The purpose of this bibliography is to facilitate and enhance the research of new scholars in the field of world history. At present it contains 411 journal articles in the discipline and each work contains an annotated description of its contents.

Possibly the most efficient contribution this bibliography will make to new scholars is through its classified composition. Following the alphabetical list of the articles is the index, which breaks down all of the works in the list into thirty general categories, all of which are of great interest to world historians. All thirty of the categories have been grouped for research ease into the following list of topics:

1. Seminal Articles- #1
2. Chronology- #2, #4
3. Geography and World History- #3, #5, #12, #20, #21
4. Cross-Regional Connections-#7, #14, #16, #18, #26, #27, #30
5. Teaching World History- #8
6. Thinking Skills in World History-#6, #9, #10, #11, #24
7. Sub-Topics of World History-#23, #25, #28
8. Controversial Issues in World History- #13, #15
9. Historiography- #19, #22
10. Content Based- #17, #29

Usage of this bibliography is as follows. If scholars are interested in an article on chronology, they should consult the above list of topics that will direct then to categories 2 and 4 at the end of the bibliography. Upon consulting category 2, they will find 17 articles on periodization and in category 4, they will find 3 articles on macro-change. All of these articles are listed alphabetically for ease of access in the bibliography. A second example relates to researchers who are interested in teaching world history. Upon consulting teaching world history in the above topic list they will be guided to category 8 at the end of the bibliography. At category 8, they will find 97 articles on teaching world history, all in alphabetical order by authors’ last names. For example, if researchers go to category 8 and find Mounkhall-“Critical”, they will find in alphabetical order a very helpful article on developing critical thinking skills in the world history classroom.
WORLD HISTORY JOURNAL ARTICLES


Influence of Medieval Islamic Trade on Eastern European state development.


Graphic novels and multiple intelligences.


Post colonial multiple views of World War Two.


History of World History in the United States.


Southern Silk road connecting Yunnan, China and Southeast Asia in Post Classic Period.


Thinking behind the organization of a college environmental World History course.


Excellent examples of World History themes.

Very strong on the use of primary sources in the teaching of Ancient World History.


Very strong on definitions of World History, critical thinking in the field and bibliography.


Influence of the Declaration on Modern independence movements.


Seminal article on the development of sophisticated thinking skills in the World History classroom.

_____________. “Using Disciplinary Literacy to Develop Coherence in History Teacher Education: The Clinical Rounds Project.” *The History Teacher* 45, no. 4 August 2012: 513-532.

History teachers as teachers of literacy regarding sophisticated history texts.


Very important article on the need to develop discipline specific thinking skills in History students.


Mongol-Timurid influence on the Mughal emperors.


Discussion of integral aspects of World History in general.

Excellent bibliography on the topic.


Borderlands as a unit of analysis in World History.

Bednarz, Sarah. “Using the Geographic Perspective to Enrich History.” *Social Education* 61, no. 3 1997: 139-145.

Effectively challenges geographic determinism and presentism.


Lesson on VOC shipwrecks off West Australian coast with excellent websites.


North American attractions for Palatinate Germans during the late 17th and early 18th Centuries.


Excellent example of the influence of archaeology on World History.


Unconscious colonial attitudes toward Africa alive in the thought of Western historians attempting to work against Eurocentrism in World History.


Convincing case for the use of cross-regional dynamics as the basis of World History periodization.

Very strong on the integration of cross-regional processes.


World History influenced by the Culture Wars.


Oceans and seas as units of analysis for World History.


Rationale for world history study.


Very strong on metageographical perspectives on Latin America.


Focus on continuity and presentism in teaching World History.


Fine contrast of Buddhism and monotheistic faiths.


Addressing controversial topics in the World History classroom


Engineering and the Rise of the West.

The Industrial Revolution as the main cause of the Rise of the West not internal Western European values.


Cultural synthesis in Western China.

Blyden, Nemata Amelia. ““Back to Africa:” The Migration of New World Blacks to Sierra Leone and Liberia.” *OAH Magazine of History* 18, no. 3 April 2004: 23-25.

Modern Atlantic migration from the Americas to West Africa.


Wary of Eurocentric frameworks of high school World History textbooks.


Use of role playing to teach World History.

Brinkley, Joel.”Cambodia’s Curse: Struggling to Shed the Khmer Rouge’s Legacy.” *Foreign Affairs* 88, no. 2 April 2009: 111-122.

