Western peculiarity that would have allowed the virus, once it arrived in Europe, to spread to all continents.

There are three questions we want to try to answer: the first concerns the role of Western democracies where, in order to gain votes, they give up their leadership role: how much has this attitude influenced in the delay with which the first measures were adopted? The second concerns the domination of individualism: what is its role in determining the policies aimed at controlling the pandemic? The third concerns the neoliberal economic policies: what was their role - represented by the cutting of beds and health personnel - in the spread of the virus?

Anti-Vaxxers Protests and the Political Usurpation of the Global Public Sphere

Johann Reusch, University of Washington Tacoma

This study traces the historical sociology of the global anti-vaxxers movement from its pseudo-liberal anti-corporate roots to its usurpation by the populist right. This paper argues that global populist movements began to adopt anti-vaxer rhetoric as a platform for criticizing liberal governments and their impositions of mandatory public health policies such as lock-downs and vaccinations. The original suspicions of pharmaceutical negligence and profiteering that gained momentum following the Wakefield report in The Lancet in 1998, that suggested a link between MMR vaccinations and autism in children transformed during the early COVID crisis into government conspiracies and the myth of the deep state. Rejection of public health ordinances became synonymous with anti-government protests that allowed populist groups to infuse rightwing agendas and empowered political fringe groups reaching from center-right to extremist groups to agitate publicly with minimal interference from the executive institutions and left to leftist groups because the public demonstrations did not contest established political/ideological dogmas. This empowered populist groups at a time of individual choice restrictions, declining economic conditions and separation to enter the public sphere as a mass movement dissatisfied with these conditions and to synonymize them with anti-government protests that attacked directly the social agendas of liberal governments. The entering of the public sphere elevated populist and rightwing groups from relative online anonymity to visceral presence seemingly represented a broad spectrum of the population that brought marginalized nativist, identitarian, racist and neo-fascist agendas to public and social media viewed in living rooms across the globe where it empowered populist governments and undermined the efforts the social agendas of liberal ones.

G5. Indigenous Health and Activism in North America

As Vera Parham observes the effects of colonialism across the globe are immense. Their wide sweeping impacts on the lives, lands, and bodies of indigenous peoples the world over are only one element. The ramifications for the health of indigenous populations in the wake of actions of colonizing parties centuries ago are as relevant and as present as those of actions taken only decades ago. Often forgotten in the exploitive efforts of colonial regimes the bodies and health of native populations continue to pay the price of decisions made well beyond their control. Jacob Tropp explicitly examines how late 20th century exploitation of uranium fields disproportionately impacted the Diné peoples of the American Southwest. These events had ramifications globally, as tribal, national, and international leadership were made to bear witness to the effects of uranium mining on the populations living nearby. For Tropp the localized, grassroots efforts led to global dialogue, for Parham, it is the grassroots effects of native populations which are the most successful in combating the continued impact of the colonial

endeavor. Examining the dependency relationship created by alcohol and alcoholism, and the subsequent trauma, Parham explores how grassroots efforts are proving an effective tool in fostering well-being in these communities.

CHAIR: Juan De Leon, Luther Burbank High School

Diné (Navajo) Health Concerns on the Global Stage: The Transnational Politics of Uranium Mining and Settler Colonialism in the Late 1970s to Early 1980s

Jacob Tropp, Middlebury College

The traumatic impacts of uranium mining on the Diné (Navajo) peoples of Arizona and New Mexico in the late 20th century – from high cancer rates among Diné mineworkers and their families to the contamination of local reservation resources – have now become well known in both scholarly and popular accounts. Yet much less recognized is how these experiences were significant on a global stage, particularly for other marginalized groups similarly contending with settler colonial legacies and the expansive power of multinational uranium corporations. This paper explores how the negative impacts of uranium mining on Diné health inflected the transnational politics of two particularly fraught contexts in the late 1970s and early 1980s: various Aboriginal communities in northern Australia, contending with the impacts of new uranium mines on their rights, lands, and health; and the struggles faced by Namibians and the South West African People's Organisation (SWAPO) as they opposed both uranium mining risks and political control by apartheid South Africa. These transnational connections are examined in a few revealing contexts: a series of observational tours by representatives from Aboriginal land councils in Australia's Northern Territory to Diné and other southwestern Indian tribes impacted by uranium mining; a special hearing on uranium issues by the United Nations Council for Namibia, which directly addressed the negative effects of mining on Diné communities; and environmental activism by Diné leaders, at events from New Mexico to Copenhagen, in which they coordinated their uranium struggles alongside representatives from Aboriginal, SWAPO, and other transnational activist communities.

Healing UP, the Price of Intergenerational Trauma on Indigenous Communities, and the Grassroots Movements Combating Alcoholism and Addiction

Vera Parham, American Public University

The effects of colonialism across the globe are immense and obvious from land loss, to cultural loss, to loss of life for Indigenous communities. Colonization destroyed Indigenous economies while forcibly incorporating them into a global economic system of imbalanced resource exploitation and production. Indigenous communities sought out exchanges which provided them with items they previously had little or no access to. Colonial traders and firms sought out the cheapest way to gain access to the resources, be they land, fur, timber etc. that they hoped to market. A prime tool for exchange of goods and services throughout the early colonial era became alcohol. This item of exchange served a dual purpose of creating a dependency on the enforced global market as well as a dependency on the substance itself. Coupled with the trauma of colonization, alcohol had serious damaging effects on Indigenous communities. For Native American communities in North America, the response and success in combating the inter-generational trauma caused by colonization's spread of alcohol in their communities has been grassroots. Movements of resistance have sprung up again and again through Indian Country that incorporate traditional lifeways infused with later spiritual and medical teachings on health to combat alcoholism. I argue that the culturally based grassroots approach to healing from trauma has proved an effective tool for the promotion of health and well-being in Indigenous communities across North America.

Wellness Session #3 (1-2 pm) – Yoga & mindfulness for self-care

Certified yoga instructor Andrea Hobkirk has crafted a yoga session for those of us on screen too often to unwind and enjoy the concept of mindfulness through yoga techniques. She regularly teaches yoga to victims of trauma and at risk populations, including youth. All you need is a mat and water. Approximately 45 minutes.

Session H, July 8: 2-3:30 pm

H1. Empires and Legitimacy

Regardless of time period or location, empires historically struggled with legitimating power—a process often accompanied by the assertion of class, race, and religious differences as mechanisms of rule.

