

Brief Summary of the Issue

Welcome to the Fall 2026 issue of *World History Connected*. This issue features the forum, “Pirates & Piracy in World History,” guest edited by Ian Abbey of Prairie View A&M University. Its development has taken nearly two years—perhaps an appropriately long voyage for a project devoted to the people, practices, and contested meanings that have moved across the world’s seas.

Piracy is both a familiar historical subject and a persistently unstable analytical category. Popular culture has given us the pirate as outlaw, adventurer, criminal, or romantic rebel, often detached from the social worlds that made maritime violence possible. Yet the designation “pirate” has always depended upon perspective, political authority, commercial interest, and historical memory. It has been applied to raiders and privateers, merchant companies and naval powers, submarine warfare, coastal networks, and communities whose livelihoods did not fit neatly within the legal and political order asserted by states.

The articles in this forum demonstrate that piracy cannot be reduced to theft or violence at sea. Rather, it provides a rich means of examining how people and institutions have negotiated the often-uncertain boundaries among commerce, warfare, raiding, law, kinship, empire, and survival. Who possessed the authority to call an act piracy? When did maritime predation become a legitimate commercial or military enterprise? How did communities caught within these struggles understand their own roles? And what kinds of sources, from local-language newspapers, baptismal registers, archaeological evidence, and family genealogies, to digital collections, and classroom simulations, allow historians to move beyond the Atlantic-centered mythology of the pirate?

Ian Abbey’s introduction to the forum frames these questions and guides readers through a collection that ranges widely across time, region, method, and pedagogy. The forum begins with Adam Clulow and Xing Hang’s “Maritime Asia: A Classroom Simulation Exercise for Teaching about Global Piracy.” Their contribution offers instructors a practical and intellectually ambitious way to engage students with the

relationships among maritime commerce, political authority, and violence. By placing students in the positions of competing states and trading interests, the simulation requires them to confront the ways that legitimacy could be claimed, manipulated, and contested in the maritime world.

In “German Pirates and Hawaiian Patriots: The Sinking of the *SS Aztec* and the United States,” Alex Holowicki examines the political uses of piracy during the First World War. After a German U-boat sank the *SS Aztec* off France on April 1, 1917, killing five Native Hawaiians, a Honolulu memorial service became both an occasion for mourning and a carefully staged act of wartime politics. Territorial leaders cast Germany as a criminal pirate state, used the deaths of Hawaiian sailors to promote wartime loyalty and military recruitment, and emphasized Hawai‘i’s strategic importance as the United States’ Pacific frontier. Through Hawaiian-language sources, Holowicki recovers the lives of the victims and survivor while highlighting Hawaiians’ vital role in maintaining Atlantic supply chains during the war.

Helen Audrey Rodriguez’s “To Memories Now I Can’t Recall: The Origins of Anne Bonny and Mary Read” turns to two of the best-known women in pirate lore. Rather than accepting the familiar narratives surrounding Bonny and Read, Rodriguez probes the difficulties of separating historical lives from rumor, hearsay, literary embellishment, and later mythmaking. Her essay demonstrates both the limitations and the possibilities of the archive, including the importance of sources in recovering or reassessing the lives obscured by pirate legend.

In “Sailing Beyond the Saga: Women Warriors and Viking Piracy,” Mervi Maarit Salo reconsiders the assumption that Viking warfare and raiding were exclusively male pursuits. By examining the legend of Lagertha and other shield-maidens alongside recent archaeological evidence, including the 2017 DNA analysis of the Birka burial, Salo argues that women’s roles in Viking maritime expeditions deserve renewed attention. Her essay challenges the tendency to dismiss female warriors as literary inventions and instead explores the possibility that women participated actively in Viking piracy and warfare as seafaring fighters and leaders.

In “Trading-Raiding, A Family Business: Piratical Lineage in Early-Modern China,” J. Travis Shutz shifts attention to family, lineage, adoption, commercial networks, and local officialdom. His essay places Ming-era piracy within durable social and economic structures rather than imagining pirate groups as isolated bands operating beyond society. Shutz shows how kinship could help sustain maritime organizations across time, enable leadership succession, and connect piratical activity to practices also found within legitimate merchant houses. His analysis makes clear that the distinction between legal commerce and criminal raiding was frequently less secure than state authorities wished it to be.

