

***Talking History* Online Forums for Virginia Teachers, 2002-2003**
Center for History and New Media
George Mason University

Final Report, November 2003
Grant # 5-29553-01-32

Description of Project

The Center for History and New Media (CHNM) at George Mason University received a grant of \$6,000 from the Virginia Foundation for the Humanities and Public Policy to run six *Talking History* online discussions. In these discussions, U.S. History teachers at all levels interacted with each other and with the prominent humanities scholars who moderated each month-long forum. Forums covered topics taught in U.S. History survey courses and fostered unique discussion between university-based scholars and high school, college, and community college teachers across the country. The process allowed teachers to keep up with advances in history scholarship and exchange perspectives, resources, and methods for teaching in a variety of classrooms. These forums directly supported the major goals of the Virginia Foundation for the Humanities (VFH): making scholarship accessible, promoting thoughtful discussion, and broadening educational opportunities. With support from the VFH, we successfully continued this valuable program and focused our energy on increasing its use among teachers and pre-service teachers in Virginia.

The discussions followed the well-established structure of previous forums. Each month, the distinguished humanities scholar began with an opening statement outlining the major interpretive issues associated with the month's topic and posed a series of questions. Forum participants responded to these questions and raised many of their own to which the scholar/moderator regularly replied. Participants also engaged in conversations with each other about issues of historical interpretation and classroom practice. Moderators focused the conversation by supplying historical interpretations, information, and guiding questions and responded to teachers' inquiries. A staff member reviewed each message before it was posted to the entire group to insure that its content, language, and tone were conducive to professional discussion. There were no requirements for participation in *Talking History*—teachers participated by reading the messages and posting responses and questions. At the end of each forum, each discussion was archived and made available, at <http://historymatters.gmu.edu/browse/talkhist/>, providing all *History Matters* users with a permanent library of thought-provoking discussions about teaching and history. (See Attachment A for Archived Topic Lists.)

During the period of this grant, we ran six forums:

History of Feminist Movements in the U.S. (September 2002)

Estelle Freedman, Professor of History at Stanford University, moderated the forum on feminist movements. Professor Freedman specializes in the history of women, gender, and sexuality. She is the author most recently of *No Turning Back: The History of Feminism and the Future of Women* (2002), which draws on interdisciplinary feminist scholarship to

explore the influence of feminism in the West and its relationship to broader movements for women's rights and social change throughout the world. Other books include *Maternal Justice: Miriam Van Waters and the Female Reform Tradition* (1996), *Intimate Matters: A History of Sexuality in America* (co-authored with John D'Emilio, 1997), and *Their Sisters' Keepers: Women's Prison Reform in America, 1830–1930* (1981). Professor Freedman has taught at Stanford since 1976. Among others, she received the Dinkelspiel Award and the Rhodes Prize for Teaching and Service to Undergraduate Education.

Using Material Culture to Teach U.S. History (October 2002)

Laurel Thatcher Ulrich, James Duncan Phillips Professor of Early American History and Director of the Charles Warren Center for Studies in American History at Harvard University, moderated the forum on material culture. Her most recent book *The Age of Homespun: Objects and Stories in the Creation of An American Myth* (2001) explores the production and consumption, as well as the social meanings, of textiles in pre-industrial New England. She is also the author of the Pulitzer Prize winning *A Midwife's Tale: The Life of Martha Ballard Based on Her Diary, 1785–1812* (1991), *Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650–1750* (1982), and numerous articles and essays on early American history. Recipient of a MacArthur Fellowship, she assisted in the production of a documentary film based on *A Midwife's Tale* and as well as the related website *Do History* <<http://www.dohistory.org>>.

History of Early Settlement in the U.S. (November 2002)

Alan Taylor, Professor of History at University of California at Davis moderated the forum on early settlement. Professor Taylor specializes in early American history, history of the American West, and history of pre-Confederation Canada. He is the author of *American Colonies* (2001); *William Cooper's Town: Power and Persuasion on the Frontier of the Early American Republic* (1995), winner of the 1996 Bancroft, Beveridge, and Pulitzer prizes for American history; and *Liberty Men and Great Proprietors: the Revolutionary Settlement on the Maine Frontier 1760–1820* (1990). He is currently working on a borderlands history of Canada and the United States in the aftermath of the American Revolution.

