

PUTTING THE WORLD INTO WORLD HISTORY TEXTBOOKS

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In 1978, my division chair asked me to create a new history course for the honors program being established at the Portsmouth Campus of Tidewater Community College in Virginia, specifically to create an alternative to the surveys of United States History and Western Civilization that would be truly global in scope. The description for this new course, then and now, remains the same, "World Civilization surveys Asian, African, Latin American, and European Civilizations from the ancient period to the present." Thus was born the History of World Civilization, a two-semester course now taught at all twenty-three community colleges in Virginia and currently registered for honors and non-honors credit by Tidewater Community College students to fulfill a graduation requirement of six hours of an international course.

My course description did not take long to generate. The real difficulties after twenty-three years of teaching World Civilization remain to select what regions and/or civilizations to teach with sufficient time to provide adequate depth of content and what textbook to use. Recognizing that it is virtually impossible to give equal treatment to all regions of the world, the six hours of World Civilization I teach focus on India, China, Japan, and the Islamic World in the first semester and Europe, Africa, and Global Interactions in the nineteenth and twentieth centuries in the second semester. I have designed additional units on Pre-Columbian civilizations (fall semester) and Latin American history (spring semester) for those students taking the course for Honors credit. Each unit immerses students in the civilization under study. Global interactions are continuously identified to the nineteenth century, with global history the focus of separate units for the nineteenth and twentieth centuries.

Selecting a world history textbook has not been an easy task. In 1978, there were two principal world history textbooks in use: William McNeill's *History of the Human Community* and L.S. Stavrianos's *Global History*. I selected neither. Although I minored in African and Chinese history during my M.A. program, I thought both the McNeill and Stavrianos texts lacked adequate details for the civilizations I wanted to discuss. I fell back on my Eurocentric academic training and selected *Western Civilization: An Urban Perspective* by Willis. I liked the details, the charts, pictures, and content organization, and I accepted Willis as a good reference on Europe. However, I prepared extensive materials on the non-European regions I planned to cover. Since my first textbook selection for World Civilization, I have changed textbooks several times using Willis's *World Civilizations: An Urban Perspective*, Upshur's (now Bulliet) *World History*, and since 1990, the second, third, fourth, and fifth editions of Craig's *Heritage of World Civilization*. I still add materials I deem essential and not included in the world history textbook I use.

Since 1978, world history textbooks have increased in number, expanded their coverage of non-Western regions, and provided a longer list of ancillary options.¹ I am no longer as Eurocentric an historian as I once was. My expertise in Asian, Islamic, African, Mesoamerican, and Latin American civilizations has improved because of doctoral work, readings, travel, research, and fellowships in these non-Western regions. I am not willing to write my own world history textbook, but I have worked with several publishers reviewing world history textbooks and writing the instructor's guides and test banks.

Over the last decade the publishing business in the United States has witnessed a significant number of mergers. As a result, some textbooks are no longer available for review. The remaining publishers did not always retain copies of earlier editions of world history textbooks they published or of the world history textbooks for companies they acquired. Nevertheless, I believe that sufficient information is available for me to do a critique over twenty-five years of whether or not publishers in the United States have put the WORLD into world history textbooks.

With the exception of McNeill and Stavrianos, the first world history textbooks published in the United States included the basic elements of Western Civilization texts with some added chapters on non-Western areas. Because world history was a new field with few educators versed in both Western and non-Western areas, the publishers catered to the Eurocentric history graduate. By the 1990s increased expertise in non-Western areas among college faculty was evidenced in a demand by historians for more chapters on Asia, Africa, and Latin America. Kathleen Greenfield, writing for the *World History Bulletin* in 1993, stated that world history textbooks:

- (1) balanced the quantity of material covering each region;
- (2) sequenced the regions covered;
- (3) included the discussion of comparative analysis and global and cross-regional developments;
- (4) created a framework of periods and eras from a global point of view; and
- (5) selected comparable subject matter and a consistent focus of analysis.