CHAIR: Louisa Rice, University of Wisconsin, Eau Claire

Gender, Race, and Space: African Elites, Continuity, and Change in South Asian Political Landscapes, ca. 1500-1800
Anisha Bhat, Northwestern University

In 1846, Indian officials working for the British colonial government in Bombay attempted a census of the local population along religious lines. Inexplicably, they classified Siddhis and/or Habshis, Indians of African descent, as ‘Miscellaneous.’ While most Habshis were Muslim, Bombay officials saw them as somehow different. This difference was rooted in a long, complex history of social and political interaction in the Deccan that defied usual colonial binaries. In fact, the social construction and political organization of Habshi difference over the course of the early modern period reveals much about continuity and change in the evolution of politics in the Deccan, underscoring key early modern racial and gendered dynamics informing political transition. Therefore, I will trace the development of a malleable yet persistent notion of Habshi ‘difference’ from the sixteenth through the eighteenth century alongside changing spatial configurations of Deccan state power. I argue that Habshis reworked racial and gender norms associated with military slavery to re-articulate their roles in relation to a number of key Deccan sociopolitical spaces—courts, forts, armies, mosques, and shrines. In this way, Habshis helped adapt and extend earlier modes of political engagement tied to articulations of racial difference, gendered performance, and territorial claim-making into the eighteenth century.

Preserving a Dynasty: The Inner Court in Premodern Empires
Sophia Yunxin Li, Stanford University

Conventional narratives usually portray the inner court as a detrimental force, blaming the excessive power of palace women, eunuchs, and favorites for a dynasty’s downfall. Recent historiography has challenged this view by demonstrating the inner court’s legitimacy and necessity to preserving imperial sovereignty. In this paper, I compare the structures and functions of the inner courts in the Han Empire, the Roman Empire, the Ottoman Empire, and the Qing Empire. Despite many differences, the inner courts of these empires all played the roles of producing legitimate heirs, guarding the emperor against political rivals, and coopting local elites. As for what binds the emperor and the inner court, physical intimacy and emotional ties are at least as important as common interests. Spatial seclusion and gender segregation made eunuchs ideal servants and powerful intermediaries. Empress dowagers’ power usually derived from mother-son bond, parental authority, and their family background. The emperor’s male favorites shared both physical intimacy and common interests with them, forming stable patron-client relationships.

The Empire of Morality: British India and the racial genealogy of corruption
Anubha Anushree, Stanford University

This paper traces the vicissitudes of the term “corruption” in the early half of nineteenth-century colonial South Asia to understand how the term was repurposed to produce colonial moral authority. By the beginning of the second decade of the nineteenth century, the East India Company began projecting corruption as anomalous and temporary, which allowed it to formulate a collective and systemic paternal morality. My paper examines specific understudied instances of corruption, where I focus on how Indians were often incriminated in an already skewed moral conversation. I offer close reading of investigative reports that examine the role of Indian ministers in princely states such as Baroda and Oudh. Through these instances, I demonstrate how the early nineteenth century discourse of colonial corruption was constituted by a double strategy. On one hand, British corruption came to be increasingly re-described as financial (and not moral) disorder whereby the British were presented as ‘supine’ and ‘passive’. On the other hand, the Indians were often characterized as consistently shrewd, possessing abnormal capacities to influence British attitudes. The focus on Indians allowed the British to contain the discourse of internal corruption even as the term expanded to stigmatize Indian administrative relationships and behaviors as morally reprehensible. This paper examines the various discourses of colonial corruption as a way of demonstrating how racial constructions of morality continue to haunt modern states.

H2. Roundtable: Teaching Global Environmental History in the Shadow and Smoke of Climate Change

We are living in a time of seemingly unending environmental crisis and catastrophe. The UN Intergovernmental Panel on Climate Change Special Report, released in October 2018, highlighted the specific dangers with increases in global temperature of 1.5°C and 2°C, and outlined the timeframe to limit the increase to 1.5°C. In combination with increasingly clear examples of climate refugees, climate-induced wildfires, and other catastrophic events, this has led to an unprecedented amount of attention to the current climate crisis in all forms of traditional and new media. The constant stream of dire warnings and bad news can lead to both paralysis and increased anxiety, particularly in combination with increased global tensions, rising populism, and a media environment prone to outrage and panic. How are we facing this moment as historians? This panel will explore how climate change is affecting our teaching of world and transnational history, including teaching methods, concepts, and approaches. For instance, can ideas like the “Anthropocene” help students consider history in new ways? How can we help students navigate the complexities of current environmental crises with historical depth and nuance? How can an environmental approach reframe global history? What kinds of difficulties and opportunities does the current sense of environmental crisis present for global and transregional/transnational history? How can the global inform the local, and provide historical knowledge and analysis to aid preservation and sustainability? The four presenters will give brief examples from their own teaching to provoke what we hope will be a stimulating and vibrant discussion.

Presenters

Amy Woodson-Boulton (CHAIR), Loyola Marymount University, Los Angeles

Tait Keller, Rhodes College

Elizabeth Drummond, Loyola Marymount University, Los Angeles

Lawrence Culver, Utah State University

H3. But How? Using Open Education Resources (OER) in Community College Survey Courses

As part of a grant from the American Council of Learned Societies (ACLS), the team behind World History Commons, an Open Education Resource (OER) are collaborating on a project with community college faculty to determine how to facilitate the use of OERs in world history survey courses. High-quality OERs such as World History Commons provide instructors with peer-reviewed engaging teaching resources while at the same time not burdening students with additional costs. While OERs have great potential to benefit both instructors and students, instructors face challenges that may make them hesitant to adopt OERs for their courses. In this workshop, experienced community college faculty will explore how this project has worked to adapt the World History Commons OER to the particular needs of community college instructors and students. For example, while recognizing that traditional textbooks are attractive to instructors, especially beginning instructors, due to their efficient organization of the curriculum into weekly units, this workshop will discuss ways to move away from this "coverage" mindset towards explorations, deeper dives, and historical thinking. Other topics might include how to make OERs like World History Commons work effectively with the variety of Learning Management Systems (LMS) used at different community colleges. The workshop will outline the approaches developed during this ACLS project and also invite ideas from all attendees for how to serve the needs of community college instructors with OERs.

Presenters:

Nathan Sleeter (Chair), George Mason University

Monica Ketchum, Arizona Western College

Jack Norton, Normandale Community College

Tom Rushford, Northern Virginia Community College

H4. Pedagogy of Public Health and Planning

How do ideas about disease shape the way urban planners design and develop cities during periods of urbanization and empire building? How do social inequalities work to deny public health improvements to marginalized groups? In a larger sense, how do pandemics and other large-scale disease outbreaks influence social and political change? The papers in this panel explore these questions to determine the crucial role unseen microbes have on the global human population and how to approach these issues in the classroom.