John Maunu’s “Digital Resources on Teaching Piracy and Pirates in World History,” an especially valuable contribution for instructors working in secondary

schools, colleges, and universities, concludes the forum. Maunu gathers an extensive range of accessible resources, bringing together materials organized by region, genre, topic, and instructional use, allowing teachers to introduce students to piracy across the world, from ancient maritime societies and Homeric traditions to early modern Asia and the Atlantic world. It reinforces one of the forum's central accomplishments: piracy becomes a lens through which students can investigate global connections while remaining attentive to local communities, particular sources, and historically contingent meanings.

This issue also includes two individual articles that speak directly to *World History Connected's* commitment to scholarship, pedagogy, and methodological reflection. In "Roots & Routes Method' in Urban History: Situating South Asia in the Global Context," Iqtedar Alam considers ways of locating South Asian urban history within wider global processes while retaining attention to place, movement, connection, and historical specificity. James A. Diskant and Francesco Scatigna's "Providing Resources and Support for History Educators: EuroClio's Collaborative Projects with a Focus on Historiana" introduces readers to collaborative digital work that supports history educators through shared resources, transnational exchange, and innovative approaches to the classroom. Together, these articles offer productive models for connecting research questions and teaching practice across regional and national boundaries.

Our reviews section likewise addresses themes central to world history, reminding us that global processes emerge through the experiences of particular places, peoples, and institutions. Ian Abbey reviews Jennifer Regan-Lefebvre's *Imperial Wine: How the British Empire Made Wine's New World*, a study of the relationships among wine production, imperial economies, global consumption, and the cultural meanings of commodities. Jonathan Dresner examines Henrietta Harrison's *The Perils of Interpreting: The Extraordinary Lives of Two Translators between Qing China and the British Empire*, which illuminates translation, mediation, and cross-cultural encounter in the nineteenth-century world. E. Mark Moreno reviews Christy Thornton's *Revolution in Development: Mexico and the Governance of the Global Economy*, a work that places Mexican actors at the center of debates over sovereignty, development, debt, and the postwar global economy. Finally, Robert Shaffer considers Kornel Chang's *A Fractured Liberation: Korea Under US Occupation*, which explores the complex and consequential history of Korea under U.S. military occupation after 1945.

Highlights from the World History Association 2026 Conference

The publication of this issue follows the 35th annual meeting of the World History Association, held in Incheon, South Korea, June 25–27, 2026. Hosted by George Mason University Korea, the conference brought together scholars, educators, graduate students, and other members of the world-history community for three days of research,

teaching, and professional exchange. Incheon's history as a site of migration, commercial exchange, imperial encounter, and global connection made it a particularly fitting setting for a conference devoted to the study and teaching of world history.

The meeting provided opportunities to encounter Korea's histories and cultures beyond the formal panels. Pre- and post-conference excursions to Seoul, the Demilitarized Zone (DMZ), and throughout the city of Incheon invited participants to extend their experience of the Korean peninsula through place-based exploration, while the conference program incorporated cultural experiences organized with Mason Korea, the Incheon University HUSS program, the Center for Korean Culture and Society, the Incheon Tourism Organization, and Korean Cultural Experience. Student-led booths allowed visitors to try on traditional attire including royal robes and ceremonial wedding hanbok and to receive personalized name calligraphy in Hangeul. These events created occasions for interactive cultural exchange and for the kind of collegial conversation that remains central to the WHA's international community.

The conference opened with a ceremony and banquet at the Orakai Songdo Park Hotel and a keynote address by Tonio Andrade, Professor of History and Director of Undergraduate Studies at Emory University. Andrade's address, "Being in Between: Reflections on Cultural Brokers and the Dutch East India Company," drew upon scholarship that has examined the connections and commonalities among societies conventionally separated by political, cultural, or national boundaries. His work on early modern China and Taiwan, European colonization, global military history, microhistory, and diplomatic history offered an especially appropriate beginning to a conference organized around global connections and the challenges of writing world history.