Using Oral History to Teach U.S. History (February 2003)

Linda Shopes, Historian at the Pennsylvania Historical and Museum Commission, moderated the forum on oral history. Shopes has worked on, consulted for, and written about oral history projects for more than twenty-five years. She is co-editor of *The Baltimore Book: New Views of Local History* and is past president of the Oral History Association. She is also the author of "Making Sense of Oral History" (<http://historymatters.gmu.edu/mse/oral/>) in the *Making Sense of Evidence* section of *History Matters*.

Teaching the U.S. Civil War (March 2003)

David Blight, Professor of History at Yale University moderated this forum on teaching issues related to the Civil War. Professor Blight is a well-known scholar in this field. His most recent book is *Race and Reunion: The Civil War in American Memory, 1863-1915* (2001), winner of numerous prizes, including the Bancroft Prize and the Frederick Douglass Prize for the most outstanding book on slavery, resistance, and/or abolition. He is the author of *Frederick Douglass's Civil War: Keeping Faith in Jubilee* (1989); and the editor or co-

editor of numerous books on the Civil War period, including *Union and Emancipation: Essays on Politics and Race in the Civil War Era* (1997). Blight has also written many articles on abolitionism, American historical memory, and African-American intellectual and cultural history. In addition to his career teaching at colleges and universities, he was a public high school teacher in his hometown of Flint, Michigan, for seven years.

Teaching the Civil Rights Era (October 2003)

Charles M. Payne, Sally Dalton Robinson Professor of History, African American Studies, and Sociology, and Director of the African and African American Studies Program at Duke University moderated this forum on teaching the Civil Rights Era. Payne is the author of *Getting What We Ask For: The Ambiguity of Success and Failure in Urban Education*; *Debating the Civil Rights Movement*, and the award-winning *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Movement*.

Audience and Promotion Plan

We promoted all forums broadly to reach as many interested teachers and members of the general public as possible. This included postings to listservs and websites; email announcements; conference presentations; postcard mailings; and word-of-mouth. For example, we posted announcements each month (*see Attachment B for sample announcements*) on all relevant H-Net lists as well as the general announcement through H-Net. *History Matters* maintains a guestbook with more than 1,500 registered users. We emailed all forum announcements to these users, many of whom participated. In addition, CHNM maintains email lists of interested teachers, historians, and the general public who also received forum announcements. We sent email announcements to an additional 300 middle school and high school teachers, many of whom teach in Northern Virginia public schools.

CHNM also worked extensively to expand the *Talking History* audience among Virginia teachers and pre-service teachers, bringing them into dialogue with their peers nationwide. CHNM built on our strong ties with school divisions around the state—from urban to suburban to rural—through professional development and teacher education programs. We began the 2002-2003 school year with a booth at the Fairfax County Public Schools Social Studies in-service. More than 750 teachers attended this in-service and we distributed information on the *Talking History* forums and spoke with many of these teachers. Later in the day, project staff presented to a group of Fairfax middle school teachers. We presented at a meeting of school social studies coordinators and held additional workshops at in-service meetings throughout the year. We made two presentations at the VCSS conferences in October 2002 and October 2003. All of these presentations highlighted the *Talking History* discussion forums and encouraged teachers to register and to participate.

CHNM also publicized the forums with a mass mailing. We developed a list of social studies and curriculum coordinators in each school division in Virginia. We then contacted these division level coordinators to identify the number of U.S. history teachers per division and the best methods for reaching them. We designed and printed 5,000 postcards (*see Attachment C*) and mailed them to coordinators or directly to schools, as they preferred, for distribution to teachers across the state. In addition, many social studies coordinators emailed information on the forums

to all of their teachers. The success of this effort in reaching teachers became apparent during the Virginia Council for Social Studies (VCSS) conference in Richmond in November 2002. A teacher brought her postcard to the presentation by project staff, sharing her excitement for the forums and the publicity.