Greenfield compared the eighth edition of Ralph's *World Civilizations* (1991), the third edition of McKay's *A History of World Societies* (1992), the fourth edition of McNeill's *History of the Human Community* (1993), Upshur's *World History* (1991), and Stearns's *World Civilizations: The Global Experience* (1992). Ralph's textbook included the entire text of Lerner-Meacham-Burns's *Western Civilization* plus chapters on Asia, Africa, and the Americas. While ancient Greece was given sixty-five pages, Shang and Chou dynasty China got only eighteen pages. Rome was covered in seventy pages and Han China got seven pages. Upshur's *World History* was organized along

¹Ancillary materials include websites, study guides, transparencies, an atlas, test bank, instructor's manual, videotapes, and skill guides.

a global chronology and in time sequence went back and forth between Europe and non-Western regions. Non-Western areas got more equal coverage, e.g., ancient Greece was covered in thirty pages and Shang and Chou China was given thirty-three pages. Stearns's 1992 text, *World Civilizations: The Global Experience*, divided world history into six historical time periods with all regions discussed in each of the six sections. Analytical essays, documents, conclusions, and cross-cultural and comparative perspectives fostered a more global history of the world. Civilizations rather than kingdoms and empires were each chapter's focus, detailing the characteristics and legacies of each. More balanced coverage was noted with ancient Greece presented in twenty-three pages to Shang and Chou China's eighteen pages while Rome earned twenty-one pages to Han China's fifteen pages. In spite of the imbalance in coverage for Africa, the Americas, and Asia, Greenfield concluded that each textbook was well written and engaging, contained helpful illustrations and primary resources, and had high standards of scholarship.²

William McNeil remains one of the leading and most durable authors of world history textbooks. It was not possible to obtain copies of all the editions McNeill authored. A review of Chart 1 compares McNeill's first (1963) and fifth (1997) editions of *History of the Human Community* and reveals a remarkable consistency in coverage over thirty-four years.³ McNeill's text was never conceived as a Western Civilization textbook with a few chapters of non-Western regions and labeled world history. *History of the Human Community* was and remains a textbook discussing cultural contacts and the diffusion of technology, religion, agriculture, energy, transportation, communication, migration, and disease throughout the world. The chapters on European history are significantly less in length when compared to other world history textbooks. Over a thirty-four year period the sections on prehistory, the ancient Mediterranean world, India, Islam, and Japan have been reduced in order to expand the narrative on global cultural evaluation and analysis. McNeil rarely focused on a particular European country as the chart indicates, but treated the entire continent

²Kathleen Greenfield, "Recent World History Texts: Evolving Paradigms," *World History Bulletin*, Spring/Summer 1993.

³Mesopotamia includes the civilizations along the Tigris and Euphrates Rivers. The Near East includes the other civilizations of the Middle East including Israel, Phoenicia, Assyria, and Persia. Sections such as India, China, Japan, Islam, Africa, etc. include their early history and continue through to the end of the twentieth century. Rome covers the period to the fall of the Western Empire in 476 C.E. The Byzantine Empire covers the years 476-1453 C.E. The Ottoman Empire begins in the sixteenth century and continues to 1922. Mesoamerica refers to the pre-Columbian civilizations to the time of the Spanish conquest. The section on the twentieth century covers Europe with global interactions because of the two world wars and the ideologies of Communism, Nazism, Fascism, and Socialism. Global history reflects thematic coverage that clearly affected Europe and non-Western regions.

of Europe as a civilization to be compared with China, India, the Islamic world, and the Americas.

When I taught as an adjunct at Spelman College in Atlanta, the History Department used Leften Stavrianos's *Global History* as the textbook in world history. At Spelman we used supplementary textbooks on China, Africa, Islam, India, and Europe to supply additional information we needed that was not covered in *Global History*. Stavrianos, like McNeill, writes a good global history in a challenging, engaging, and readable style. Interaction between Western and non-Western civilizations is consistently emphasized from the ancient eras to the present. Its global perspective strongly resembled McNeill's textbook, which is why I have included the information on Stavrianos's seventh edition in Chart 1. (Prentice-Hall was unable to locate copies of the first six editions of *Global History*.)