CHAIR: Jon Davidann, Hawaii Pacific University

Designing Landscapes of Health: Pedagogical Approaches to Teaching Urban Planning and Global Urban History

Megan Kendrick, Woodbury University

This paper will explore the concepts of health and disease as they relate to the modern urban planning movements of the 19th and 20th centuries and will outline a framework for teaching the global history of cities through these lenses. Within the contexts of industrialization, migration, imperialism and colonialism, vast transformations in the scale and pace of urbanization led a wide range of urban professionals to design healthier cities. Such rapid changes in urban growth revealed threats to the livelihood of city populations, as concerns about contamination and crowding led to improvements in sanitation, ventilation and circulation. Indeed, even the nascent language of urban planning borrowed the terminology and systemic organization of human and plant biology, with planners promoting healthy "lungs" and "arteries" throughout the city and zoning urban blocks into cells and districts into functional organs. Yet amidst the efforts of civil engineers, architects, reformers, and urban planners to promote healthful landscapes for urban residents, underlying inequalities of race, class and nationality prevented equal access to such life-giving environments. In this presentation, I will highlight three broad responses to the perceived ills of the modern metropolis. Specifically, the Grand Manner style, the literal and figurative implementation of the cordon sanitaire, and the various iterations of the Garden City model each represent methodological approaches to treating the sickness of the modern city. Additionally, I will present a pedagogical approach to teaching global urban history through scaffolding readings, research and writing that will encourage transnational, comparative analysis.

Thinking History Globally: Re-shaping the History of Diseases and Pandemics in the 20th Century

Nikhil Kumar, Heritage Girls' School

Pandemics are central to global history. They are no new phenomena, with mankind enduring many with more or less dangerous ones. They also have global impact and create anchors point in time. Throughout history, nothing has killed more human beings than the viruses, bacteria and parasites that cause disease. Starting from the Spanish flu of the 20th century, the world has witnessed several disease outbreaks such as Asian flu, Hong Kong flu, SARS, Swine flu, Ebola, and COVID-19 etc. Historians have long engaged with pandemics, examine how they both hinge upon and redefine connections between

people and societies in ways that other global phenomena may not. In recent decades, the emergence of global approach in history has facilitated international cooperation, promoting advances in disease research and surveillance, and has become one of the more notable features of academic history. Thinking History Globally reflects ideas and views about the past and the present beyond national borders, language barriers, and enclosed regions. Conversely, this new approach altered the way that pandemics originated and are experienced, understood, and controlled. The proposed research paper will use and analyze past interviews and writings of ordinary people, political leaders, historians, social scientists and scientists, as sources to investigate and to examine the ways in which disease outbreaks have shaped politics, crushed revolutions, and entrenched racial and economic discrimination. Moving on from an analysis of twentieth century integration, the article also offers some reflections on our own era of globalization and on the emerging field of global health.

H5. Global Development and Public Health: Competing Visions

Under what conditions does a right to health become a radical notion? How do governments and non-governmental organizations work to limit or expand access to public health? When does public health become a form of resistance against an oppressive regime. This panel takes up these potentially volatile questions and counter some of the dominant interpretations of twentieth century public health in an age of modernization and political upheaval.

CHAIR: Sara Silverstein, University of Connecticut

"The United Nations Public Health and Social Medicine Service": Revisiting the World Health Organization's Origins in the Context of Competing Visions for Global Health

Sara Silverstein, University of Connecticut

This paper explores the competing understandings of global responsibility for health in the mid-twentieth century and the institutions that attempted to realize these different principles. I argue that the concept of a right to health articulated in the late 1940s resulted from international collaboration in advancing public health and public responsibility for healthcare services during the interwar period. During the Second World War, the former director of the League of Nations Health Organization circulated plans for a "United Nations Public Health and Social Medicine Service." Ludwik Rajchman's proposal combined the institutions he had helped create during the interwar years with the international measures that he was convinced would be necessary to care for refugees after the war ended. It would be possible, he argued, to guarantee healthcare for everyone in the world. He was not a fringe radical, but a man whom some had expected to see as the next secretary-general of the League of Nations. Nevertheless, his proposal was too extreme for the World Health Organization's planning committee. My paper develops the positions of rival proposals for establishing the mechanisms to realize a right to health through the United Nations' new health organization. Extending from proposals to institutions, I also explore UNICEF's attempt to preserve the League of Nations Health Organization's interwar legacy when it became clear that the World Health Organization ultimately would act on a more limited understanding of international health.

From Development Aid to the Human Rights to Health and Food: West German aid to Chile during Democracy and Dictatorship, 1960s–80s

Felix Jimenez-Botta, Miyazaki International College

My presentation will explore the shift that took place in the 1960s–80s in West German aid to Chile. In the 1960s West German aid agencies such as Misereor and Brot für die Welt helped build extensive developmentalist projects such as hospitals, which proved ineffectual in helping their intended recipients: needy Chileans. Throughout the 1970s–1980s, during which Chile was ruled by Augusto Pinochet's military junta, West German aid agencies abandoned these grand ventures. Their help went instead towards funding projects emblazoned with the label of human rights. These projects ranged from financing soup kitchens and providing medical supplies for prisoners, to funding psychiatric aid for victims of torture. This presentation argues that providers and recipients of aid understood human rights work as a conscious resistance to state terrorism and neoliberalism. In their eyes, these efforts were helping to realize promises of rights to health and food promised in the Universal Declaration of Human Rights, unfulfilled under democracy, and seriously threatened by military rule. My presentation questions the findings of human rights historians who claim that rights advocates have pursued a retrenched humanitarian project since the 1970s. My presentation demonstrates that the opposite was also true: there were advocates who saw in human rights a vocabulary of political resistance and action.

Session I, July 8: 4-5:30 pm

II. Culture, Environment, and the Big Picture of World History

CHAIR: Jonah Bibo, University of Nevada-Reno

Big history invites us to think not only on a planetary timescale but also to consider the future as a realm of study rather than fantasy. The field shares with world history the methodological necessity of interdisciplinarity. This panel brings together

four innovative papers that collectively explore research tools and techniques borrowed from computer science, biology, and pop culture. The papers tackle the intersection of science, fiction, and mass culture.

Hype or Substance? Applying Artificial Intelligence to the Sustainability of Dynasties Over 3500 Years of World History

Mark Ciotola, San Francisco State University

Artificial Intelligence (AI) has been touted as a panacea for challenges in research and scholarship. Machine learning is a form of AI. Vague statements of bold expectations aside, what does happen if one places information about many historical dynasties from around the world into machine learning software? Basic information about dynasties from about 3500 BCE to 1900 CE is entered into a machine learning platform, including commonly accepted beginning and end years and geographic location. Some other information is entered subject to availability. Results are reported in terms of generated clustering and trends, and their implications for dynastic sustainability. The capabilities of such platforms and approaches are explored and critiqued.