Cambodian problems since 1979.


1993 perspectives on the discipline.


Criticism of World History from the political right.

Islamic History in World History context.


Seminal thinking in contemporary World History from the 1950’s focusing on polycentrism, and cross-regional dynamics as units of analysis.


Influence of Cold War and self determination on UDHR interpretation.


History and nature of World History.


Oceans as connectors rather than as barriers.


National vs. World History in Italian schools.


Focus on use of language in document interpretation.


Lesson plan for the topic with interesting visuals.

Dance as a vehicle for teaching World History.


Walnut diffusion along Post-Classic Silk Roads.


Big History periodization ideas.


A paleontologist looks back at the last 200 years from far in the future.


Strong on Silk Roads in Ancient History.


Rise and fall charts for dynasties in world history.


Excellent on the Post Classic Muslim World in world history.


Important questions about religion in World History courses.


Helpful use of timelines as vehicles for sophisticated thought in the field.

Rice in the global market of Modern World History.


Excellent examples of cultural synthesis through architecture.


Music as an insight into the integration of long distance trade and cultural diffusion.


American food crops in cross-regional connections after Columbus.


Unique history of a tower dedicated to early Soviet Communism through 2014 c.e.


Challenge to overspecialization in History and very strong on metageography.


Cultural synthesis in a stewpot.


Mexican potato blight leading to the “Great Hunger” in Ireland of the 1840’s.


Strong on the influence of the French Revolution on modern nationalism and totalitarianism.

Timelines as thinking tools.


Economic botany and its influence on the Scientific Revolution in Early Spanish Empire.


Multiple causation for economic success or failure of countries.


Developing reading skills with World History documents.


Acting learning ideas.


Good example of national history in a world history context.


World history data given meaning by connecting it to sophisticated thinking in the Field.


Constructing an effective World History essay question.

   Very strong on the nexus of cross-regional processes and local dynamics in world history.


   Integration of flora diffusion and long distance trade.


   Use of documents to develop sophisticated thinking skills.


   Very strong on addressing multiple learning styles through assessment.


   Decent summary of world history consensus since the 1980’s.


   Online images concerning China in world history context.


   Contingency in world history.


   Western Hemisphere as a unit of analysis in World History.

Book review that focuses on borderlands as unit of analysis in World History.


Influence of Renaissance Humanism on the organization of Early Modern New Spain.


Challenges conventional World History periodization.


Influence of modern secularism on the teaching of religion in a World History class.


Model of professionally crafted high school lesson on Early Modern global silver trade.


Fine summary of the history of world history.


Flora diffusion into Early Modern Eastern Europe.


Addresses watersheds in world history and the Place of 9/11 attacks in that context.

Addressing change over time through research projects.


Thematic approach to world history.


Argentinian ghost acreage of wheat and the British Industrial Revolution.


Seminal article on oceans as connectors and people without a history in World History.


Pilgrimage as a cross-regional connection.


Reverse travel narrative- Empire coming home.


Transnational self-determination networks.


China as the center of Early Modern global trade.


Polemical but insightful with excellent bibliography.

Understanding the essentials of any history course for new teachers.


Emphasis on local agency in world history.


Oceans as units of analysis for world history.


Atlantic History as a model of world history.


Coconut diffusion as a polycentric narrative.


Emphasis on developing critical thinking over recall.


Challenges to world history canon of civilization as a unit of analysis, emphasis on documents as evidence and periodization.


Core world history understandings.


Swahili Coast internal and transnational focus in
Modern World History.


Strong on the connection of long distance trade and cultural diffusion.


British eating rituals in India as symbol of cultural imperialism.


Vietnamese propaganda directed at colonial troops
In French Army and Blacks in U.S. Army.


Using documents to teach about the end of slavery in German East Africa in Early 20th Century.


Cities as units of analysis in World History.


Gender and historical memory in Vietnamese and world history.


Use of informal writing to develop thinking skills in the world history classroom.

Twenty-first Century end of the Rise of the West.


Bananas and the Bantu Migrations.


Food in Early Modern Atlantic History.


Gender and People without a history in world History.


Long distance trade of ice in the late 19th Century.


Focus on use of migration and food data to develop world history themes.


Seminal article concerning criteria for establishing periodization in both European and World History.


Core world history principles applied to U.S. History


Reconceptualization of U.S. History in a global
context.


Symbolic use of Ancient Greek and Roman Architecture by European colonialists.