In addition to presenting at the 38th and 39th Annual VCSSE Conferences, project staff attended the meeting of the Virginia Consortium of Social Studies Specialists. All of these activities helped us reach teachers across Virginia.

All publicity related to the *Talking History* online discussion forums has both a direct impact—people sign up and participate in the current forum—and an indirect impact. The latter is even more rewarding in the long run because it exposes teachers, even those who do not join the listserv, to the feature as a whole and to the archived forums. Many teachers who do not have time in a given month or who are faced with teaching new courses or topics use the site to read through past postings, look for teaching materials or suggestions or puzzle over teaching challenges others have discussed. These provide a permanent resource for teachers on a range of topics relevant for teaching U.S. History. For example, the number of visitors to the *History Matters* site has increased significantly in the past years, including visitors to *Talking History*. In fall 2001, the average number of visitors (not hits) was more than 50,000 per month, almost double the number for the previous fall (27,000). In fall of 2002, the average number of visitors was more than 70,000 per month, and increase of 40 percent, and the average number of hits was 1,500,000. Among the reasons for the increase were the expansion of the site, including new features, hundreds of new documents and annotations, and increased publicity efforts. Visitors come primarily from the U.S., but the logs record visits from at least fifty different nations.

Outcomes and Evaluation

By their very nature, the *Talking History* forums provide rich data for evaluation. Through email addresses, signatures, and our guestbook we have information for many participants on their location and professional affiliation. We also have the complete record of exchanges throughout the forum, through which we assess the relative success of the various topics from participation numbers, quantity and quality of postings and responses, and general feedback. In addition, we sent out moderator and participant surveys (see Attachments D and E for responses). With this feedback, we plan future topics and help guide moderators in their opening statements and postings to both shape the discussion and allow room for participants to communicate with each other.

Overall, all six forums have been very successful. We had record numbers of participants register for the listservs and receive all of the postings:

- 223 registered for the forum on *Feminist Movements*
- 231 registered for the forum on *Material Culture*
- 212 registered for the forum on *Early Settlement*
- 203 registered for the forum on *Oral History*
- 256 registered for the forum on the *Civil War*
- 284 registered for the forum on *Civil Rights*

The introductions were strong and the moderators participated actively throughout the discussions. Estelle Freedman's forum on *Feminist Movements* included extensive discussion on teaching women's history at various levels, student response to feminism and women's history as a topic, and the complicated nature of the word "feminism." Laurel Thatcher Ulrich's forum on *Material Culture* covered a range of topics, including strategies for using material culture into the classroom, tools for analyzing material culture, and the various kinds of artifacts teachers encounter. Alan Taylor's forum on *Early Settlement* included a lively discussion on what films work best in colonial history classes, how to effectively use films for teaching this period, ways to structure early American survey courses, and teaching resources, such as books, maps, and slides. Linda Shopes' forum on *Oral History* included extensive discussion on creating oral history assignments in the classroom as well as strategies for analyzing oral histories. Participants shared information on valuable oral histories for underrepresented groups, such as Native American Women, and discussed ethical issues related to collecting and using oral histories. David Blight's forum on the *Civil War* was very popular and covered a range of topics, including black confederates, the Civil War in American literature, advantages and disadvantages of various Civil War films, secession and state's rights, and slavery. Charles Payne's forum on *Civil Rights* addressed teachable moments, including a number of important anniversaries this year, ways to define the Civil Rights Movement, and how to teach the Civil Rights Movement in a broader context. Participants shared rich resources, including readings, films, online materials, and music.