Perpetua Memoria: Perspectives on the World History of Memetic Sustainability

Spencer C. Woolley, University of Utah

Before the word “meme” meant brief cinematic hilarity in social media feeds, it referred to a unit of culture, transmitted in a similar fashion to genetic information. Organic chemists and cell biologists continue to illuminate the methods of gene survivability, how some traits endure through mitosis or meiosis to the next generation. But the endurance of memes, of cultural ideas remains a more elusive process. This paper seeks to function as a metaphorical microscope, to zoom in on how memes can survive centuries, and spread over wide geographic areas. Three memes receive analysis here: red shoes, pointy hats, and writing down events for remembrance. Two memes worn on the body, and one meme that seeks to move memory to an out-of-body realm. The methodology draws on the work of Robert Proctor, and his formulation of agnotology, how ignorance waxes and wanes. Through an examination of the past at a world-historical level, the present can adapt time-tested means of keeping good ideas flowing into the future.

Connecting Future Studies and World History

Rick Szostak, University of Alberta

The field of Future Studies has matured. There is consensus on many key points (including that we are not good at predicting one future but can foresee many plausible futures), but there is debate as to the best methods to use in addressing our future. One key method is “backcasting,” where we decide what sort of future we would like, and then think about what needs to be done in order to get there. This approach bears a strong similarity to historical analysis, for we need to understand how a particular outcome was or might be achieved. However, if we will shape our future, we cannot presume that we can shape it at will but rather we need to understand how history is likely to evolve in future: What changes are likely to happen and how will these affect our goals? The “easy” part of this involves identifying past trends that are likely to continue. The much harder part involves understanding historical turning points in order to better predict future “surprises.” World History understandings are crucial for all of these key strategies in Future Studies. This paper and presentation will discuss how lessons from World History can inform our understanding of, and efforts to shape, our collective future.

12. Books in World History

This panel features discussions of two books that can be useful in world history courses.

CHAIR: Dave Neumann, Cal Poly Pomona

Meet the Author: *Cross Cultural-Encounters in Modern World History*

Jon Davidann, Hawaii Pacific University

Marc Gilbert and Jon Davidann’s *Cross-Cultural Encounters in Modern World History* (Pearson Higher Education, 2013) explores cultural contact as an agent of change. It takes an encounters approach to world history since 1500, rather than a political one, to reveal different perspectives and experiences as well as key patterns and transformations. The book focuses largely on first encounters that suggest long-term developments and takes a user-friendly approach to keep the text accessible to students with varying backgrounds in history. From the eighteenth century to the present day, African migration, whether forced or voluntary, has raised concerns from outside observers. This panel connects economic conditions on the content to the global political economy, considering both African and European perspectives.

World History Meets World Christianity. A Review of Brian Stanley's *Christianity in the Twentieth-Century*

David Lindenfeld, Louisiana State University

The fields of world history and world Christianity emerged around the same time, largely in reaction to the Western-centered orientation of previous scholarship. They also faced common problems in how to conceptualize such a sprawling subject-matter. Nonetheless, there has been surprisingly little overlap between these two disciplines, at least for the modern period.

World history has tended to highlight material interactions across cultural and geographical lines, such as trade, technology, disease, etc., while world Christianity understandably emphasizes the spiritual dimension. I would argue, however, that these two levels are much more closely intertwined than the customary division between the “religious” and the “secular” would lead us to believe. Brian Stanley’s 2018 book, subtitled “a world history”, is a pathbreaking attempt to bridge the two fields, showing how “Christian churches have interacted with the changing social, political, and cultural environment of the twentieth century.” He tackles the conceptual challenges by pursuing the comparative method throughout, picking two cases from remotely different parts of the world in each chapter. This book richly deserves the attention of world historians, regardless of specialization.

13. Ecological Imperialism, Green Imperialism, and New Environmental Histories

Three and a half decades after its publication, does Crosby’s *Ecological Imperialism* argument continue to hold sway? What about Grove’s *Green Imperialism*—just a decade younger? These stalwart, foundational studies of global environmental history continue to cast a long shadow on the field. Can scholars transcend this legacy? Is such a goal in fact desirable? Three papers take up these questions from historical examples as diverse as coal mining in British North America, agricultural research in colonial India, and the multi-imperial space of the South Pacific.

CHAIR: Cynthia Ross, Texas A&M University-Commerce

Tangantangan and the Tropical Forest

Cynthia Ross, Texas A&M University-Commerce

Working for the U.S. Geological Survey in 1951, botanist Francis Raymond Fosberg, flew over Guam as a lead researcher on a mapping project. He recorded surprisingly large stands of a legume known locally as tangantangan (*Leucaena leucocephala*). This was a much different landscape than that of 1945, after four years of Japanese occupation and a hard-fought reoccupation of the island by American forces. Denuded areas from the war remained but tropical vegetation was quickly filling in destroyed rural, strand, and roadside areas. By the end of the twentieth century tangantangan was an invasive species on Guam with a local population frustrated by its encroachment onto their property. This paper tracks down the likely origins of *Leucaena* on Guam, rejecting claims that the U.S. Navy introduced the small tropical American tree as part of post-war rebuilding efforts. Instead, *Leucaena* probably first arrived on Spanish ships as fodder for cattle introduced to feed garrisoned soldiers in the seventeenth century. Within a few decades, thickets were substantial enough to provide abundant wood fuel, animal fodder, and boundary markers for ranches and gardens. By 1905, pure stands of tangantangan dominated parts of the limestone plateau, pushed out native tree species, and invaded plantations and subsistence gardens. In effect, *Leucaena* proved to be just as ruthless at colonization as the Spanish and later, Americans.

Queer Mineralogy and the Depths of Hell: Sulfuric Skills on the North American Frontier

Andrew James Kettler, University of California Los Angeles

Levels of environmental apprehension are determined by how threatening embodied sensations deemecological hazards. Encountering sulfur in the English environment, prior to the Industrial Revolution, consistently meant that evil was moving within the preternatural realm. The external sensing of evil through the sensory signatures of sulfur was a form of sense work within the phenomenological space between the supernatural and the natural. Throughout the Early Modern Era, the idea that sensing sulfur signified evil or malevolence faded. Because coal and her sulfuric sensory traits became vital to the establishment of the Industrial Revolution, embodied changes were forced to occur, essentially through the creation of a false sensory consciousness that defined sulfuric sensations as positive markers of progress, profit, and purity. Upon the frontiers of the British commonwealth and the newly established United States, these sensations persisted. The early frontiers of North America offer historical spaces where individuals marched westward and educated their senses to discover profit. Sulfuric connotations of evil were rarely considered, as frontiersmen educated their senses beneath a superstructure that defined associations with sulfur as preternaturally safe. Sensory skills were negotiated and educated to catch coal and sulfur through greater and more refined tactile, nasal, flavorful, visual, and aural skills.