A fine model of using a novel for summer reading in world history.


Issues of world history surveys.


Diffusion of the camel in world history.


Excellent use of a conceptual base for teaching world history.


Multiple perspectives on the Rise of the West.


Discussion of universal and relativist values in a world history course.


Clear explanation of constructed learning theory and Its application in the History classroom.

The case for a Eurocentric Western Civilization survey.


Fine definition of world History.


Very helpful in planning a world History course.


Makes the case for cross-regional connections as the organizing principle for world history.


Addresses people without a history and the nexus of global and local dynamics.


Multiple perspectives on the guinea pig.


Teaching ideas about the topic.


Macro change in world history.


Strong on conceptualization and periodization of

Influence of environmentalism on world history.


Interesting perspective on the Monroe Doctrine in world history perspective.


Muslin production in Bangladesh from the Mughals to the British.


Early modern dynamics of New France.

Lovorn, Michael G. “Historiography in the Methods Course: Training Pre-service History Teachers to Evaluate Local Historical Commemorations.” The History Teacher 45, no. 4 August 2012 569-579.

Use of historiography in history teaching.


Very strong on constructed learning theory.


Classical Roman literature to teach world history.


Multiple perspectives on the issue.
Jeutner, Valentin. “Of Islands and Sunny Beaches: Law and the Acquisition of Territory from the Fifteenth to the Nineteenth Centuries.” *World History Bulletin* 29, no. 1 Spring 2013: 7-12.

Law and Modern Western European imperialism.


Excellent method for interpreting visual sources of world history.


Advocates of a world history that moves away from Western European ethnocentrism.


Teaching the French Revolution in world history perspective.


Compare/contrast sugar plantations in four areas in Latin America.


Eurocentrism vs. polycentrism Down Under.


Excellent example of cultural diffusion in world history.


Rise of the Chinese and Indian Navies in the Indian Ocean littoral.

Importance of history content in the pre-service training of history teachers.

__________ and Eileen Luhr, Miguel Escobar, Manoj Choudhary. “Promoting Global Perspective and Raising the Visibility of Asia in World History: An Assignment for Pre-Service Teachers.” The History Teacher 45, no.4 August 2012: 613-630.

Lesson plans on Meiji industrialization.

__________ and Daisy Martin. “Historical Thinking and Pre-service Teacher Preparation.” The History Teacher 45, no.4 August 2012: 489-492.

Focus on developing thinking skills.


Africans in Post Classic Asia.


Ursuline Missionaries in Early Modern Quebec, New Orleans, Martinique and India.


Fine examples of the need for a guiding conceptual approach to content in a world history survey.


Excellent themes and examples relative to Biological World History.


Cultural diffusion into Early Modern Qing China.

History by doing rather than by memorizing data.


Criteria for content selection in a high school world history course.


Use of biography to teach world history.


U.S. History through the lens of imperial connections.


Excellent teaching ideas for placing U.S. History of the 19th and 20th centuries in the context of Chinese connections.


Diffusion and blending of English with other languages as teaching tools in world history.


Overemphasis on factual data in world history.


Fine examples of applying the UDHR to 20th Century World History events.


Fine connection of food and world history themes.

VOC and 17th Century East Asian trade.


Westernization in post World War 1 Turkey.


The polycentric narrative of the Zouave uniform.


Excellent example of metageography.


Very strong on the influence of civilizations as a unit of analysis on one’s mental map of the world.


Limitations of an area studies approach to world history.


Argument to include an ancient site in Peru in the category of Ancient Civilizations in world history survey.


18th Century c.e Jesuit focus on creole education rather than missionary work.


Uniqueness of the secular state in 2007.

The title of the article is self-explanatory.


Discussion of types of cross-regional religious conversion.


Influence of Eurocentrism in the classification of “World Religions.”


Fine examples of syncretism in World History.


Excellent, practical suggestions relative to the topic.


Helpful on relationships across time and place and influence of the past on the present.


Excellent examples of a thematic approach and a focus on relationships over time and place in world history.


Chinese view of the field.

Cultural synthesis in Latin American identity.


Overseas Chinese in world history context.


Fine summary of the debates concerning the causation of the Rise of the West.


Ideological and non-ideological world history.


Important aspects of the nexus of African and World History in many time periods.


Excellent example of regional history placed in global context.


Strong on Early Modern Chinese History.


Excellent focus on comparative World History.


The History of world history.

