

*Sabbatical Proposal: Fall 2011-2012*  
*Submitted by Steven Wallech, Professor of History at LBCC*

1. Briefly state the purpose of your sabbatical leave.

The purpose of my sabbatical is to produce a second edition to my world history text: World History: A Concise Thematic Analysis. On my last sabbatical leave, I wrote a two volume work on world history that was published in 2006. Now it is time to revise this text to add all the new materials I have gathered through my reading and invite my co-authors to do the same. Currently they are reviewing their chapters so that they can provide the most up to date materials for this work. For my revisions, I propose to write one new chapter and prepare changes for the already published sections. I have also collected suggestions on how to improve the text overall. All these changes shall be incorporated into a final draft by the end of my project.

2. Give all pertinent details of your proposal.

The areas of improvement I must make to the text comprise one new chapter, several key revisions, and edit everything my co-authors send me. The new chapter is on the Hellenistic World; this chapter will cover the self-destruction of the Greek city state system, the rise of Macedonia, the careers of Philip II and Alexander the Great, the break-up of Alexander's new empire, the creation of three great kingdoms carved out by the Diadochi (his successors), Ptolemy, Antigonus, and Seleucus, and the diffusion of Greek culture throughout the ancient Near East and India. The revised sections of the text I am responsible for covers the entire work. I will have to make changes that reflect all the reading I have done since 2006 when the first editions was published. A list of changes involves the following:

- a. Revisions to Chapter One: Biology and World History. Here I plan on adding all the research I have done on the role of climate in relations to plant selection, the origins of cultivation, and the problem of famine. Also, I need to revise the section on disease specifically with regard to the work done at Ball State University concerning

geographic isolation, the formation of ethnic communities and cultural hearths, and the development of humanity's resistance to pathogens.

b. Chapters Three and Nine: Egypt, Pre-Islamic Africa, and the Americas. In these two Chapters I must separate Pre-Islamic Africa from the Americas and link it to Egypt to create one complete chapter on ancient African history. The problem with my first treatment of this section is that by separating Egypt from Africa, I created the impression that geography and culture worked in isolation from one another, which is contrary to my use of these two disciplines throughout the text. Now I must reintegrate these two features of Africa to show how they complement each other since this is one of my major themes. In the Pre-Islamic African Chapter, I also need to separate Africa from the Americas and expand the study of the pre-Columbian world. The new material on the pre-Columbian world will be submitted by one of my co-authors.

c. Chapter Twelve: Persian Military Innovation and India's Struggle with Islam. In this chapter, I need to separate Persian military history from India and add it to the new chapter on the Hellenistic world. The Persian development of armored cavalry that dominated The Middle Ages was a direct response to the Macedonian Phalanx and needs to reflect the research I have done on the diffusion of Greek culture during that era. Also by separating Persia from India, I need to rewrite the Indian section to create a new chapter that reflects the political chaos on the Indian subcontinent after the fall of the Gupta Empire (320-535 CE). The Gupta Empire was the classical age of Indian history during the ancient era, and its fall ushered in an era of political infighting that prepared the way for Islam to penetrate the subcontinent. This is a portion of Indian history most texts ignore due to its complexity. I have selected the key dynasties that competed for power between 535 and 1000 CE to make the writing manageable.

d. Chapters Seventeen, Eighteen, Nineteen, Twenty, and Twenty-One: these sections cover modernization in Europe. I plan on rewriting these chapters by reducing their content and reinforcing the themes I used to account for spontaneous modern change after 1500. I successfully laid a foundation for the failure of medieval traditions in Chapter Fourteen, "Europe during the Middle Ages"; now I need to revise the modern era by emphasizing the impact of four parallel institutional revolutions: the Age of Discovery, the Reformation, the Rise of the Royal Army, and the Scientific Revolution. I

also must reintegrate my contrast between a modernizing Europe and the parallel cultural developments in Asia, Africa, and the Americas to show how shifts in relative military, economic, and political power allowed Europe to develop global empires at the expense of non-European communities.

e. Chapter Thirty-Three: The Contemporary World. The revisions here are a reflection of the passing of time. In the seven years since my last sabbatical leave several key events have developed that reflect the themes of this chapter: radical Islam has mushroomed into a global conflict, the United States has undergone a major economic shift that eroded our domestic economy, and the issues of gender and ethnic equality have become global challenges that define the battle lines between tradition and modernization. These issues need revision to reflect the most recent materials on these themes. Completion of this section should bring the second edition completely up to date.

f. While I am making these key changes, I must edit everything my co-authors will send me. One of these authors plans on revising everything he has written dealing with China, Japan, Korea, and Mongolia. He is currently at work on these sections, and I will be receiving them this academic year. Another co-author is revising his work on Latin America. He too will be done with his changes this year. Hence, I will have all their revisions before my sabbatical begins, which means I can edit the entire text during my leave.

3. Provide a timeline indicating how the activities in your plan will be completed within the time frame of the proposed leave.

Since I plan on using banked units to gain a full two semester leave at 100 percent compensation, I know that I can complete this project within the time allowed from the fall of 2011 to the spring of 2012. On my last sabbatical leave, I completely developed and edited the text for the two volumes of World History: A Concise Analysis. The time-frame needed to complete the revisions I have planned for this sabbatical leave are no ways near as demanding as my last proposal. Also, I have completed the research needed

for my changes. Furthermore, since I rise every morning at no later than 3:00 am and work until 10 am, I have the discipline needed to complete this task.