Houghton-Mifflin kept copies of its previous textbook editions, making it possible to compare the five editions of John McKay's *A History of World Societies* in Chart 2. Each successive edition of McKay's textbooks becomes less Eurocentric and more non-Western. By the fourth and fifth editions, material on the Near East, Ancient Greece, Rome, and Europe had been significantly reduced. This is also true for the United Kingdom, France, Germany and Austria. Material on Southeast Asia, Oceania, and the Byzantine Empire was added. Coverage of Islam, the Ottoman Empire, and Latin America increased. While the final chapters offer a global perspective and remain consistent in length for all the editions, the chapters on twentieth-century wars have been sharply reduced, illustrating a more thematic/cultural approach. References to cross-cultural and global developments before the Industrial Revolution, lacking in earlier editions, are stronger by the fifth edition. I found the McKay chapters detailed and I liked the special sections "Listening to the Past," which focused on cross-cultural interactions. McKay's fifth edition makes good use of and includes many color photographs and has many charts and timelines to summarize important information.

I have required *Heritage of World Civilization* by Craig since 1990. The first three editions were published by Macmillan, which was purchased by Prentice-Hall. I do not regard this textbook as perfect but continued its use because of effective support from Prentice-Hall representatives, the text's inclusion of primary sources, selected readings, and good maps and charts, which eliminated the additional expense for students to purchase supplementary publications. Prentice-Hall being one of the first publishers to establish a website for its textbooks became an added incentive for me to continue using Craig. A review of the second edition (Chart 3) of Craig in the *World History Bulletin* indicated that there were few changes from the first edition. In the second edition, North America was added, with three pages given to Canada. More social history was presented for women and families plus additional coverage for Africa, Mesoamerica, and Latin America. Color pictures, outlines, data chronologies, and the inclusion of documents became useful selling points, but the content was

considered too Eurocentric and detailed.⁴ A comparison of the fourth and fifth editions (Chart 3) reveals more coverage of the Near East, particularly Israel, China, Islam, and Japan. New coverage was given to Persia and Korea, while the segments on Europe from the Middle Ages to the Industrial Revolution, Southeast Asia, and Latin America were reduced. The thread of global interaction among cultures throughout history remains a weak feature. While students complain that the text is too detailed, this makes the text a good reference and a useful tool for online courses. One of Craig's strong points is his consistency in coverage for each region of the world from prehistory to the present. Entire chapters are devoted to Africa, Japan, and Mesoamerica, which are regions underrepresented in some world history textbooks. However, I would like to see more emphasis placed on cultural contributions and gender roles for women in all the civilizations discussed.

Philip Adler's *World Civilizations* (Chart 4), first published by West Publishing Company, is now published by ITP Thomson Wadsworth. There have been some changes from the first to the second edition. For the second edition Adler has combined several chapters, creating a text with four fewer chapters--specifically he joined together chapters four and five on the Near East and the Hebrews, chapters fifteen and eighteen on the Fall of Rome and the Early Middle Ages, chapters thirty-four and thirty-five on the French Revolution and Napoleon, and chapters sixty-one and sixty-two on the twentieth century after World War II. In addition, he condensed chapters on the Industrial Revolution and the Philosophes, the Interwar Period of 1919-1939, and the Soviet Union. Southeast Asia has three more pages of coverage and the information about the Cold War has been revised. Specific topics within chapters have been rearranged or integrated into the text rather than separated into a special box. Overall I would rate the majority of the changes as cosmetic. Some other changes could be made: Information on Africa, the Americas, Japan, and Islam should be more detailed. The second edition's strongest selling point is its increased number of ancillary materials and a website.

Chart 5 lists current world history textbooks by publisher. The dates of publication and the number of editions per textbook illustrate an increased market demand as more American colleges and universities are requiring world history instead of Western Civilization. Publishers have responded. (Prentice-Hall clearly leads with five world history textbooks.) However, it should be noted that, while publishers revise an edition every three or four years, this does not mean that texts have changed significantly. College bookstores, many run by companies interested in generating profits, purchase used textbooks for resale, realizing a bigger profit margin from the sale of used textbooks than new textbooks. By the end of the third year in the shelf life

⁴Gary Kuhn, "Book Review: Heritage of World Civilization," *World History Bulletin*, Spring/Summer 1991.

of a new or revised textbook, the publisher has been closed out of profit making by the companies owning college bookstores. Therefore, publishers issue new editions more frequently to make money. The second edition of a text usually makes content corrections to errors missed in the first edition. Later editions have more cosmetic changes, with the publishers offering more ancillary materials to entice continued adoptions.