To read the discussions for each forum, visit:

History of Feminist Movements in the U.S. (September 2002)

<<http://ashp.listserv.cuny.edu/archives/feminismforum.html>>

Using Material Culture to Teach U.S. History (October 2002)

<<http://ashp.listserv.cuny.edu/archives/materialcultureforum.html>>

History of Early Settlement in the U.S. (November 2002)

<<http://ashp.listserv.cuny.edu/archives/earlysettlementforum.html>>

Oral History (February 2003)

<<http://ashp.listserv.cuny.edu/archives/oralhistoryforum.html>>

Teaching the U.S. Civil War (April 2003)

<<http://ashp.listserv.cuny.edu/archives/civilwarforum.html>>

Teaching the Civil Rights Era (October 2003)

<<http://ashp.listserv.cuny.edu/archives/civilrights.html>>

Attachment A

Attachment B

ANNOUNCEMENT—ESTELLE FREEDMAN MODERATES A WEB FORUM ON FEMINIST MOVEMENTS IN U.S. HISTORY AT HISTORYMATTERS.GMU.EDU

Starting September 1, 2002, Estelle Freedman will moderate a month-long open discussion on FEMINIST MOVEMENTS IN U.S. HISTORY on the HISTORY MATTERS website (<http://historymatters.gmu.edu>). To subscribe go to (<http://ashp.listserv.cuny.edu/archives/feminismforum.html>) and choose “Join or leave the list.”

Professor Freedman will answer questions and lead a discussion on teaching about feminist movements in U.S. History. The discussion will focus particularly on approaches to teaching this subject in U.S. history survey courses at the high school and college levels and include suggestions for resources as well as strategies.

Estelle Freedman, Professor of History at Stanford University, specializes in the history of women, gender, and sexuality. She is the author most recently of *No Turning Back: The History of Feminism and the Future of Women* (2002), which draws on interdisciplinary feminist scholarship to explore the influence of feminism in the West and its relationship to broader movements for women's rights and social change throughout the world. Other books include *Maternal Justice: Miriam Van Waters and the Female Reform Tradition* (1996), *Intimate Matters: A History of Sexuality in America* (co-authored with John D'Emilio, 1997), and *Their Sisters' Keepers: Women's Prison Reform in America, 1830-1930* (1981). Professor Freedman has taught at Stanford since 1976. She has received the Dinkelspiel Award and the Rhodes Prize for Teaching and Service to Undergraduate Education, among others.

HISTORY MATTERS is a gateway to the Web for teachers of the U.S. History Survey course. It provides high school and college teachers (and their students) a starting point for exploring American history on the Web with 800 first-person historical documents for use in the classroom, an annotated guide to 700 quality, history websites, and a range of teaching resources (including sample syllabi, teaching assignments, and forums). HISTORY MATTERS is a project of the Center for History and New Media at George Mason University and the American Social History Project/Center for Media and Learning of the City University of New York. The HISTORY MATTERS website was created with support from the W. K. Kellogg Foundation and the National Endowment for the Humanities. The 2002-2003 forums are funded by the Virginia Foundation for the Humanities and Public Policy.

ANNOUNCEMENT—LAUREL THATCHER ULRICH MODERATES A WEB FORUM ON USING MATERIAL CULTURE TO TEACH U.S. HISTORY AT HISTORYMATTERS.GMU.EDU

Starting October 1, 2002, Laurel Thatcher Ulrich will moderate a month-long open discussion on USING MATERIAL CULTURE TO TEACH U.S. HISTORY on the HISTORY MATTERS website (<http://historymatters.gmu.edu>). To subscribe go to (<http://ashp.listserv.cuny.edu/archives/materialcultureforum.html>) and choose “Join or leave the list.” Professor Ulrich will lead a discussion and answer questions on approaches to teaching with material culture in U.S. history survey courses at the high school and college levels and will include suggestions for resources as well as strategies.

