

CYNTHIA ROSS, EDITOR
GINA G. BENNETT, BOOK REVIEW EDITOR AND CO-EDITOR

Brief Summary of the Issue

This issue opens with announcements regarding open Calls for Papers for future issues of the journal, the winner of the 2024 *World History Connected* Book Prize, and significant changes to that award beginning in 2025.

H-Net, other listservs, the World History Association website, social media, and direct emails are the most common ways scholars and teachers receive our Calls for Papers (CFP) for special forums. We are excited to announce that readers can also see our active CFPs directly on the journal website. This small change will make it easier for potential authors and our readers to see upcoming forums of interest all in one place, even if they miss an emailed announcement. Coming this Fall expect to see a tab under Submissions that will include all of the active CFP notices on topics including artificial intelligence, the Vietnam War, teaching non-traditional students, Central Asia, games, climate change, sound in world history, and more.

In 2023, we launched the *World History Connected* Book Prize, generously supported by an annual gift from former Editor, Marc Jason Gilbert. The 2024 winner of the prize, announced at the World History Association Conference held in June at San Francisco State University was Chelsea Schields for her outstanding book *Offshore Attachments: Oil and Intimacy in the Caribbean* (Berkeley: University of California Press, 2023), which “reveals how the contested management of sex and race transformed the Caribbean into a crucial site in the global oil economy.” Unfortunately, Chelsea was unable to attend the conference but in a written statement expressed her, “immense gratitude” and was “incredibly honored and thrilled by this recognition” of her work.

The Prize Committee also met at the WHA Conference to assess the first two years of the prize and ensure our adherence to the goals of the journal. Ultimately, we reiterated our foundational belief that the prize should be awarded to those authors whose work most reflects the vision and purpose of *WHC*; to support research and the scholarship of teaching world history. Authors that most readily do that are those who are published in the journal. To that end, we have relaunched the award as the *World*

History Connected Article of the Year Prize. To be considered, articles must be published in *World History Connected* within the last year, e.g. articles eligible for the 2025 prize were published between January and December of 2024. The winner of the *World History Connected* Article of the Year Prize will receive a monetary award of \$200 along with a one-year membership to the World History Association and a formal certificate of recognition. The winner will be invited to attend the annual meeting of the WHA, normally held in June or July, where the bestowal of the prize is publicly announced.

The Forum

The Summer issue is usually released at the beginning of the season, rather than the end. Part of the delay was related to a restructuring of publication dates but also some forums can take more time to produce than others. We originally intended to feature a forum on artificial intelligence as it is perhaps one of the most discussed topics in history education over the last year but writing about emerging technologies can also mean longer lead times for classroom testing. Late in the Spring we made the decision to delay publication of the artificial intelligence forum to allow authors the time they need to evaluate its potential and its pitfalls for the world history classroom.

As Co-Editors of this issue, Gina Bennett and I sought to develop a forum to assist world history instructors preparing for the upcoming school year by engaging the collective creativity of our teaching and academic community. This special forum, “Tools of the Trade: Methods and Sources for Teaching World History,” includes several short articles that provide sources, tools, and methods well suited for the world history classroom allowing instructors to quickly review and incorporate cutting edge materials now.

Gina and I have known each other for at least a dozen years. She has heard me tirelessly advocate not only for the value of thinking in terms of historical interconnectedness and exchanges that cut across boundaries both real and imagined but also my belief in the fundamental importance of open access publication for the advancement of the discipline, a defining feature of the journal from its inception. This forum initially sprang from our small collective during a discussion of one of the very first articles published in *World History Connected*, Steve Murdoch’s “John Brown: A Black Female Soldier in the Royal African Company” (originally published in *WHC* Vol. 1, Issue 2, 2004 and republished in this issue). Steve’s work came to deeply influence Gina’s doctoral research, her academic career, and her desire to be a part of our mission at *World History Connected* long before she became our Book Review Editor and Co-Editor for this issue. It is profound to consider the power of these connections, both in terms of world history and the academic community. In her own words,

'Serendipity' has come to mind almost daily while co-editing this issue with Cynthia and our desire to bring the open-sourced resources to those preparing for a new academic year in world history. Serendipity is linked to another important tool, Twitter (now X) because of its ability to connect academics around the world. And while the spectrum of online social networking sites and their leadership shifts (for good or for ill) is problematic, there still is an undeniable and serendipitous thread with the potential to connect us to long lasting and foundational connections that span decades. There (and on other sites) we can discover like-minded mentors, colleagues, and conference partners. Sometimes these acquaintances lead to world travel to meet for roundtables or research trips. Students can become workfellows. One may ultimately find themselves traveling on a train in a foreign country to meet a respected Twitter/X historian to ask them to serve as a member of their dissertation committee...and they agree!