The program's panel sessions, roundtables, workshops, meet the author sessions, and plenaries demonstrated world historians' sustained engagement with historiographical debate, considering the uses of scale in shaping analysis, and classroom practice. For example, the roundtable, "The California School's Impact in Asia," chaired by Kenneth Pomeranz brought together Shigeru Akira, Li Bozhong, Wang Guo, Jin-A Kang, and R. Bin Wong to trace the influence of scholarship associated with the California School, particularly Pomeranz's *The Great Divergence* (Princeton University Press, 2000) and Wong's *China Transformed* (Cornell University Press, 1997), on debates over the early modern world economy, Eurocentrism, comparative history, and the 'Rise of the West.' By examining how those arguments have been received, debated, and extended by Asian scholars, the roundtable invited participants to consider both the enduring importance and the future directions of cross-regional comparison in world history.

"Teaching World History in an Age of Global Interdependence and Backlash," addressed the challenges confronting teachers at a moment of intensifying political polarization, anti-globalist rhetoric, culture-war politics, and post-truth narratives amplified by social media and artificial intelligence. Chaired by Jack Gronau of Phillips

Exeter Academy, the session brought together Matthew Bowser, Judi Freeman, and Monica Ketchum-Cardenas in a conversation designed to bridge secondary and college-level perspectives. Its focus on practical pedagogy, curricular design, student engagement, and the instructor's position in increasingly politicized classrooms was particularly timely. The roundtable offered a direct reminder that the teaching of world history is not separate from contemporary debates over evidence, expertise, borders, identity, and public knowledge.

The first of two special plenaries, "Writing, Teaching, and Scaling World History," chaired by Sharika D. Crawford, brought together Laura J. Mitchell, Heather Salter, and Qiao Yu. Drawing upon scholarship on Africa, Asia, the Indian Ocean world, and China in global context, the panel considered one of the field's enduring methodological questions: what analytical scale best illuminates historical connections? The discussion explored how historians can write and teach beyond state boundaries while retaining the rigor, specificity, and accessibility that students and readers require. Its concerns speak directly to the mission of *World History Connected*, which has long sought to bring scholarly inquiry and effective teaching into productive relationship.

The second plenary, "Moving Labor, Making Worlds: Migration, Empire, and Diaspora," chaired by Sheng Fei, examined the intertwined histories of labor migration and diaspora across Asia, Europe, Latin America, the Indian Ocean world, and the Caribbean. Presenters Bin Yang, Zou Kunyi, Ryuto Shimada, and Ming Zhu considered how mobile workers moved through imperial systems, commercial circuits, and diasporic communities, and how those movements generated new social formations, political movements, and transregional ties. The session demonstrated the usefulness of migration and labor as lenses for understanding the modern world order and the ways that mobile people have actively made global worlds.

The panel, "Borders, Digital Ecologies, and Post-Globalization Belonging," offered a strong example of interdisciplinary work in contemporary world history. Chaired by Sarah Eltabib, the panel brought together April Wei-West, Vera Parham, Fariza Tolesh, and Diana Toimbek to investigate belonging across borders in an era when globalization can seem at once pervasive, fragile, and politically contested. The papers moved from Japanese-American activist organizations in Seattle to digital vocal-synthesizer communities and online discussions of sanctions, borders, and economic sovereignty in Kazakhstan during the Russia–Ukraine War. Together, they demonstrated how diaspora, digital culture, grassroots activism, political economy, and geopolitical conflict can be studied in relation to one another. The panel's approach showed the value of attending to the ways individuals and communities create forms of connection and belonging from below, even amid new borders, anxieties, and forms of fragmentation.

"Margins and Legacies of World War II as a Global War," demonstrated the close relationship between innovative research and effective teaching. Chaired by Heather

Salter with Michele Louro as discussant, the panel featured papers by Roy Doron, Trevor Getz, John Williams, and Jonathan Reynolds. Its contributors examined British efforts to mobilize West African troops for the Burma Campaign; the wartime histories of the Gonski brothers and the relationship between the Holocaust and apartheid; locust plagues and rural mobilization in wartime China; and West African experiences of the Second World War. By shifting attention toward marginalized, liminal, and often neglected sites of wartime experience, the panel reframed the Second World War as a genuinely global conflict. It also offered teachers a powerful model for moving beyond conventional narrative centers and helping students understand global war through the lives, environments, and choices of people whose experiences are too often absent from standard accounts.