Focus on readability issues of documents on a computer screen.


Designing a world history course with attention to state k-12 standards.


Current globalization leading to new perspectives on the Rise of the West.


Cross-regional themes as organizational tools in world history.


Teaching ideas for creating classroom debates on the issue.


Local history in global context.


Sets the scene for an economic discussion of the Rise of the West as an internal or cross-regional phenomenon.


Revisionist view of Early Civilizations in world history.

Very strong on cultural diffusion from West Africa to the Americas.


Necessity to expand the notion of interactions in world history beyond long distance trade.


Maps as vehicles of imperialism.


Flora diffusion to and from Modern China with fine teaching ideas.


Non-European commodities in 17th Century Dutch paintings.


Emphasizes cultural acculturation.


Similarities in millennial movements in Early Modern World History.


Influence of Indian cotton on the Rise of the West.

Japanese perspective on Yasukuni Shrine.


Mongol influence on later military tactics


Strength is in details of cultural diffusion along
Mongol Yam.


Emphasis in a polycentric organization depends on the time period being taught.


Transnational political movements.


Fine bibliography.


Excellent example of using geography to develop sophisticated thinking skills in world history.


Integration of imperialism and deforestation.

Contrast between a generalist and specialist in terms of writing environmental world history.


Legitimate pros and cons of Guns, Germs and Steel.


Integration of long distance trade, flora diffusion, imperialism and disease diffusion.


Makes the case for a general world history survey course.


World history focuses on large scale patterns of human behavior.


Gender, modernization and westernization during the New Imperialism.


Serbian and Greek self determination vs. the Ottomans.


Challenge to the notion of meta-narratives in History.

Emphasis on human agency in World History.


Post World War 1 British world view through paintings.


World institutions as a synonym for cross-regional processes.


Teaching religion through a focus on the Holocaust.


19 the Century European Revolutions’ influence in Mexico.


Identify the metanarrative of your course as you teach the survey.


Effective use of primary documents to address topics.


Interesting data on Perry and ideas for teaching about his voyage in World History.


Use of world music to develop world history themes.
Using architecture to teach World History.


Identification of important cognitive skills in world history and methods for developing them in the world history classroom.


Professional reading suggestions for world history teachers.


Professional reading suggestions for world history teachers.


Editorial introduction to an entire forum on the topic.


A thematic approach to professional reading.


Dominican church and convent complex in Early Modern World History context.


Use of architecture to develop themes and skills in the world history classroom.
Core conceptual understanding of the field for teachers


Title is the essence of the article.


The importance of the thematic terminology of world history to the learning of the discipline.


Use of objects to teach Early Modern World History.


Challenge to conventional periodization.


Pianos, ivory, slave trade and the New Imperialism.

Musselman, Elizabeth Green.” Teaching Science and Technology in World History: Notes from the Field.” *World History Bulletin* 24, no. 5 Fall 2008: 16-18.

Relationship of a polycentric Scientific Revolution and the Rise of the West.

Indigenous long distance trade in Dutch controlled East Indies.


Cookbooks as teaching vehicles about the New Imperialism.

Neumann, David.” Teachers as Mediators of Conceptual Complexity in World History.” World History Connected 9, no.3 October 2012:http://www.worldhistoryconnected.press.uiuc.edu

Use of visual organizers to teach complex concepts in world history.


Helpful on addressing the development of sophisticated thinking skills in the world history classroom.


Western Civilization as the organizing principle for world history.


Use of the internet to address lack of knowledge base and Eurocentric approach.


Advocacy for the development of liberal values in our youth.


Suggestions of African travel documents for teaching purposes.

Fine example of compare/contrast thinking in world history.


Focus on African societies that do not fit category of “great civilizations”.

________________. “When Does History Begin? (And Why Should We Care?).” *History Compass* 1 (2003).

Discussion of pre-writing human experience and world history periodization.


Flora diffusion from the Americas to Western Europe.


Peruvian food as cultural synthesis.


American Revolution, Transcendentalism, 19th Century Imperialism and Annexation of Hawaii in world history context.


Use of history to develop national identity.


Multiple perspectives on the importance of world history events.


Support for a thematic approach to the world history narrative.

Relationship of food and Modern Atlantic History.


Very strong on cultural synthesis in Latin American History.


African diaspora in transnational contexts.


Very strong on the relationship of physical geography and Early Modern piracy.


The ocean littoral as a unit of study in world history.