Ten currently used world history textbooks are compared in Chart 6. All the world history textbooks discussed in this article represent sound scholarship and are well written. The commentary presented for each textbook is obviously subjective and is based on my needs and perceptions from twenty-three of teaching world history. It is clearly evident that all the current editions of world history textbooks increased their coverage on China, India, Islam, Japan, Africa, and the Americas, while sections on the ancient Mediterranean world and Europe have been significantly reduced. All the textbooks provide more coverage of global history as an integral part of the text. What distinguishes the ten textbooks in Chart 6 from McNeill and Stavrianos is the global, thematic, and conceptual approach being combined with considerably more detail about each civilization. Naturally, the books are longer. The data in Chart 6 provide the reader with a page count by region, continent, and/or country. This enables teachers to consider the amount of coverage for each region, albeit in a superficial way.

Jerry Bentley has honed his skills as both an historian and educator over the past twenty years. His commitment to world history is clear in Bentley's collaboration with Herbert Zeigler in *Traditions and Encounters*. Bentley has spent years talking with educators at the high school and two- and four-year levels to ascertain their interests and needs. The content in *Traditions and Encounters* is very readable, the illustrations and maps more colorful and easily understood. I liked Bentley and Zeigler's extended coverage of Mesoamerica, Latin America, and Oceania. A singular weakness is the textbook's failure to discuss the Byzantine/Orthodox culture of Eastern Europe. Europe is not a monolithic Catholic and/or Protestant culture. The discussions on Europe need to show clearly at least three distinct regions with different languages, religions, and governance systems. A recent review in the *World History Bulletin* praised Bentley and Zeigler's coverage of the modern period being less European-centered than other textbooks. The book's strengths are its narrative on geographic and cultural regions that interact, and its flaws are the failure to deal more effectively with complex topics of trade, politics, and culture.⁵

Richard Bulliet's *The Earth and Its Peoples: A Global History* has one major downside for me: its use of black and white photographs. Color photography enhances our understanding of a civilization's cultural contributions and entices students to learn about the world's diverse populations. I also disliked the gray and orange maps and

⁵Jacky Swansinger, "Book Review: Traditions and Encounters," *World History Bulletin*, Spring 2001.

charts. They were uninspiring. As a student I would not pay much attention to them. Better color choices are needed, but color increases the cost of publication. What I did like about the Bulliet text were the special sections at the end of a series of chapters, which focused on "Environment and Technology" and "Voices and Visions" among civilizations. The text gave considerable thought to the primary sources included in each chapter. I look forward to seeing how a second edition (to be issued late in 2001) compares with the first. I hope there is better use of color in photographs, maps, and charts.

Anthony Esler's *The Human Venture* would be one of my last choices for a world history textbook. The book's price might be less expensive, but I found the format unattractive, and while this might seem superficial, this is not a textbook that would stimulate my students. The photographs are in black and white, and a smaller type set is used. Chapter coverage seemed far too short on all the civilizations covered. I need more information from the text itself to be able to reduce the amount of material I must prepare to supplement the textbook. Using Esler would force me to increase the number of outside sources.

Lanny Fields's textbook, *The Global Past*, had some of the same problems that I found with the Bulliet textbook. The pictures, charts, and maps are in shades of reds, blacks, and grays. Photographs are an important tool of instruction in my course. Anything less than full color is inadequate for me. I found the bibliographies at the end of each chapter too limited, and I judged the information on the founding of Islam and sections on Sub-Saharan Africa too short. I did like the separate chapter on Nubia and Ethiopia, the use and choice of primary sources, and the identification of an issue promoting global history at the end of chapters.

Peter Stearns's *World Civilization* devotes the first four chapters to a global foundation for all world civilizations. His chapters provide detailed coverage, although I would like to see more information on the early history of Axum and Ethiopia and the ancient kingdoms of Ghana, Mali, and Songhai. I commend Stearns for the stronger coverage of Mesoamerica and Japan. I like his inclusion of diagrams for cities and imperial residences and the use of documents that reflect the interaction between civilizations. Concluding sections raised critical issues with discussion. I would recommend the use of color pictures and better utilization of charts. Listing web addresses at the end of each chapter was a great bonus as was the inclusion of a glossary of terms.