The closing ceremony and reception featured a keynote address by Heasim Sul, Professor of History at Yonsei University in Seoul. In “The Global History of Ginseng,” Sul brought together her interests in microhistory, the history of consumption, and the human experiences that give large historical processes their meaning. Her scholarship, which ranges from early modern English mapmaking to manners, consumption, and the global history of ginseng, demonstrates how historical inquiry can make seemingly distant subjects immediate, comprehensible, and connected to contemporary life. The occasion also carried a fitting sense of continuity: Sul completed her doctorate under the advisement of Kenneth Pomeranz, who, together with R. Bin Wong, received the World History Association’s Outstanding Achievement Award (formerly the Pioneer Award) at the same conference.

For the *World History Connected* editorial team, the conference provided a valuable opportunity to meet contributors and readers, renew professional relationships, and discuss the journal’s future directions. Ian Abbey and I were especially pleased to have the opportunity to discuss the development of this issue and the “Pirates & Piracy in World History” forum in person. After nearly two years of planning and editorial work, the forum’s publication represents the collective effort of its guest editor, authors, reviewers, and editorial team.

The editorial team also hosted a “Meet the Editor” session at the conference. This informal gathering allowed scholars, teacher-scholars, and graduate students to learn more about the journal’s editorial process, its open-access mission, and its double-blind peer-review model. We welcome proposals for individual articles, teaching resources, reviews, and future forums, as well as inquiries from prospective guest editors. Discussions in Incheon pointed toward an exciting range of possible future themes, including monsters, games, climate change, and other topics capable of bringing research and pedagogy into productive conversation.

The World History Association continues to nurture a global community of scholars, educators, and students committed to the study of world history across borders and across traditional disciplinary boundaries. *World History Connected*, an

affiliate of the WHA since 2003, shares that commitment by providing an accessible venue in which research, teaching, and scholarly exchange can meet.

Pittsburgh 2027

We also look ahead with enthusiasm to the 36th annual meeting of the World History Association, to be held at the University of Pittsburgh in Pittsburgh, Pennsylvania, June 27–29, 2027. The conference theme, “Living in Interesting Times: Inflection Points in World History,” invites scholars and educators to examine moments of transformation at multiple scales: shifts in political authority, technology, knowledge, culture, migration, trade, environment, climate, and human health. It also asks a question of particular urgency for the present: how can historical research, writing, and teaching help us contextualize the profound changes through which we are now living?

The call encourages proposals that investigate the processes behind historical transformations; connect global change to local and regional experience; reconsider accepted periodizations; or explore how historical actors understood (or misunderstood) the significance of events in their own worlds. The conference welcomes full panels, roundtables, workshops, individual papers, and co-authored work in Teaching and Learning, Research, Public History, and Digital Humanities. Participants may also apply for the Research and Writing Collaborative, a small-group format designed for close discussion of pre-circulated works in progress.

Its six subthemes of Power, Law, and Institutions; Technology, Information, and Human Possibilities; Identities, Gender, Culture, and Faith; Environment, Climate, and Health; Connecting the Global and the Local; and World Historians at Work demonstrate the conference’s broad intellectual reach. They also resonate with the work represented in this issue, where piracy becomes a way of examining law, commerce, political power, gender, cultural memory, teaching practice, and the connections between maritime communities and wider global systems. Proposals are due Monday, October 19, 2026.

Prize and Announcements

We are delighted to announce that the *World History Connected* Article of the Year Prize Committee has selected Arnold Isaacs’s article, “A 50-year Retrospective: How American Journalists Covered the Vietnam War, and the Lingering Aftermath,” as the recipient of the 2026 *World History Connected* Article of the Year Prize. The prize recognizes an article of outstanding value to both research and teaching in the field of world history. Made possible through the generosity of Professor Emeritus, former World History Association President, and editor of *WHC* for fifteen years, Marc Jason Gilbert, the award includes \$200, a one-year membership in the World History Association, and a certificate of recognition.

Isaacs's article makes an important contribution to the study and teaching of the Vietnam War by asking readers to reconsider how American journalists represented the conflict and how those patterns of reporting have shaped its enduring aftermath. Its retrospective perspective invites students and scholars alike to consider journalism as more than a record of events; it is also a historical force that influences public understanding, political debate, memory, and the interpretation of war.

In responding to news of the award, Isaacs noted that he was especially glad the article was being remembered "at a moment when American journalists are once again facing false accusations of slanted reporting and attempts to discredit factual reporting that the authorities don't like." His observation underscores the continuing relevance of careful historical inquiry into the relationship among journalism, political power, public knowledge, and democratic accountability. We congratulate Mr. Isaacs and thank him for this timely and valuable contribution to *World History Connected*.