Laurel Thatcher Ulrich is James Duncan Phillips Professor of Early American History and Director of the Charles Warren Center for Studies in American History at Harvard University. Her most recent book, *The Age of Homespun: Objects and Stories in the Creation of An American Myth* (2001), explores the production and consumption as well as the social meanings of textiles in pre-industrial New England. She is also the author of the Pulitzer Prize winning *A Midwife's Tale: The Life of Martha Ballard Based on Her Diary, 1785-1812* (1991), *Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750* (1982), and numerous articles and essays on early American history. Recipient of a MacArthur Fellowship, she assisted in the production of a documentary film based on *A Midwife's Tale* and her work is also featured on the website DO HISTORY <dohistory.org>

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ANNOUNCEMENT—ALAN TAYLOR MODERATES A WEB FORUM ON
TEACHING THE HISTORY OF EARLY SETTLEMENT IN THE U.S. AT
HISTORYMATTERS.GMU.EDU

Starting November 1, 2002, Alan Taylor will moderate a month-long open discussion on TEACHING THE HISTORY OF EARLY SETTLEMENT IN THE U.S. on the HISTORY MATTERS website (<http://historymatters.gmu.edu>). To subscribe go to (<http://ashp.listserv.cuny.edu/archives/earlysettlementforum.html>) and choose “Join or leave the list.” Professor Taylor will lead a discussion and answer questions on approaches to teaching on early settlement in U.S. history survey courses at the high school and college levels and will include suggestions for resources as well as strategies.

Alan Taylor is Professor of History at University of California at Davis. Professor Taylor specializes in early American history, history of the American West, and history of pre-Confederation Canada. He is the author of *American Colonies* (2001); *William Cooper's Town: Power and Persuasion on the Frontier of the Early American Republic* (1995), winner of the 1996 Bancroft, Beveridge, and Pulitzer prizes for American history; and *Liberty Men and Great Proprietors: the Revolutionary Settlement on the Maine Frontier 1760-1820* (1990). He is currently working on a borderlands history of Canada and the United States in the aftermath of the American Revolution.

HISTORY MATTERS is a gateway to the Web for teachers of the U.S. History Survey course. It provides high school and college teachers (and their students) a starting point for exploring American history on the Web with 800 first-person historical documents for use in the classroom, an annotated guide to 700 quality, history websites, and a range of teaching resources (including sample syllabi, teaching assignments, and forums). HISTORY MATTERS is a project of the Center for History and New Media at George Mason University and the American Social History Project/Center for Media and Learning of the City University of New York. The HISTORY MATTERS website was created with support from the W. K. Kellogg Foundation and the National Endowment for the Humanities. The 2002-2003 forums are funded by the Virginia Foundation for the Humanities and Public Policy.

Attachment C: Publicity Postcard

Attachment D: Moderator Surveys

Laurel Thatcher Ulrich

Talking History Online Discussion Forums, *History Matters*

As a participant in this program, you can help us to improve future programs. Please take the time to answer all questions. Any additional comments you wish to make will be appreciated. Thank you for your help.

Were you involved in developing the proposal for this project? ☒ Yes ☐ No

Have you participate in other projects supported by the VFHPP? ☐ Yes ☒ No

Was there good, productive dialogue between the audience and the participants?

☒ Yes ☐ No

It was an online dialogue, so the audience were participants.

Were humanities scholars central to this program's activity? ☐ 10 ☐

(on a scale of 1 to 10; 1=not central; 10=central)

Were the perspectives and insights of the humanities integral to this activity? ☐ 10 ☐

(on a scale of 1 to 10; 1=not central; 10=central)

Overall, how would you rank this program, considering such factors as interest, content, presentation, organization, discussion? ☐ 8 ☐

(on a scale of 1 to 10; 1=poor; 10=excellent)

Do you think your participation in this and other public humanities programs will meet with any recognition by your home institution? ☐ Yes ☒ No

If yes, what kind of recognition?

What were your general impressions of the program: its strengths, weaknesses, success, value, and importance?

I enjoyed it and learned a great deal about the kind of faculty who tune into to these on-line forums. They are not people that I ordinarily encounter,. Because this was a national forum, I heard from people in the west and midwest that I might not otherwise have known. The topic seemed pretty broad to me, and I am not sure how useful the responses will be to the teachers who participated. I did get some "follow-up" responses from specialists in the field who seemed to want to share their thoughts as well, though they didn't do that at any length on line.