Visions of Grandeur in Early Nineteenth-Century Colonial California

Michele Brewster, University of California, Irvine

Centering their idea of historical progress at Alta California’s Franciscan Missions, Alfred Robinson and Ferdinand Deppe were among the first individuals to inaugurate a visual narrative that glorified both Catholicism and globe spanning trade. Robinson and Deppe, in particular, thus influenced public memory and the public history of California by laying a foundation for the motif scholars refer to as the “Spanish Fantasy Past.”

14. Teaching Workshop: Using History Assessments of Thinking from Stanford History Education Group in Survey Courses

This is a workshop for community college instructors and others who teach world history survey courses. I have used SHEG History Assessments of Thinking (HAT’s) in both World 1 and World 2 survey courses. I have also created my own HAT’s, and our department used HAT’s for a department-wide assessment project. This workshop will introduce the use of HAT’s

and help participants to create their own HAT for their course. Questions about assessment, using curriculum designed for 9-12 grades in college, equity in pedagogy, and implementing assessments as grades are welcome. Participants will have left the workshop with access to all the HAT's I have created and learn how to access the SHEG HATs as well.

Jack Norton, Normandale Community College

I5. Journal of World History Roundtable (Health, Globally)

This roundtable brings together several authors from the *Journal of World History* to discuss the conference theme in relationship to their scholarship. *Planned pre-recorded session*

Chair: Matthew Romaniello, Weber State University

Participants:

Greg Smithers, Virginia Commonwealth University

Nükhet Varlik, Rutgers University-Newark

Stephanie Boyle, City University of New York

I6. Teaching Workshop: Creating Connections: Integrating Visual Arts

Learn ways to make your history curriculum relevant and meaningful to your students through visual art projects. Block printing is an ancient textile design tradition used in a broad range of cultures including China, India and Africa. In this workshop, you will learn how to create your own symbolic designs, "carve" a stamp block, and explore printing on various materials.

Facilitator: Aurora Hughes Villa, Utah State University

Session J, July 9: 9-10:30 am

J1. Going Back to the Well: Iterative Approaches to Teaching Global Health using World History Commons OER

Teaching world history through the lens of global health provides instructors with a variety of opportunities to make connections across space and time. In this workshop, several educators will share health-themed learning activities that can be incorporated into world history survey courses. These activities were developed as part of past grants for the National Endowment for the Humanities (NEH) for such projects as Women in World History, the History of Children and Youth, and Making the History of 1989. Each activity is now available on a new website, World History Commons, an NEH-funded project that provides an updated design and sustainable platform to ensure that teaching resources such as these are available far into the future. As an Open Education Resource (OER), World History Commons provides instructors with engaging, high-quality curricular resources while at the same time not burdening students with additional costs. In addition, all of the learning activities center students actively engaging with historical evidence. In this workshop, educators will share their innovative lessons, reflect on how they developed these resources, and how they have modified over the years to meet students' needs. The workshop will thus explore teaching as an iterative process. Participants are invited to share their own approaches and how they have modified and adapted their lessons over time.

Chair: Jessica Otis, George Mason University

Participants:

Nathan Sleeter, George Mason University

Tricia Starks, University of Arkansas

Merry Wiesner-Hanks, University of Wisconsin-Milwaukee

J2. Learning with the Plague Year: How one department turned to the history health and disease

This session will be a roundtable discussion focusing on how members of the History department at the University of Wisconsin Eau Claire decided to work with the COVID pandemic in order to offer courses and experiential learning that offered a broader perspective on the global history of health and disease. Spurred on, in part, by an NEH grant awarded to develop a Health Humanities certificate program, this work has included the creation of a new course on The Global History of Disease; a Public History effort to build the Chippewa Valley COVID-19 Archive; a grant-funded multidisciplinary project, Documenting the Undocumented, which is uncovering the COVID experiences of Latinx immigrant and undocumented farmworkers in Wisconsin; and the development of a second new class on Race, Sex, Gender and Medicine in the Atlantic World. As we discuss our combined efforts and share our materials, ideas, and struggles, we will focus on two shared, interrelated emphases that have emerged from our projects. First, a commitment to interrogating the systemic

inequities in medicine and healthcare that have been laid bare by the COVID-19 pandemic both within the United States and between the Global North and South. Second, in a Higher Education landscape that continues to question the relevance of “the humanities,” we point to the necessity of humanist thinking generally, and history in particular, to make sense of “science” during the Pandemic and beyond.

Participants (All from University of Wisconsin, Eau Claire):

Chair: Louisa Rice

From Engaging Students to Addressing Archival Silences: Teaching with COVID-19 Archives

Cheryl Jimenez Frei

Embracing the Unknown: Teaching Outside Your Comfort Zone in an Uncomfortable Age

Margaret Weber

Course Design in an Age of COVID-19: Designing a Course on Race, Gender, Sex and Medicine in the Atlantic World

Joanne Jahnke-Wegner

J3. Workers' Health, Globally

The proposed panel explores transnational struggles over workers' health from the late 19th century into the 1980s. In *Escaping the Dark, Gray City* (Yale U. Press, 2017), the chair and commentator for our panel, Benjamin Johnson, analyzed how efforts to reform cities and environmental conservation were rooted in global concerns over the negative effects of industrialism, including pollution, disease, overcrowding, and other threats to public health in the late nineteenth and early twentieth century. The papers for this panel similarly consider the history of workers' health in global terms. Ian Gavigan investigates the shared history of the Pennsylvania State Police and the Royal Ulster Constabulary in Ireland and considers how coal miners' internationalist, anti-repressive, and anti-militaristic resistance to police repression contributed to the making of a Socialist-led state federation of labor in Pennsylvania before World War I. Aims McGuinness examines how concerns over nuclear war, working-class housing, and racial tensions led socialist mayor Frank P. Zeidler to propose a radical rethinking of Milwaukee's urban geography after World War II. Pallavi Podapati investigates how coal-mining communities in Wales and Appalachia grappled differently with questions related to workers' safety, debates over compensation and disease prevention, and conflicting understandings of medical evidence related to Coal workers' pneumoconiosis (CWP), better known as miners' lung in the UK and black lung in the US.