Excellent on placing visuals in historical context.


Very strong on moving world history periodization away from a Eurocentric focus.


Focus on Filipino agency in the Manila Galleon trade.

Pike, Ellen Leader.” Bring the World History Standards into the Classroom.” *Social Science Record* Fall 1998: 32-35.

Addresses the issue of unprepared world history teachers.

Westernization leading to much decreased violence in the 20th Century.


Rise of the West as a function of cross-regional factors.


Is Western periodization teleological?


Excellent focus on organization of a world history survey course.


Metageography applied to maps of the Americas.


Meiji Restoration as an example of cultural synthesis.


Focus on cultural imperialism in world history.

Jesuit influence in Early Modern Korea by way of texts from China.


Very strong on local agency in flora diffusion.

Reich, Gabriel A. “Achievement in History: Some Issues in Assessment.” *Newsletter of the International Society for the Scholarship of Teaching and Learning in History.*” 2, no. 1 Fall 2008: 7-9.

Negative aspects of multiple choice assessments in History.


Teaching ideas for developing an historical perspective on the present.


First hand English account of Yucatan region.


History of world food history.


Cross-regional movement as a means to organize world history.


Graphic novel addressing multiple learning styles.


Excellent on macro-changes in Early Modern World History.

Influence of the UDHR on Vatican 2, Liberation Theology and Pope John Paul 2nd.


Use of film and a novel to teach modern Algerian History.


Excellent example of Area Studies in world history context.


Focus on changing nature of scholarship behind world history data.


Early Modern Russian long distance trade in Central Asia, Mughal India.


Jesuits as agents of imperialism and flora diffusion.


Strong on indigenous agency.


Multiple perspectives on laws re: killing in New England and Virginia colonies.

Influence of the French Revolution in South America.


Sephardic Jews from Post 1492 Iberia to Amsterdam to Recife, Brazil to New Amsterdam.


Influence of American missionary work on gender roles in late 19th Century Turkey.


Multiple perspectives re: 16th Century Jesuit missionary work.


Fine example of comparative World History.


Teaching ideas about modern nationalism with fine bibliography.


New England woman’s views on Macao’s architecture in the 1840’s.


Interesting contrast between the Louisiana Territory and the Philippines re: statehood.
Schreiber, Roy E. “Some Food for Historical Thought.” Teaching History 24, no. 2 Fall 1999: 78-83.

   Excellent examples of using food to teach world history.


   Fine detail on the Zheng He voyages.


   History courses should also contain a focus on the teaching of the data.


   Creative teaching ideas concerning comparative history and Classical World History.


   Ideas for inclusion of Middle East History in world history course.


   Internal and transnational causation of the abolition of the Hawaiian kapu system in 1819.


   Use of Sufism to understand Islam in general.


   Non-Western examples of democracy in world history.

Global impact of the UDHR since 1948.


Fine examples of world history themes.


Seminal article challenging Eurocentrism in world history and focusing on the influence of Ancient India on Medieval China, Islam and the Rise of the West.


Fine example of using novels to teach world history.


Importance of knowledge base in History for Social Studies teachers.


New World Chiles in Early Modern North Africa.


Cultural diffusion in cuisines.


Synthesis of Christianity and indigenous religions in Non European areas as a unit of analysis for world history.


Migration and forced migration of Filipinos, East Asians and Southeast Asians To New Spain on the Manila Galleons.

Excellent for understanding world history.


Atlantic History as World History.


Relationship of silver mining and deforestation in Mexico and Bolivia.


History of the field with an emphasis on the influence of world history on the present.


Clothing as symbolic political message.


Human web as a metaphor for cross-regional connections in world history.


Necessity for world history to focus on cross-regional processes as important units of analysis rather than an overloaded data focus.


Use of world history to understand present foreign
policy of United States.


1977 advocacy of challenging history canons of periodization, metageography.

________________. “Periodization in World History Teaching: Identifying the Big Changes.” The History Teacher 20, no. 4 8/87: 561-579.

Especially strong on the rationale for a Post Classic rather than Medieval time period.


Challenge to long 19th century periodization.


Excellent summary of the important aspects of world history for study and teaching.


Challenges to conventional units of analysis and periodization in world history as a result of globalization.


Different approaches to organizing the field of world history.


Missionary work as a cross-regional process.


Pacific transnational connections during World War 1.

Influence of Sufis on the diffusion of Islam in Post-Classic World History.


World history as thinking skills over facts.