Brummett's *Civilization Past and Present* effectively includes primary documents in the discussion. The list of websites is an excellent addition to the bibliography. I would recommend more coverage on Kush and Ethiopia. The rest of the African coverage is good. I also suggest more information on the early history of Mesoamerica and Japan. There should be more extensive inclusion of non-Western interactions in all time periods. The global interactions between civilizations were the expected ones after 1500. There is a need to do the same for the earlier periods of

history. This text makes excellent use of color maps and photographs, which is clearly one of its strengths.

Philip Ralph's *World Civilizations* is a more Europe-focused textbook than other world history publications. I did not find the type set an attractive feature, and I am concerned that it would deter student interest. The chapters on Mesoamerica and Africa each needed more information about early history. The authors need to include more photographs, diagrams, and charts and to identify more periods of cultural interaction between the world's civilizations from ancient periods to the present.

Howard Spodek's *World History*, reissued in a second edition, divides the world's history into eight chronological units and follows a format much like Stravrianos, McNeill, and Stearns. While there was a good balance between the regions of the world, the approach emphasized European accomplishments over non-Western achievements. I was disappointed with the limited history on Mesoamerica, Africa, and Japan. Africa's rich cultural past was underplayed and, with Japan being a major power in the nineteenth and twentieth centuries, Japan's early history needs to be presented in more detail. Spodek's second edition has good color photographs, charts, and maps. I liked the separate chapters on religion. However, charts and timelines that summarize information should not substitute but complement a textbook's narrative content.

The third edition of the Duiker and Spielvogel textbook, *World History*, was visually impressive. Each page had a nice balance of print and pictures, charts, and/or diagrams. The text includes primary source documents. Achievements of the civilization are identified in special categories. Africa's early history of Axum and Ethiopia should be longer but the cultural contributions were well presented and documented. Special sections focused on women's contributions. I liked the reflection sections "Global in Nature" and "First Civilization and Empire." This text has a glossary and each chapter has a listing of websites. Its thoughtful organization and supplementary materials decidedly complement the text's visual attractiveness.

The Candice Goucher textbook, *In the Balance*, has small typeset and black and white photographs. A great deal of information is offered up on each page. The chapters are divided among four sections: Emergence, Order, Transformation, and Balance. Special sections focus on daily living. Each chapter is theme-based with narrative provided for all civilizations contemporary to the topic covered, which provides for an effective comparison of civilizations on written languages, art forms, and governance systems but might be confusing and overwhelming to students. I judged the Goucher textbook more appropriate for students entering the course with a good background in world history.

I have not included for review world history textbooks in concise or brief editions. Because world history is a college transfer course, a concise or abbreviated edition is unacceptable in my college-level classes. However, I do want to take this opportunity to inform the readers about a new textbook that is being published within

the next year by W.W. Norton. *Worlds Together, Worlds Apart* presents a novel approach to world history. This twelve-chapter textbook covers the last seven hundred years, starting with 1300 C.E. (A.D.)! At first I was put off by this notion, but after reading the manuscript I thought otherwise. *Worlds Together, Worlds Apart* begins with the study of Islam, China, India, and Christianity and includes summary information for each civilization prior to 1300. At the end of each chapter a section is inserted that discusses the elements of global interaction for the particular time period or century. I was impressed by the balanced treatment given to all four civilizations. In some chapters European history is significantly downplayed to show that other civilizations were the more commanding ones. When appropriate, other national histories are introduced, such as Persia, Japan, Southeast Asia, and the United States. The cultural achievements of each region get good coverage. A distinct advantage of this textbook is the more manageable amount of content. It becomes each instructor's decision to determine how much additional history before 1300 is necessary and whether or not this book will work for you. Watch for this one!