Participants:

Chair: Benjamin Johnson, Loyola University-Chicago

Policing Workers in Global Context

Ian Gavigan, Rutgers University

Escaping the Exploding City: Nuclear War, Race, and Suburbanization in Milwaukee, 1948-1960

Aims McGuinness, University of California-Santa Cruz

Transatlantic Battles for Breath: The Fight Against Black Lung from South Wales to Appalachia

Pallavi Podapati, Princeton University

J4. Teaching Workshop: Using the Humanities in Class Digital Library to Teach World History

Created and hosted by the National Humanities Center, the Humanities in Class Digital Library provides educators at all levels access to digital resources and scholarship and research for the humanities classroom. The HICDL functions as an Open Education Resource microsite that provides access to content repository, encourages user remixing and publishing, and supports communities of practice and learning. Participants will receive demonstration and training to meet inquiry-based instructional best practices, including how to: (a) focus on the identification, organization, and customization of the development of high-quality OER content; (b) access instructional resources, professional learning materials; and (c) curate and author content for their own classroom take away classroom-ready resources that are both aspirational and practical. The Humanities in Class Digital Library amplifies best practice instructional goals by supporting the curating, collecting, (re)mixing, and publishing of classroom-ready activities. The HICDL combines the Center's resources with content from 30 partner organizations that represent the best in field of humanities disciplines. Scholars and educators are invited to collaborate and share best practices that create Humanities Moments for students of all ages. This workshop will demonstrate use of the HICDL to support K-12 and undergraduate teaching on themes in world history, including topics in Middle Eastern and East Asian studies, global connections, and geoliteracy. Participants will receive a free membership to HICDL.

Facilitator: Andy Mink, National Humanities Center

Wellness Session #4 (10:30-11:30 am) – Friday Flow Fitness Class with Cyndi Russell

Today's Friday Flow class combines purposeful breathing, stretches, strength, and modified yoga postures to get you out of your chair and moving toward better health. Cyndi is a personal trainer and active athlete. She takes a holistic approach to fitness, combining exercise, nutrition, and goal setting to help others achieve their potential, all while living her own shining example. She provides training, nutritional support, and whole food meals to clients in Orange County, California. In the past year, she's expanded her fitness business and can work with people all over via online sessions.

Session K, July 9: 11:30 am – 1 pm

K1. Teaching the World History Survey

State-mandated skills and content standards, institutional requirements for academic breadth, departmental goals for structuring the history major, and long-held disciplinary habits about how to organize ideas—and thus classes—all provide parameters, limits, and opportunities for re-thinking our approach to introductory courses in the field.

CHAIR: Merry Wiesner-Hanks, University of Wisconsin-Milwaukee

**The American Historical Association's "History Gateways" Project: Rethinking our Introductory Courses
Daniel J. McInerney, Utah State University**

How often do history introductory courses -- designed as "gateways" to post-secondary education -- turn into "roadblocks" that hamper our students' progress towards a degree? It's not just our colleagues teaching intro math whose classes generate this problem. The percentages of students in World, Western Civ., and U.S. history "surveys" who wind up with DFWI grades are also quite high. Evidence from 28,000 students in 32 institutions shows an average of 25%+ who received DFWI grades in these classes. When we disaggregate the data to examine how first-generation students, those on Pell grants, and learners from racially and ethnically underserved groups do in these courses, the figures reach even higher, extending into the 40% range. And failure in an intro-level class is a strong predictor of students who also fail to earn a degree at any institution. Their post-secondary work commonly comes to a close. The American Historical Association has begun a project on "History Gateways" to examine this difficult issue. Supported by the Mellon Foundation and working with the Gardner Institute for Excellence in Undergraduate Education, the AHA has launched conversations to ask basic questions about introductory classes. Recognizing that these courses are often filled with non-majors, knowing that the class may be the only historical study a student takes up in college, and realizing how diverse and non-traditional our national student body has become, what do we want to achieve in foundational courses? This presentation reviews key information and hopefully sparks reflection on the directions world history might take.

**Research in the World History Classroom: Strategies for Teaching Change & Continuity Over Time
Linda Black, Texas A&M**

Understanding change and continuity over time in history is a critical element in chronological reasoning, and is recognized as a key historical thinking skill. The importance of teaching about this skill has been recognized by both historians and national educational organizations involved in creating national and state standards. However, the introduction of this skill into world history classrooms by the College Board as part of the AP World History Exam in 2002 presented several significant issues for educators. While the concept of change is an integral part of historical analysis dealing in essence with cause and effect and commonly included in history textbooks and other instructional materials, the concept of continuity (and how to teach about continuity), has not been emphasized in higher education classrooms, not included in textbooks until very recently, and not included in most educator preparation programs for pre-service history teachers. More importantly, there has been little research in American classrooms to support particular strategies that might be useful for teaching about this aspect of chronological reasoning. Using the results from two cross-case studies conducted in AP World History classrooms, this session will present instructional strategies and models that can be employed to successfully teach about change and continuity over time in history."

**Implicit Exceptionalism?: Negotiating the Place of the United States in World History Courses
Erin Bronstein, Michigan State University**

In this dissertation study, I explore how world history teachers think about the binary of the United States and the world in their present practice. Teachers are influenced by state or district curriculum which often prescribes separate years of study for world and U.S. history. These separations may cause practitioners to restrict what they teach which in turn shapes student learning. In the case of world history courses, the exclusion of the United States when learning about global patterns and ideas could reinforce ideas of American exceptionalism or at the very least an isolationist view of the United States. Conversely, framing world history through a U.S. lens has a potentially similar outcome. This case study includes four

participants who teach world history in a midwestern state with era-based world history standards. This paper considers the factors that the participants use to make instructional choices which include the standards, curricular resources such as textbooks, other teachers, and students. Additionally, they explained broader ideas and concepts that frame their thinking about world history and the United States' place in their courses.

K2. Transatlantic African American Christianity

This panel addresses the international dimensions of African American struggles in the early twentieth century, a period when post-slavery racial oppression was at its height. Each paper presents a different approach to this challenge: Andrew Barnes discusses an AME missionary, Henry M. Turner in his attempt to forge a common identity of Africans and African Americans. Elizabeth Engel documents the efforts of AME photographers to combat racial stereotypes on both sides of the Atlantic. Kimberly Hill looks at the YWCA in Europe during and after World War I and its critique of the international peace movement in the light of the racial violence in the 1920s. The papers demonstrate the close connection between American Christianity and social justice movements at this time.

