

←— *Acknowledgments* —→

THOUGH I STARTED my life as a practicing historian by prepping lectures for a Western Civilization course in a summer night-school program, I have been shaped immeasurably in both my teaching and my research careers by my first world history assignment at Indiana State University. It was 1990, and one year into my stint there the First Gulf War started—a global geography lesson and so much more. I taught two sections of “world civilizations” each semester for three years, and in that context my formative training in the project of global history took place. Teaching those courses made a huge impression on me, and it’s not too much to say that I come back to that experience every time I sit down to revise my world history syllabus or write a new lecture. Since then, students and colleagues at the University of Illinois have shaped my apprehensions of world history, and I feel deeply indebted to those students and colleagues as well. With Peter Fritzsche and Tony Ballantyne, I coorganized an NEH seminar on globalization and teaching world history, whence many of the principles and commitments in evidence here germinated. Ann Klotz and teachers at the Laurel School heard very early versions of some of the ideas here; I am grateful to Ann and her faculty for their experience and feedback, as I am to Steve Buenning of William Fremd High School in Palatine, Illinois, who read parts of the primer in draft and offered sage advice.

ACKNOWLEDGMENTS

I've had conversations about teaching too numerous to count with Jean Allman, Clare Crowston, Augusto Espiritu, Behrooz Ghamari, Kathy Oberdeck, Dana Rabin, Anna Bateman, Amanda Brian, Nathan Chio, Debbie Hughes, Danielle Kinsey, Becky Nickerson, Zack Poppel, Karen Rodriguez'G, Emily Skidmore, Carol Symes, and Jamie Warren. Clare Crowston, Stephanie Foote, Fred Hoxie, Lynn Hunt, Laura Mayhall, Dana Rabin, Mrinalini Sinha, Heather Streets-Salter, and two very astute readers for Duke University Press all gave me invaluable feedback on the manuscript; I am so grateful to them. Marilyn Lake reminded me of my own geopolitical position and shared many fruitful insights as well. John Randolph also read parts of the manuscript; he and Dianne Harris and Ray Fouché have kept me honest about digital humanities and honed my thinking about its possibilities for world history teaching. My conversations with Siobhan Somerville about all kinds of questions—gender, sexuality, politics, and struggle—have also left their imprint here, as has her friendship. Vicki Burton is as passionate a teacher as I know, and we have struggled together with worldly issues in ways that have left me sharper and wiser, for which I am truly grateful. T. J. Tallie has read and engaged with every single word, chai included, for which I thank him. Thanks as well to Fred Hoxie and Kristin Hoganson for modeling the Hot Seat exercise for me and to Marie Ciavarella of the College of Liberal Arts and Sciences Teaching Academy for letting us talk out loud about it. Tony Ballantyne is as good an interlocutor and as informed a practitioner of world history as one could ever hope for; thanks to him for years of collegiality and friendship.

Miriam Angress is simply, continually, amazing. A writer with a creative life of her own, she never fails to witness the world in the pebbles I lay before her, and to rejoice in them with me as a friend as well as an editor. Paul is the ultimate IT go-to guy; whatever struggles with world history I have had, he has made infinitely easier, in many untold dimensions. Despite having the run of the house, Nick and Olivia have taken up residence in my study. They are endlessly patient and have tried to give me space while I hashed out drafts of this book. I hope they realize how deeply my world history commitments spring from a desire to anticipate the future of their worlds.