Please return this form to Kelly Schrum (kschrum@gmu.edu) or mail to Kelly Schrum, Department of History and Art History, George Mason University, Robinson B, MS 3G1, Fairfax, VA 22030. If you would like further information about the Virginia Foundation for the Humanities and Public Policy and its programs, please write the Virginia Foundation for the Humanities, 145 Ednam Drive, Charlottesville, VA 22901-3207 or call (804) 924-3296.

Alan Taylor (University of California, Davis)
moderator for the November 2002 forum on Early Settlement

As a participant in this program, you can help us to improve future programs. Please take the time to answer all questions. Any additional comments you wish to make will be appreciated. Thank you for your help.

Were you involved in developing the proposal for this project? ☐ Yes ☒ No

Have you participate in other projects supported by the VFHPP? ☐ Yes ☒ No

Was there good, productive dialogue between the audience and the participants?
☒ Yes ☐ No

Were humanities scholars central to this program's activity? YES : 10.
(on a scale of 1 to 10; 1=not central; 10=central)

Were the perspectives and insights of the humanities integral to this activity? 10
(on a scale of 1 to 10; 1=not central; 10=central)

Overall, how would you rank this program, considering such factors as interest, content, presentation, organization, discussion? 9
(on a scale of 1 to 10; 1=poor; 10=excellent)

Do you think your participation in this and other public humanities programs will meet with any recognition by your home institution? ☒ Yes ☐ No
If yes, what kind of recognition?

What were your general impressions of the program: its strengths, weaknesses, success, value, and importance?

A wide geographic and occupational range of participants, with the exception that no self-identified high school teachers offered suggestions. The focus remained on teaching at the college level.

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Linda Shopes

Talking History Online Discussion Forums, *History Matters*

As a participant in this program, you can help us to improve future programs. Please take the time to answer all questions. Any additional comments you wish to make will be appreciated. Thank you for your help.

Were you involved in developing the proposal for this project? ☐ Yes ☒ No

Have you participate in other projects supported by the VFHPP? ☐ Yes ☒ No

Was there good, productive dialogue between the audience and the participants?

☒ Yes ☐ No

An online forum extending over a month allows for greater participation than a short program in real time.

Were humanities scholars central to this program's activity? ☐ 10 ☐
(on a scale of 1 to 10; 1=not central; 10=central)

Were the perspectives and insights of the humanities integral to this activity? ☐ 7 ☐
(on a scale of 1 to 10; 1=not central; 10=central)

Absolutely. We talked about the meaning/value of "stories," people teach their lives.

Overall, how would you rank this program, considering such factors as interest, content, presentation, organization, discussion? ☐ 7 ☐ (on a scale of 1 to 10; 1=poor; 10=excellent)

A wide open discussion like this, with over 200 participants, necessarily rather skims the surface.

Do you think your participation in this and other public humanities programs will meet with any recognition by your home institution? ☐ Yes ☒ No

If yes, what kind of recognition?

What were your general impressions of the program: its strengths, weaknesses, success, value, and importance?

A wonderful opportunity for professional development for teachers. I'm impressed with both their dedication and commitment to classroom learning, and also their sense of isolation. Listserv discussion on a focused historical topic can bring teachers/educators/scholars in dialogue in a low-key, low-commitment, low-stress way—people get to share resources, ideas, breaking down isolation, without a huge investment of time.

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David Blight

Talking History Online Discussion Forums, *History Matters*

As a participant in this program, you can help us to improve future programs. Please take the time to answer all questions. Any additional comments you wish to make will be appreciated. Thank you for your help.