Chair: David Lindenfeld, Louisiana State University

**The Well-Known Apostle of 'Back to Africa': Henry McNeal Turner as Ethiopianist in Africa and America
Andrew E. Barnes, Arizona State University**

Henry McNeal Turner was a bishop of the African Methodist Episcopal (AME) church from 1880-1915. Turner was among the most outspoken critics of the Jim Crow racism that emerged in the United States at the end of the nineteenth century. Turner's response to white racism was to become, as he was once described, "the well-known apostle of 'Back to Africa.'" Though rarely acknowledged in most recent scholarship, in the generation before Marcus Garvey arrived in the United States from Jamaica, Turner was the foremost popularizer of the idea that the African Americans would have a better future if they emigrated to Africa. What is even less appreciated is that Turner toured Africa perhaps more extensively than any other African American of his time. As an AME bishop, Turner visited Africa four times over the course of the 1890s. There has been little scholarship on the ways in which Turner attempted to connect African American and African Christians, yet as one West African newspaper wrote in reflection about Turner's recent visit, "The success of the AME Church is the success of the Negro race, the failure of the AME Church is the failure of the Negro race." The goal of the proposed paper is to begin the investigation of Bishop Turner as a trans-Atlantic African thinker and activist. The specific concern of the paper will be to assess Turner and his ideas from the point of view of Ethiopianism. As I have argued elsewhere, Ethiopianism is best understood as a trans-Atlantic movement by mostly Protestants of African descent to claim the initiative in what they understood to be simultaneously the Christianization and social development of Africa. In his writings and preaching in the United States, and his preaching in Africa, Turner did not articulate a systematic understanding of Ethiopianism. Rather, Turner tried to popularize, that is, make accessible to African Americans and Africans their common, what today would be called transnational identity. Based upon this common identity, which Turner argued was most effectively turned towards Christian good through membership in the AME church, African Christians across the Atlantic could bring about what Turner called the "repatriation" of African Americans out of "exile" in the United States back to the fatherland of Africa.

**The International Significance of American Racial Violence From the Perspective of Y.W.C.A. Leaders, 1918-1940
Kimberly Hill, University of Texas at Dallas**

David Hollinger's Protestants Abroad argues that international service through the Young Men's and Young Women's Christian Associations helped to motivate support for American social justice and civil rights causes during the twentieth century. This presentation explores the impact of the Y Movement by focusing on one of the African American activists who helped to turn racial violence within the United States into a global controversy. I analyze the rhetoric that Addie Hunton, a founding organizer of black Y.W.C.A. programs, used during World War I and the interwar period to depict American lynching and race riots as threats to world peace. In 1935, Addie Hunton argued that the Women's International League for Peace and Freedom was slow to acknowledge African Americans' "struggle for mere existence and against an unjust oppression in an overwhelming civilization." Her positions within this league as well as the Y.W.C.A. allowed Hunton to merge the latter organization's American nationalist sentiments with criticisms of military power. I analyze Hunton's book on World War I service and her articles for the Voice of the Negro and N.A.A.C.P. Crisis magazines to explain her arguments that the United States and other leading nations could only thrive through the rejection of violent white supremacy.

**Picturing the Christian Black Atlantic: Photography in the African American Mission in Africa
Elisabeth Engel, German Historical Institute**

This paper traces the missionary photography of the African Methodist Episcopal Church (AME), the most important independent black American institution that began to operate in colonial South Africa at the onset of the politics of racial segregation in the 1900s. It argues that AME missionary photography presents a neglected archive, from which a history of black photographic encounters in the Atlantic world and a subaltern perspective on the dominant visual cultures of European imperialism and Christian missions in Africa can be retrieved. The paper is based on about 1000 private snapshots of

individual AME missionaries, the images they obtained from African photographers as well as the pictures they drew from international news agencies for publication in their periodicals. The various origins of the visual representations that circulated within the context of the AME mission in Africa allows for revealing a visual dimension in the black Christian Atlantic that emerged after the transatlantic slave trade, at the onset of black remigration movements and pan-African identity politics. Focusing in particular on how AME missionaries deployed tropes of the culturally refined “New Negro” and the US South in their visual description of South Africa, this paper expands the geographic scope of eighteenth century black Atlantic exchanges that hinged on West Africa and demonstrates that photography was an important tool for black subjects to include representations of apartheid South Africa in the image of black Christianity and civilization.

K3. “Worlding” Other Courses: Bringing World History Perspectives to All Our Teaching

Many of us teach a variety of courses that are not nominally world history, but as world historians we often say that that informs our approach to all of our teaching. What does that actually mean in practice, though? This round table brings together secondary and postsecondary history educators to talk about “worlding” our courses, including courses that are nominally on European or U.S. history or are on topics often assumed to be fundamentally European, like “the medieval world.”

Participants:

Maryanne Rhett, (Chair), Monmouth University
Thanasis Kinias, Northeastern University
Amy-Elizabeth Manlapas, Paideia School

Session L, July 9: 1-2:30 pm

L1. Decentering the West in World History Surveys

This teaching-centered workshop will provide materials and strategies to decenter “the West” in world history courses. This will create space for teachers to recognize and remediate Eurocentric elements in their classes. Adding more global content is necessary, but not sufficient for this work, so we will also focus on reframing the course with global narratives. This work is necessary, because most of today’s teachers took courses as students that were framed by a “rise of the west” narrative, whether or not they were explicitly labeled “Western Civilization.” In general, state standards and local curriculum committees institutionalize this narrative and attendant facts. In secondary education legacy courses often colonize updated World History curricula because it functions as the default narrative. Without conscious intervention this course haunts all teacher collaborations in World History. Globalizing the topics in World History classes is important and engaging work. Globalizing content, however, is only one step in decolonizing world history.

Participants:

Eric Beckman, Anoka High School
Enaye Englenton, Tampa Prep
Bram Hubbell, Friends Seminary
Angela Lee, Weston High School

L2. Liberation, Modernity, and Resistance

This panel explores how idea of liberation and modernity shaped political struggles.
CHAIR: Kaleb Knoblauch, UC Davis

Beyond the Twitterati: Teaching about Women in the Arab Spring during the Long Arab Winter

Monica Ketchum, Arizona Western College

Nearly ten years ago, women throughout the Arab world took to the streets and social media as the Arab Spring protests swept through North Africa and the Middle East. The world watched as the Twitterati used social media to live stream protests and record events as they unfolded in Tunisia, Egypt, Yemen, Libya, Syria, and other countries. Middle Eastern women throughout the world, from Calgary to Cape Town to Canberra, felt empowered by the participation of women living in countries experiencing the Arab Spring, sharing their optimism that positive changes would result. Much of this empowerment was the result of social media posts and viral videos that engaged the global community as events transpired. Then, no sooner had the Arab Spring begun, like yesterday’s Instagram post, it was eclipsed by the Arab Winter. While the Arab Spring represents a pivotal time in world history, the ensuing civil wars and migrant crises overshadow gains made by women as a result of their participation in the uprisings. This paper presents a curriculum project developed through a partnership with the University of Arizona Center for Middle Eastern Studies focused on teaching about women in the Arab Spring within the context of modern world history. Teaching strategies and learning activities will be shared, along with access to curricular materials.