An example of Eurocentric ethnocentrism from 1874.


Long distance trade, forced migration and flora diffusion influencing British tea customs.


Use of student made visuals to learn world history.


Asteroids hitting earth and the decline of ancient empires.


World War One through Ottoman eyes.


Excellent example of borderlands as a unit of analysis in world history.

Excellent sources on the Early Modern Jesuits in world history.


Influence of Eurocentrism on World Religious History.


Influence of World War 1 on the Great Migration of African Americans from the rural South to urban North.


Influence of Abbasid hospitals on the modern hospital.


Medieval Islamic pharmacists building on Indo-Greek medicine.


Themes as organizers for a world history course.


Natural resources as players in world history.


A body of water and the cross-regional contacts it afforded as units of analysis in world history.


Islamic origins of Italian pasta.

__________. “The Point of the Arch.” *Saudi Aramco World* June 2012.
Origin of the pointed arch in Middle East/Central Asia.


Local, personal history as a counterpoint to metanarratives.


Strong on West African agency in response to Portuguese contact in Early Modern World History.


Indian Ocean as a unit of analysis in world history.


New imperialism through local class, gender and race.


Late Medieval Islamic world as a large area of similar cultural discourse.


Interacting elements over bordered civilizations as a unit of analysis for world history.


Number one goal for world history is to put the connected world of the 21st Century in historical context.

Discussion of core world history Understandings.


World history leading to a more peaceful world.


World history leading to a more peaceful world.


Very strong on polycentrism over Eurocentrism and the need to stress connections among societies.


_ Excellent model of integrating U.S. and World History._


_ Excellent questions directed at the fundamentals of world history._


_ Focus on biological diffusion._


_ Use of a city as the nexus of Early Modern cross- regional and local dynamics._


_ Very strong on local-global relationships._


Excellent on important aspects of the world history field.

A female gendered world history periodization system.

Comparative revolutions in the 20th Century.

Very strong on metageography.

Fine examples of Modern World History processes.

Fine examples of world history themes for teaching purposes.

Student annotation of maps.


Use of biography to teach about religions in world history.


Decentering Western Europe and centering cross-regional connections in world history.


Medieval contact with non Europeans leading to the Rise of the West.


Exactly what the title states.


Use of a global timeline of contemporary events.


Plea for world history over national history for a more peaceful world.


Very strong on the use of thinking skills to plan and teach a world history course.

Relationship of music and the culture that produced it plus teaching ideas.

Westhoff, Laura M. "Seeing Through the Eyes of a History Teacher." The History Teacher 45, no.4 August 2012: 533-548.

Content selection for a history course and meta-narratives.


Addresses world History periodization by the Early Christian Church Fathers.


Detailed discussion of constructed learning theory in classroom application.


Use of narrative structure to teach history.


Influence of Baptist missionary work in Africa on the integration of Southern Baptist institutions in the Jim Crow South.


Influence of mass media on historical consciousness of young people.


Ideas for keeping human dimension in world history.

Very strong on the influence of physical geography on world history.


UNESCO’s attempt to bring mutual understanding of East Asian and Western values during the Cold War of the 1950’s.


Internal and transnational causation of Islamic fundamentalism and Islamic terrorism.


Excellent on conceptualizing world history and selecting content to teach.


Seminal article on mid-18th century c.e. America in world history context.


Chinese perspective on world history.


Excellent treatment of the influence of the Congress Party in world history.


World history through theater addressing different learning styles.

Fine article on using maps to teach world history.

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Manning-“The Problem”
Marcus-“Worlds”
Murray
Nagel
Romaniello

8. TEACHING WORLD HISTORY- 97 ARTICLES:
Alkana-“Teaching”
Alkana-“Using”
Anderson-“Disease”
Andrea
Arias
Bain-“Embracing”
Bain-“Using”
Bain-“Where”Barton
Bradford
Brickford
Burack
Carpenter, et al
Carter
Casteneda
Ciotola
Clossey
Cohen
Denial
Diskant-“Engage Students Take”
Diskant-“Engage Students Continue”
Diskant—"Engage Students Think"
Diskant—"Engage Students Retain"
Drake
Dreher
Favretti
Ferraro
Frost
Geddes
Gilbert
Glaze
Hare
Harmon
Henry
Hitchens
Hurt
Lovoron
Jakubowski
Jensen
Johnson, David
Keirn—"Subject"
Keirn—"Promoting"
Keirn—"Historical"
Kennedy
Kobrin
Kobrowski
Koppedrayer
Kubota
Laichas
Lillich
Lintvedt
Litchfield
Longhurst
Lopez
Lyman
Maclean
McDougall
Moore
Morrison
Moulton
Mounkhall—"Critical"
Mounkhall—"Teaching"
Mounkhall—"Using"
Mounkhall—"World"
Mundy
Neill
Neumann—"Teachers"
Neumann—"Training"
Newmark
9. COMPARE/CONTRAST WORLD HISTORY - 9 ARTICLES
Betterly
Juarez-Dappe
Lockard-"Global History, Modernization"
Lockard-"The Contributions"
Marriott
Northrup-"How"
Sater
Schlimgen
Wasylw