Chart 7 provides another breakdown by time period and region for the textbooks under review. I omitted McNeill, Stavrianos, and Goucher because their content organization does not fit this schematic. Japan has zero coverage in the first time period because Japan's recorded history begins in the sixth century C.E. Islamic history begins in 622 C.E., which is why there is zero coverage for this region in the first period. The African history noted in the period pre-500 C.E. does not include Ancient Egypt but begins with the Kingdom of Kush. Mesoamerican history includes information on all pre-Columbian civilizations to the Maya. In the second time period, 500-1500 C.E., the coverage on Europe includes the limited information covered on Eastern Europe and the Byzantine Empire. The Mesoamerican/Latin American category from 500-1500 C.E. begins with the Maya and includes the colonial era of the Americas. Europe from 1500 includes from one to three chapters in the page count that are global in nature but with a European perspective.

What do I look for in a textbook? I examine the textbook's readability. Does it include primary sources in the text? Is there a glossary? What resources are listed in the bibliography? Is the type set attractive and easily readable? Does the book include a good selection of color photographs? What kinds and how many charts, maps, diagrams, and timelines are included? How is the information organized? Is there a proper balance between European history and India, China, Japan, Africa, and the Americas? What kinds and what is the quality of the ancillary materials? Are global themes identified and presented for all time periods?

I would recommend that textbook authors and publishers consider some additional content concerns. European history is not exclusively a Roman Catholic and/or Protestant chronology with a British bias. European history should be presented within several frameworks, just as Asia is presented with India, China, Japan, and Islam sequences. Europe, to me, is really five regions, and each one should be

presented and discussed: (1) Greek/Byzantine/Eastern Orthodox, (2) Germanic/Dutch/Scandinavian/Protestant, (3) British Protestant, (4) Russian/Slavic/Orthodox, and (5) Italian/French/Spanish/Roman Catholic. It is inappropriate to present just the English/British interpretation of European history and that is what predominates. World history textbooks published in the United States should discuss at greater length the history of Spain and Spain's impact on Mesoamerica and the emergence of Latin America. The United States is becoming a bilingual nation with Spanish more widely spoken and with Hispanics forming the largest minority group in the nation. Therefore, we need to be familiar with Spanish views on the history of Europe and the Americas, just as textbook publishers are increasingly sensitive to including more information on the history and culture of Africa and the Atlantic slave trade for students of African-American descent.

Is the WORLD being put into world history textbooks in the United States? The answer is yes! Which textbook is the best one? The reader must make that choice. This review chronicles the evolution of world history textbooks in the past quarter century. History educators are responsible for determining the nature of future world history textbook revisions by sharing their ideas and experiences with publishers and authors. Over twenty-five years teachers of world history have been given a variety of textbook choices offering different content emphases, a better balance between Western and non-Western regions, and an increasing array of ancillary materials. From my experience no textbook has satisfied all of my content needs. Select the textbook that works best with your areas of expertise and classroom and student needs. If the book does not exist, contact the publishers. There is always room for improvement, a different approach, and another world history textbook option.

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CHART 1
William McNeill: *History of the Human Community*

Historic Period	1st ed. (1963): # of pages	5th ed. (1997): # of pages	7th ed. (2001): # of pages (Stavrianos)
Prehistory	26	20	43
Mesopotamia	35	14	4
Ancient Egypt	26	6	3
Near East	60	50	4
India	71	35	24
China	74	72	46
Japan	14	10	11
Southeast Asia	0	0	0
Ancient Greece	69	52	20
Rome	0	0	13
Byzantine Empire	0	0	10
Islam	82	45	12
Ottoman Empire	0	0	24
Africa	2	7	20
Mesoamerica	11	8	11
Latin America	0	0	7
U.S./Canada	0	0	0
Europe to 1900	231	216	133
United Kingdom	0	0	0
France	0	0	0
Spain	0	0	0
Russia/USSR	7	5	22
Austria German	0	0	0
Eastern Europe	0	0	0
Oceania	0	0	17
20th Century	30	85	41
Global History	0	0	105