Preserving Breton Identity in a Modernizing Landscape

Kaleb Knoblauch, UC Davis

This paper analyses this process of preservation and cultural contestation as one aspect of a larger project of defining French identity. Here, as in my dissertation from which this paper comes, I argue that, following the Revolution, French national identity developed dialectically with expressions of regional and minority identities. Furthermore, the question of Breton identity and particularity was a unique and significant flashpoint in that history. Brittany, in the minds of many nineteenth-century French, was both backward and culturally separate, and simultaneously a historically-based foundation on which French nationhood and identity was constructed. Brittany in the nineteenth century was among France's poorest and least-industrialized provinces. Its *paysage* (countryside) underwent a process of transformation in the French environmental imagination from a place of general "backwardness" to an icon of the French national patrimony. As such, peasants, tourists, civic organizations, and local and national governments all competed to preserve the parts of the Breton *paysage* to represent a foundation of French *patrimoine* (cultural/national heritage). The question that drives this discussion is "How much of the Breton countryside can be altered before it becomes, for nineteenth-century Bretons and French, fundamentally 'un-Breton,' and what must be preserved in the face of national modernization?"

L3. South Asian Regions as Global Hubs

What makes for a coherent region of study—and historical actions? Three South Asian scholars tackle this foundational world history question in an environmental and geopolitical space with a long history of shifting borders, overlapping commercial and social networks, and the inescapable legacy of colonialism.

CHAIR: Marc Gilbert, Hawaii Pacific University

Cultural Heritage of Bhanbhore

Sheikh Azam Saeed, Dawood Public School

Studying the Cultural heritage of Bhanbhore allows us to learn about the history of Sind, for letting us to improve our future of Sind. We cannot deny that the current culture of a country has its roots in the past and that the present is a bridge between past and future. Bhanbhore has been a significant region of the early historic period of South Asia, besides its emergence and growth as an artistic and cultural center, the uniqueness of Bhanbhore lies in its location because it has connected with Indian Ocean. Bhanbhore is an ancient Harbor Town is an ancient and Nerve Junction to the Indian Ocean. The Aims of the research paper is to enhance the cultural and environmental potentialities of an evocative area only 40 miles distant from the cosmopolitan city, Karachi. As a result, attention will also contribute to the socio-economic development of the region. It will also help build people's confidence in the positive attitude of the world community towards the preservation of such an important cultural heritage. This present paper also focuses on the various categorical aspects to designate the ancient region of Bhanbhore and its geographical extent with reference to ancient cultural and minor antiquities records.

Confronting the Malaria Raj: Reversing the Indian Sanitary Gaze in Late Nineteenth Century Bengal

Marc Gilbert, Hawaii Pacific University

"Much of the post-colonial study of the connection between disease and sanitation in the British Indian Empire has focused on the British use of that connection to create the subject "other." The prevalence of epidemics in the era of "miasma" disease-generation theory, the alleged lack of sufficient of indigenous attention to "drains," and Indian resistance to British attempts to control the spread of disease in fetid Indian environments were employed as evidence of the superiority of British civilization and served to justify British political and cultural dominance over the subcontinent. As historian Andrew Rotter contends in the recent work, in *Empire of the Senses* (2020), the very smell arising from the lack of adequate drainage in many Indian locales was a justification for the existence of the Raj. In recent years, there has been a turn in post-colonial studies generally to the study of local agency in resisting British attempts to "cleanse" India of these related evils. This paper will offer a case study of the efforts of a rising generation of late Nineteenth Century Indian "modern" scientists to oppose British sanitation policy in Bengal, in part by attributing to that policy the actual cause of the spread of malaria. They also accused the British of using sanitary reform as a prop for their rule, rather than as a tool for the benefit of the India people, and engaged in global outreach to make their case. The study will conclude with brief remarks on the dangers of adhering to any single "gaze" in the interpretation of world history."

Bangladesh at 50: the Bangladesh Paradox Revisited

Sue Gronewold, Kean University

The so-called "Bangladesh paradox" presents the twin images that characterize Bangladesh today, ironically only heightened since its opening to democratization in 1991: a country founded on a constitutional commitment to democracy, social justice, and equality which over 5 decades has instead experienced harsh military and authoritarian regimes alternating with squabbling political parties that have impeded it from strengthening democratic institutions. Yet, in spite of these impediments, Bangladesh has managed to attain remarkable economic success as well as impressive social progress in the areas of education, gender equity, and especially public health. This paper explores that paradox and suggests a number of factors often overlooked, beginning with its unusual double birth among the former colonized: first in 1947 in its emergence

as East Pakistan split from India during independence, and then in 1971 when an independent Bangladesh violently split from Pakistan. Borne of double trauma, Bangladesh has maintained a focus for 50 years on an eventual reckoning with its past injustices—as powerfully expressed in both its liberation war museum and its war crimes tribunal from 2010. Although it has not lost sight of its deeply imbued humanitarian social values, all parties have increasingly mixed secularism with religion. The paper relies not just on the written record—from government and NGO sources, newspapers, journals, and national and international social progress reports—but on the testimony of many Bangladeshis.

L4. Why Am I Drinking This Beer: Building Archives of Taste

This talk will explore methodological approaches to studying the history of commodities and food with an emphasis on beer. We will examine the many industries and personal choices that went into the development and spread of the pilsner style of beer during the nineteenth century and one approach to answering why people choose one beer style, beverage, or food over others.

Presenter: **Malcolm Purinton, Northeastern University**

FOOD HISTORY PANEL #2 July 9, 3-4:30 pm

The Language of Food

Linguistic evidence has been used widely by historians to reconstruct culinary history, particularly the origins of foods as they have traveled the globe. Iconic dishes from the Caribbean form the main dishes in this evening’s presentation of food and words in hands-on cooking videos and verbal presentations. In this special session, Chef Rick Warner and Sous Chef Ben Bullock prepare “Ropas Viejas” (“old clothes”), the national dish of Cuba, and Candice Goucher tackles the history and preparation of “Buss up Shot” (“torn shirt”) and Bitter Melon from Trinidad. Together they make a meal and connect the names, origins, and meanings that intersect with social constructions of gender, race, class, and culture at the dinner table, using the language of food to reconstruct the paths and pasts of people and their foods from South Asia, Africa, and Europe in the Americas.

Participants:

Candice Goucher

Rick Warner

Ben Bullock

4:30-6 pm Closing Social and Awards Ceremony