10. RELATIONSHIPS OVER TIME AND PLACE - 33 ARTICLES
Adamczyk
Armitage
Balabanlilar
Beiler
Benjamin
11. MULTIPLE PERSPECTIVES ON WORLD HISTORY ISSUES- 8 ARTICLES
Buell
Headley
Hedrick
Liu
Lockard- “Global History”
Ozer
Ruediger-“Twin”
Salvadore
Tallon

12. GEOGRAPHY-METAGEOGRAPHY- 7 ARTICLES
Bentley- “Seas”
Lewis- “Dividing”
Lewis- “A Maritime”
Raat
Stearns-“Cleo”
Watkins
Wolf
13. RISE OF THE WEST-13 ARTICLES
Agoston
Billington
Bin Wong
Finger
Goldstone
Headley
Lockard-“Global”
Ludden
Manning-“Asia”
Musselman
Pomeranz-“Political”
Shaffer, Lynda
Weller, Brant

14. CULTURAL DIFFUSION IN WORLD HISTORY-20 ARTICLES
Blair
Covington
Gilbert, Erik-“The Spice”
Gilbert, Marc- “Eating”
Grandi- “Pizza”
Kane
Kim
Kubota
Lawler
Lindenfeld- Editor’s
Marak
May
Pinker
Rausch
Sahin
Sidney
Swansinger
Taylor
Tschanz
Voll

15. PRESENTISM- 2 ARTICLES
Bednarz
Benton

16. BIOLOGICAL CROSS-REGIONAL CONNECTIONS- 24 ARTICLES
Blyden
Chandler
Crosby
Fenyo
Ganeshram
Goucher-“Equatorial”
Goucher-“Tasting”
Kessler
Laudan
Marcus
McInneshin
McLeod
McNeill- Perils
Norton
O’leary
Parker-Lawrence
Patterson
Reeves
Sarna
Schreiber
Slack
Soluri
Verde
Ward
Watt

17. ISLAM IN WORLD HISTORY-5 ARTICLES
Burke, Edmund-“Islam”
Clancy-Smith
Sedgwick
Voll
Worth

18. POLITICAL CROSS- REGIONAL CONNECTIONS- 35 ARTICLES
Armitage
Brinkley
Burke, Roland
Fletcher
Gilbert, Marc-“ From”
Gilbert, Marc-“ Paper”
Jaenen
Jeutner
Johnston
Kramer
Landorf
Lilla
Manore
Martin, Janet
McGetchin
Mears
Mortensen
Osborne
Oyenami
19. HISTORIOGRAPHY: 4 ARTICLES
   Favretti-“Happy”
   Lockard- “The Rise”
   Reynolds
   Warner-“Student”

20. LOCAL AND GLOBAL RELATIONSHIP: 4 ARTICLES
   Maika
   Vermo
   Warner-“Consider”
   Warner- “In Search”

21. GLOBALIZATION: 1 ARTICLE
   Wasserstrom-“Teaching”

22. META-NARRATIVES IN WORLD HISTORY: 2 ARTICLES
   Megill
   Morillo

23. HUMAN AGENCY IN WORLD HISTORY: 5 ARTICLES
   MillePeterson
   Ruediger
   Vess
   Wolf, Ken

24. INFLUENCE OF WORLD HISTORY ON THE PRESENT: 2 ARTICLES
   Sommers
   Tschanz-“Hospital”

25. PEOPLE WITHOUT A HISTORY: 2 ARTICLES
   Horst
Thomas Mounkhall has studied and taught world history for the past fifty years. At this point, he is teaching world history courses to seniors at SUNY New Paltz. He can be reached at mounkhall@aol.com.