We are also pleased to announce *World History Connected's* affiliation with *History for the 21st Century (H/21)*, a collaborative project of the World History Association. *H/21* produces a free, open-access library of teaching modules for college-level introductory world history courses, including readings, primary sources, lesson plans, slides, assessments, and instructor guides. Created by historians for historians and rigorously classroom-tested before publication, these materials offer adaptable, inquiry-based, and student-centered resources for instructors working with diverse student populations. *H/21's* commitment to supporting effective pedagogy and thoughtful curriculum design closely complements our long-standing mission to bring world history scholarship and teaching into sustained conversation.

Readers will find a clickable icon on the journal homepage that leads directly to their site and are encouraged to explore *H/21's* growing collection of freely available modules and materials. An article offering a fuller introduction to the project will appear in the Fall 2026 issue of *Perspectives on History*, published by the American Historical Association.

As the journal moves forward, the editorial team remains committed both to the traditions that have made *World History Connected* an important publication in the field and to developing new ways to recognize and support excellent work. Alongside the Article of the Year Prize, we are expanding our editorial staff and advisory networks and developing an annual *WHC* Teaching Award. This initiative draws inspiration from earlier efforts in the journal's history and reflects our conviction that innovative, rigorous, and accessible teaching deserves recognition alongside scholarly research.

Readers interested in contributing to *World History Connected* are invited to visit the journal's submission portal by selecting "Make a Submission" on the journal homepage. We welcome work from scholars, teacher-scholars, graduate students, and others who share the journal's commitment to accessible, globally informed history.

In Memoriam

It is with deep sadness that *World History Connected* acknowledges the passing of Thomas Mounkhal, who died on April 14, 2025, at the age of eighty after a long illness. Tom devoted his life and career to world-history teaching and to helping teachers make the field rigorous, accessible, and meaningful for students. He taught social studies for thirty-three years in the public schools of suburban New York City, first at Clarkstown High School and subsequently at Spring Valley High School, where he was named Teacher of the Year. Following his retirement from secondary education, he continued to teach undergraduate and graduate courses in world history at SUNY New Paltz.

Tom's impact extended far beyond his own classrooms. He directed or co-directed teacher-training institutes and workshops for world-history educators across the United States and participated, with his wife Sue, in teacher education in Battambang, Cambodia, through Teachers Without Borders. His commitment to global learning was also reflected in the many years he and Sue spent in Oaxaca, Mexico, which became a second home to them and the site of enduring friendships and public programs on world history.

World History Connected was fortunate to publish twelve of Tom's articles. Across these contributions, he consistently joined multi-continental historical inquiry to the scholarship of teaching and learning. His articles gave teachers concrete and classroom-tested methods for helping students develop sophisticated historical thinking: comparing evidence, tracing relationships across time and place, recognizing multiple causation, analyzing visual and material sources, and reflecting on the ways knowledge is constructed. In "Using Art to Develop Thinking Skills in the World History Classroom," for example, Tom modeled ways in which visual sources could become evidence through which students learn to make historical arguments and understand the interpretive work of the historian.

His final contribution to *World History Connected*, published in 2022, continued this lifelong project by offering models through which scholars at every level might connect content-rich readings with effective learning activities. His articles, often accompanied by digital charts, graphs, photographs, and carefully designed teaching strategies, will remain valuable resources for world-history educators. More importantly, they stand as a lasting expression of his belief that world history should enable students to see connections across regions, cultures, and time.

We extend our condolences to Sue Mounkhal, to Tom's children and grandchildren, and to the many students, colleagues, and friends whose lives he touched. His work, collegiality, generosity, and commitment to world-history education will be greatly missed.

In Closing

We are grateful to Ian Abbey for his thoughtful and imaginative guest editorship; to every author and reviewer whose work appears in this issue; and to the editorial staff, editorial board, advisory board, and readers whose continuing support makes the journal possible. “Pirates & Piracy in World History” reminds us that the categories historians inherit are rarely simple, fixed, or universal. The strongest scholarship asks us to revisit those categories, identify the people and interests that have shaped them, and recover the varied experiences they can obscure.

We hope readers will find in this issue new materials for their classrooms, new questions for their research, and new connections across the histories of the world.

Cynthia Ross, Editor