CHART 2

John McKay et al: *A History of World Societies*

Historic Period	1st ed. 1984: # of pages	2nd ed. 1988: # of pages	3rd ed. 1992: # of pages	4th ed. 1996: # of pages	5th ed. 2000: # of pages
Prehistory	8	8	12	11	7
Mesopotamia	12	11	12	10	11
Ancient Egypt	8	6	9	8	9
Near East	25	23	24	16	14
India	59	58	55	62	54
China	88	70	71	49	91
Japan	25	17	17	23	26
Southeast Asia	0	0	0	4	7
Ancient Greece	71	56	50	56	36
Rome	78	58	54	42	56
Byzantine Empire	0	0	0	7	8
Islam	14	39	43	55	51
Ottoman Empire	5	6	8	10	13
Africa	50	46	52	67	48
Mesoamerica	27	15	18	35	22
Latin America	15	15	15	13	24
U.S./Canada	37	28	27	27	25
Europe to 1900	542	387	436	438	327
United Kingdom	16	10	6	15	11
France	55	37	35	35	33
Spain	0	0	2	2	2
Russia/USSR	24	26	16	17	26
Austria/Germany	38	27	34	31	19
Eastern Europe	0	0	0	0	0
Oceania	0	0	7	10	28
20th Century	193	143	129	92	21
Global History	59	49	51	55	55

CHART 3
Albert Craig et al.: *Heritage of World Civilization*

Historical Period	2nd edition (1990): # of pages	4th edition (1997): # of pages	5th edition (2000): # of pages
Prehistory	3	3	2
Mesopotamia	5	4	8
Ancient Egypt	5	3	3
Near East	2	8	21
India	49	47	45
China	94	93	105
Japan	75	61	66
Southeast Asia	3	10	7
Ancient Greece	60	43	46
Rome	56	36	35
Byzantine Empire	0	0	0
Islam	74	54	73
Ottoman Empire	0	8	0
Africa	57	70	69
Mesoamerica	3	26	41
Latin America	47	56	36
U.S./Canada	32	27	17
Europe to 1900	195	279	229
United Kingdom	14	7	9
France	38	22	22
Spain	0	0	0
Russia/Soviet Union	24	3	8
Austria/Germany	25	5	13
Eastern Europe	0	0	0
Oceania	0	0	0
20th Century	108	77	84
Global History	0	0	0

CHART 5
World History Textbooks, United States

PUBLISHER	AUTHOR	TITLE	EDITIONS
Addison Wesley Longman	Brummet et al.	<i>Civilization Past and Present</i>	2000 (9th ed.)
Allyn and Bacon	Stearns et al.	<i>World Civilization</i>	2001 (3rd ed.)
Bedford/St. Martins	Fields et al.	<i>The Global Past</i>	1998 (1st ed.)
Harcourt Brace	None	No Texts	
Harper Collins	No longer	Previously, <i>World Civilizations: A Global Experience</i>	
Houghton Mifflin	Bulliet et al.	<i>The Earth and Its Peoples, A Global History</i>	1997 (1st ed.)
	McKay et al.	<i>History of World Societies</i>	2000 (5th ed.)
ITP Thomson Wadsworth/West	Adler, Philip	<i>World Civilizations</i>	2000 (2nd ed.)
	Duiker/Spielvogel	<i>World History</i>	2001 (3rd ed.)
McGraw-Hill	Bentley et al.	<i>Traditions & Encounters</i>	2000 (1st ed.)
	Goucher et al.	<i>In the Balance, Themes in Global History</i>	1998 (1st ed.)
Prentice-Hall	Craig et al.	<i>Heritage of World Civilizations</i>	2000 (5th ed.)
	Esler, Anthony	<i>The Human Venture</i>	2000 (4th ed.)
	McNeill, William	<i>History of the Human Community</i>	1997 (5th ed.)
	Spodek, Howard	<i>World History</i>	2001 (2nd ed.)
	Stavrianos, Leften	<i>Global History</i>	1999 (7th ed.)
W.W. Norton	Ralph et al.	<i>World Civilizations</i>	1997 (9th ed.)

