

Brief Summary of the Issue

World History Connected, Volume 18, no. 3 (Fall 2021) opens with a review of this issue's Forum on "Empire in World History," a familiar subject enlivened by new approaches and rich case studies. Many of the Forum articles offer, alongside their fresh archival research, related classroom assignments and materials appropriate for secondary and post-secondary levels of instruction. The Forum is followed by an interview with Trevor R. Getz, a collaborator in the OER Project, which provides free digital modular content created by educators seeking to be responsive to the current changing environments in which history is taught. Beyond the interview, readers will find short summaries of two individual articles: the first conveys the positive results of years of evolving methods of teaching world history to 10th graders, while the second offers ways to bring Future Studies into the field of World History and using that field to enhance teaching in world history courses. These articles are followed by this issue's book reviews, a link to books available for review, a brief introduction to the journal, including and the link to its guide for submissions.

The Forum: Empire in World History

To Mahatma Gandhi, empires, along with murders and tyrants, were among those entities that "seem invincible in their day, but always fall. Always." Nonetheless in their advance and decline, empires illuminate virtually every theme currently explored by world historians, from the diffusion of languages and peoples, to the evolution of plantation economies. Articles in this Forum remind us that few parts of the world have not had their borders reshaped by imperial fiat backed by maps conveying an imperial idea or intent. At the same time, they note that imperial acquisitions generate entanglements of culture in many ways, including urban designs and the literatures of the colonizer, as well as that of the colonized. They demonstrate that such entanglements are often unasked for by the Indigenous, but are nonetheless transformative for the societies on both sides of imperial encounters, ancient and modern. They teach lessons of diversity and even the power of local agency, though reaffirm the lessons arising from the exercise of dominance of one people over another. As the final article in the Forum demonstrates, the history of empires

is still being written, as contemporary “corporate imperialism by both lease and *comprador* alliance” are not much different than “the company states or formal empires of the past.”

Interview with a World Historian: Trevor R. Getz

Trevor Getz is the author of the influential graphic history, *Abina and the Important Men*, and is currently the principle content manager for several well-funded efforts, such as the OER Project, which is extremely rich in free digital modular content created and shared by educators. The interview tracks Getz’s South African birth and childhood in the United States to his Fulbright fellowship at South African universities that transformed his ideas about teaching as well his world view.

Individual Articles

Reflections on Teaching Tenth Graders in Student-Centered, Academically Rigorous, and Comparative World History Courses

James Diskant

James Diskant shares his efforts to develop an integrated history curriculum across grade levels and then traces the process by which he introduced exciting active learning methods designed to enable teachers to engage 10th grade students in comparative World and U.S. History courses . He also provides the materials he employed to develop his courses to ensure that they were student-centered and innovative (such as a virtually cost-free means of publishing student work) that “need not be used in their entire, and can easily be modified to make them work” as they are designed “to build upon what many teachers are already doing in their classrooms.”

World History and Future Studies

Rick Szostak

Rick Szostak notes that world history classes often explore how culture, economy, and technology interacted in the past, and how they may interact in future. He argues in favor of making more explicit efforts to engage the future, pointing out that such an approach has an obvious advantage in that “students—especially those taking world history to fulfil a requirement—sometimes wonder why they need to study the past, but they are all too well aware that they need to somehow navigate the future.” Szostak then offers examples of how to bring a discussion about the future into a world history course (of even a course devoted to Future Studies) that can inspire students to “pay greater heed to world history itself.”

About the Journal and Guide for Submissions

Throughout its fifteen-year history *World History Connected* (ISSN 1931-8642) has been devoted to research and the scholarship of teaching history. Its title reflects the journal's commitment to assisting both scholars and practitioners to invigorate and expand the reach of research and the teaching of world history and global studies. It guest editors and editorial staff include past (and now in-coming) presidents of the World History Association and award-winning history educators at all levels of instruction.

The journal's publisher, the University of Illinois Press, estimates that it currently serves 1.85 million readers of at least two articles annually and receives 6 million visitors to its website. The journal welcomes submissions of articles and book reviews on any subject germane to world history including (a) essays on the state of the field; (b) case studies, or topical overviews which cross regional boundaries to examine such issues as gender, technology, demography, social structure, or political legitimacy; and (c) the evaluation of curriculum and innovative instructional methodology. The journal also seeks peer reviewers to analyze recently published titles in the field of world history. The journal is open-sourced (free): its staff and contributors are not compensated for their work, and it is funded by individual contributions and organizations committed to advancing its goals. It accepts no paid advertising.

Prospective authors should read and incorporate into their submissions, the guidelines provided at <https://worldhistoryconnected.press.uillinois.edu/submissions.html>. All submissions are subject to double-blind peer review. *World History Connected* reserves the right to decline to publish any submission. Individual articles should be sent to the Editor, Marc Jason Gilbert at mgilbert@hpu.edu. Forum articles (articles on a topical issue) can be sent via email to the Editor or to the Guest Editor (s) of that Forum identified in the Call for Papers for that Forum. Forthcoming Forums include: International approaches to Maritime Affairs, Anti-Imperialism; Oral History and World History; World History Standards, and The American West in World History. Submission requirements include double-spacing in MS Word, with endnotes (*Chicago Manual of Style*, 17th edition), no title page, and a short biography (150 words) similar to that found at the end of the body of all *WHC* articles. Submitted articles should be more than 3,000 words, with the upper limit of 10,000 words. Book review correspondence should be directed to Cynthia Ross, at Cynthia.Ross@tamuc.edu.