The time frame is as follows:

- a. First, write the new chapter on the Hellenistic World: one month.
- b. Second, comb the text for all pertinent sections dealing with plant selection and cultivation and link them to climate history: two weeks.
- c. Third, revise the section on disease to reflect the study done at Ball State University concerning Major Histocompatibility Complex Glycoproteins as they relate to T-Cells in the human immune system: one week.
- d. Fourth, fit Egypt into Pre-Islamic Africa so that both become a common history of this massive continent: one week.
- e. Fifth, develop a separate chapter on the Americas. Here I will be working with one of my co-authors, Dr. Craig Hendricks. He is responsible for the sections dealing with the Americas. He is currently revising this chapter right now. I should have his materials by the fall of 2011: one month.
- f. Sixth, revise my treatment of the Parthian and Sassanian Empires to reflect Persia's development of heavy cavalry: two weeks.
- g. Seventh, revise my treatment of India after the fall of the Gupta Empire to create a new chapter: two weeks.
- h. Eighth, develop the parallel revolutions that launched spontaneous modernization in Europe in a two chapter revision: one month.
- i. Ninth, develop a comparative study of Asia, Africa, and the Americas to contrast the widening gap of power with Europe in a two chapter revision: one month.
- j. Tenth, revise my study of the Contemporary World: this is more difficult because I must bring everything up to the present as close as possible to see how well the world is balancing modernization against tradition: one month.
- k. Eleventh, I am already receiving changes in the text from my co-authors, which will require editing. These should be ready during this academic

year and by the fall of 2011 so that I might fit their text in with my revisions: one month.

- l. Twelfth, compile a complete draft for my publisher, Harlan Davidson: one month.
  - m. Working on the revisions to the final draft should take up the remaining month of my sabbatical leave. Hopefully, I will have a completed text before I return to the classroom in the fall of 2012; the two months of summer will add a needed cushion of time.
4. Describe what the proposed leave will contribute to your professional development, including how it relates to your current assignment.

Since I am the senior world historian at Long Beach City College, a revised text on this subject will directly impact my instruction. The first edition fit well into all my classes as the main textbook when it first appeared in 2006. The students responded well to a text that reinforced what took place in class. Since then, the revisions I am now proposing have already appeared in my lectures as products of my ongoing research, but my text has lagged behind. This means I have to take the time to make the revisions that will bring both my reading assignments and my lectures back in line with each other. The second edition I plan on developing during my sabbatical leave will make this realignment possible.

5. Describe how the proposed leave will benefit the college and the students.

Any publication by a professional in their field of study is good for the development of that individual's skills and knowledge within that field. This is what gives them the "cutting-edge" that makes them a leader in the field.

If this individual is also a college professor, then the immediate beneficiaries of his research are his students. These young people provide a sounding board for new ideas as they fit into well-established lectures. As a result, a dynamic tension develops in the classroom: new ideas emerge within the context of on-going research that get organized into lectures while students respond with questions that inspire a deeper and

more thorough study by the professor; together, both lead to a book. The book then gets published, student buy it and use it to fleshed out what the professor is developing in class, and this entire community of minds unite along a common line of inquiry. Right now I am at the “revised text” stage of this process; I have gathered all the necessary materials to provide the revised text, all I need is the time to complete the task.

Once this text is complete, the second edition will be published. With this publication, my students will have the benefit of a reintegration of my research with an already successfully proven text. The new text will stimulate new ideas in class, and the process of learning as a community of mind wills forge ahead.

6. List and describe the specific tangible products you will bring to the college within 90 days after you return to your assignment.

I will have a sabbatical report that accounts for all that I have done during my ten months of leave. Hopefully, a draft of the entire text will be in the hands of my publisher. I will be able to provide the revised drafts of the chapters I have completed. Writing a book requires practice runs at all these drafts as they unfold from a scholar’s research. The chapters I have in mind will be in their final forms; they will also be available for review should the committee require them.

7. Describe how you will share the outcomes of your proposal leave with other interested parties upon your return.

I love to talk about my work. I find world history fascinating. The completion of this text will only inspire me to share the material with anyone willing to sit still and listen. The basic themes are easily understood, and the way they organize the vast amount of data in world history makes that history immediately relevant to any human being.

I would be happy to share the material with my colleagues, the board of trustees, my students, and any other audience that the college might want to assemble. We used to have a faculty series called “brown bag lunch meetings.” During these brown bag events,

faculty would bring a lunch and listen to one another talk about what they were doing in their fields. This was a fantastic way of keeping up with the other disciplines at the college and building collegial experiences. I would be happy to share my material with a revived brown bag event.

As for the Board of Trustees, I will make a presentation upon request. My students will of course be the immediate beneficiaries. This new material will enhance my classroom lectures and provide my students with a better means of preparing for class. Since I require weekly assignments based their reading, my students usually read ahead of the material I cover in class, which will help them prepare their questions for the up-coming lectures.

8. If applicable, please disclose any additional sources of employment earnings during the proposed leave.

I will receive no other source of income during my proposed leave. I plan on using the time solely for developing the second edition of my text. I may do some traveling to take pictures for the text, but the sabbatical itself will be dedicated solely to writing. If I travel, I will take along a lap-top computer so that I can write every day to keep on my schedule to complete this project.