CHART 4
Philip Adler: *World Civilizations*

Historical Period	1st edition (1996): # of pages	2nd edition (2000): # of pages
Prehistory	10	10
Mesopotamia	10	10
Ancient Egypt	12	10
Near East	20	12
India	27	26
China	37	46
Japan	30	22
Southeast Asia	8	11
Ancient Greece	39	37
Rome	53	27
Byzantine Empire	0	3
Islam	62	31
Ottoman Empire	2	5
Africa	42	36
Mesoamerica	12	10
Latin America	28	22
U.S./Canada	10	11
Europe to 1900	96	70
United Kingdom	13	7
France	25	18
Spain	1	1
Russia/Soviet Union	37	35
Austria/Germany	5	5
Eastern Europe	4	2
Oceania	0	0
20th Century	159	109
Global History	55	52

CHART 6: Comparison of 2000 Editions

Historical Period	Bentley	Bulliet	Eslar	Fields	Goucher	Brummet	Duiker	Ralph	Spodek	Stearns
Prehistory	23	27	18	58	78	18	6	24	44	20
Mesopotamia	13	39	14	30	16	7	6	24	21	7
Ancient Egypt	13	10	with Mesopot.	with Mesopot.	15	10	8	24	30	3
Near East	14	with Mesopot.	10	with Mesopot.	11	12	14	22	45	0
India	62	45	38	22	25	42	73	86	62	40
China	129	129	71	96	79	73	112	142	83	136
Japan	15	17	4	34	13	18	60	67	37	40
Southeast Asia	6	9	3	5	18	11	32	0	3	16
Ancient Greece	26	31	19	40	19	34	34	74	24	26
Rome	30	16	18	21	18	34	60	38	37	20
Byzantine Empire	25	5	0	26	0	0	8	13	0	0
Islam	48	51	34	48	22	77	51	46	57	82
Ottoman Empire	8	19	0	6	9	7	8	7	12	16
Africa	48	67	55	64	52	73	49	87	28	48
Mesoamerica	44	104	40	47	51	36	24	21	21	52
Latin America	54	0	11	0	0	12	12	64	40	82
U.S./Canada	0	19	8	22	33	12	5	5	5	0
Europe to 1900	80	132	82	103	99	311	234	532	70	150
United Kingdom	0	8	0	0	0	7	0	24	20	0
France	0	14	0	6	11	32	0	78	22	0
Spain	0	0	0	0	0	0	0	0	5	0
Russia/USSR	29	9	0	40	8	53	0	23	21	59
Austria/Germany	0	10	0	23	7	14	0	23	2	0
Eastern Europe	0	0	0	0	0	4	0	0	0	20
Oceania	8	10	0	4	17	0	2	5	3	0
20th Century	139	0	65	0	44	86	116	141	0	73
Global History	178	140	183	321	106	0	10	12	85	107

CHART 7: Regional Distribution

Period	Adler	Bentley	Bulliet	Craig	Duiker	Esler	Fields	McKay	Brummet	Ralph	Spodek	Stearns
Ancient pre500 CE												
Europe	64	62	61	86	66	37	60	74	68	136	100	46
China	10	44	8	43	56	28	31	35	20	57	45	38
Japan	0	0	0	0	0	0	0	0	0	10	5	0
India	10	39	25	18	31	30	25	27	30	40	55	37
Islam	0	0	0	0	0	0	0	0	0	0	17	0
Africa	2	0	15	26	4	18	18	0	0	20	23	0
Mesoamerica	2	16	3	7	2	20	7	5	0	0	26	10
Middle Ages 500-1500												
Europe	44	66	66	86	80	21	88	82	74	143	16	70
China	8	32	49	26	28	29	47	17	20	22	10	64
Japan	9	3	3	28	14	0	9	7	6	11	0	11
India	12	18	9	11	19	0	12	7	30	9	2	8
Islam	20	22	47	42	24	15	20	34	26	23	40	41
Africa	8	20	9	30	26	11	21	26	28	0	10	22
Mesoamerica/Latin	10	16	27	37	22	8	36	21	22	40	0	40
Modern Era 1500-												
Europe	291	218	208	286	321	188	258	476	433	691	178	205
China	22	30	40	49	55	28	33	27	28	62	24	67
Japan	14	12	16	26	37	9	27	25	12	47	30	38
India	2	8	26	6	20	10	10	20	8	39	19	6
Islam	16	34	20	40	23	20	8	37	58	30	36	42
Africa	26	30	30	12	21	36	28	49	45	71	26	42
Latin America	26	30	61	34	3	21	8	9	24	73	34	82