Somewhere along the way each member of this journal's readership was certainly supported or was supporting others in the field of history; these social networks can offer spaces to develop long lasting friendships and peer-ships. These academic relationships offer clarity and encouragement in a way that drives the research and teaching fields in new and exciting directions. Serendipitous influences will look different for each reader of World History Connected. With that in mind, we encourage you to think about your connections. We hope you find serendipitous moments that are as fulfilling as editorial associations that began with the very first volume of World History Connected when Steve Murdoch was convinced by Heather Streets-Salter to submit and publish "John Brown" to a new online open-source academic journal. And, in a different time and space, Cynthia Ross brought Heather to campus [Texas A&M University – Commerce] to speak with a group graduate students. Independent of these events and much later, one of the graduate students from that group ultimately made a trip to Scotland to meet a historian named Steve Murdoch who worked on Scottish migration, military, and empire. Steve shared an article about women and war on "John Brown" with the student.

Five years later the student, now Assistant Professor and serving as Book Review Editor of World History Connected shared their knowledge of Steve's work with Cynthia only to find that it was published by this very journal in its first year of publication. That student was me; I was the student on the train. Serendipity has the potential to collect a group of

academics together in a strange and wonderful way via virtual meetings, social media tools, and an online academic journal and proves the many ways we are connected as colleagues and peers. As editors of the journal, we hope you find value in the Summer issue and find connections that turn peers into friends through World History Connected.

Along with the republication of Steve Murdoch’s article, “John Brown: A Black Female Soldier in the Royal African Company” as the initial inspiration for this forum, Steve generously provided a reflection on the article twenty years after its publication and some comments on its impact outside the world history community. In “The Hoplite Hypocrisy: Teaching Ancient Greek Warfare in an American Classroom,” Jesse Obert explores the modern political symbolism of hoplites and how a reassessment of hoplite membership may require a complete reworking of how world historians should approach the topic of warfare in Ancient Greece. Stephen Jackson’s, “World History and the Temple of Time: Reconsidering Emma Willard’s Signature Illustration of Human History,” tackles the Eurocentrism and American nationalism that guided conceptions of historical time developed by one of the leading women in American higher education during the nineteenth century. Years of running Reacting to the Past games in his world history classroom, provided John O’Keefe with the expertise he shares with *World History Connected* readers seeking ways to increase student engagement and active learning in “Reacting Games in Introductory World History Courses.” Anna Batzeli offers a number of digital collections in U.S. and European repositories that educators and students will find useful in “Toward a World History of the Holocaust: Digital Resources for History Educators and Researchers.” Building empathy together with historical knowledge to better prepare future military officers to interact with a diverse global population is Douglas Leonard’s focus in, “Engaging World History Through the Self: Building Student Empathy with Reflection.” Franklin Rausch’s, “An Islamic World Trade Simulation” offers another way to engage students through the use of a game he created that sends students along on a trade caravan complete with camels, gold, and sudden sandstorms. Although Individual Articles published in the journal do not always connect to the forum, in this case Rick Szostak’s “Conceptualizing World History” offers his thoughts on how we as educators can work toward achieving coherence in courses that span millennia, scores of societies, and make sense of the “glorious mess” that is world history.

Book Reviews

Books reviewed in this issue include Katheryn C. Twiss, *The Archeology of Food: Identity, Politics, and Ideology in the Prehistoric and Historic Past* by Ian Abbey; Jagjeet Lally, *India and the Silk Roads: The History of a Trading World* by Gary G. Gibbs; 2023 *World History Connected* Book Prize Winner, Jamie Martin, *The*

Meddlers: Sovereignty, Empire, and the Birth of Global Economic Governance by Justin Harbour; 2023 *World History Connected* Book Prize Honorable Mention, Tom Taylor, *Modern Travel in World History* by Ben Harris; Jennifer Guiliano, *A Primer for Teaching Digital History: Ten Design Principles* by Douglas C. MacLeod, Jr.; Jeffrey A. Auerbach, *Imperial Boredom: Monotony and the British Empire* by Nicholas Sprenger; and Andrew Phillips, *How the East Was Won: Barbarian Conquerors, Universal Conquest, and the Making of Modern Asia* by Reid Wyatt.

We hope our readers enjoy this issue and we welcome the continued support of our contributors and all who believe in our purpose and vision. As always, we look forward to your feedback, suggestions, and ideas for future articles and forums.

Cynthia Ross, Editor
Texas A&M University – Commerce
Cynthia.ross@tamuc.edu

Gina G. Bennett, Book Review Editor and Co-Editor
Coker University
Gbennett@coker.edu