Were you involved in developing the proposal for this project? ☐ Yes ☒ No

Have you participate in other projects supported by the VFHPP? ☐ Yes ☒ No

Was there good, productive dialogue between the audience and the participants?
☒ Yes ☐ No

Were humanities scholars central to this program's activity? 9-10 (on a scale of 1 to 10; 1=not central; 10=central)

Were the perspectives and insights of the humanities integral to this activity? 10
(on a scale of 1 to 10; 1=not central; 10=central)

Overall, how would you rank this program, considering such factors as interest, content, presentation, organization, discussion? 10
(on a scale of 1 to 10; 1=poor; 10=excellent)

Do you think your participation in this and other public humanities programs will meet with any recognition by your home institution? ☒ Yes ☐ No

If yes, what kind of recognition?

There were no doubt people at both Amherst College and at Yale who were tuning in.

What were your general impressions of the program: its strengths, weaknesses, success, value, and importance?

I thought our on-line forum about the Civil War was especially thoughtful and civil. This is a topic in American history with a good deal of passion and controversy. There were countless exchanges that particularly led people to very useful ideas about teaching and about the public history dimensions of how the Civil War broadly is remembered and commemorated in our society.

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Charles Payne

Talking History Online Discussion Forums, History Matters

As a participant in this program, you can help us to improve future programs. Please take the time to answer all questions. Any additional comments you wish to make will be appreciated. Thank you for your help.

Were you involved in developing the proposal for this project?

☐ Yes ☒ No

Have you participate in other projects supported by the VFHPP?

☐ Yes ☒ No

Was there good, productive dialogue between the audience and the participants?

☒ Yes ☐ No

Were humanities scholars central to this program's activity? 9

(on a scale of 1 to 10; 1=not central; 10=central)

Were the perspectives and insights of the humanities integral to this activity? 10

(on a scale of 1 to 10; 1=not central; 10=central)

Overall, how would you rank this program, considering such factors as interest, content, presentation, organization, discussion? 9

(on a scale of 1 to 10; 1=poor; 10=excellent)

Do you think your participation in this and other public humanities programs will meet with any recognition by your home institution? ☐ Yes ☒ No

If yes, what kind of recognition?

What were your general impressions of the program: its strengths, weaknesses, success, value, and importance?

It was very valuable to have teachers k-12 engaged in a dialogue with University people. I think both sides learned. Participants were very much engaged. Maybe the biggest weakness was the fact that it lasted just a month.

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Attachment E: Participant Surveys

Feminism, material culture, early settlement

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 9

What did you like best about this program?:

I especially liked the sharing of syllabi and teaching strategies. We talked to each other, and helped each other. And I got some great ideas, a few of which I am using this semester in my Colonial America class.

What did you like least about this program?:

I actually can't think of anything. At times in some of the discussions, particularly on material culture, went in directions that were not useful to me, personally. But that's fine. You just trash what doesn't work. But most of it was helpful and interesting.

Do you have any suggestions for improving future programs?:

The discussions seem to work best when leaders are proactive, jumping into the discussion, asking questions, keeping things alive and moving. Some did this more than others.

How did you first learn about this program? (place an x after only one):

Mailing or Email—x

Feminism

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 8

What did you like best about this program?:

Prof. Freedman gave very concise and complete answers and also guided the discussion to more relevant topics when it got off-track. More important, the subject of looking at feminism from an internationalist perspective was brought up by academics outside of the U. S. This is healthy move.

What did you like least about this program?:

Like other lists (and probably no way to avoid), it got a bit off the topic, but as I mentioned, Estelle guided it back.

Do you have any suggestions for improving future programs?:

No.

How did you first learn about this program? (place an x after only one):

Mailing or Email--X

Family history, Material Culture

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) *8=quite satisfied*

What did you like best about this program?:

I think this is a great opportunity to talk on-line with world-wide researchers who are interested in the common topic, with excellent, experienced scholars.

What did you like least about this program?:

Sometimes, it is not easy to get each other's opinion for the previous messages someone sent, and people have to go all way through the long e-mails.

Do you have any suggestions for improving future programs?:

If, occasionally, we could have some access to a particular web page in which the previous messages are kept in one place, it would help the subscribers a lot, especially in case a person is a few days away from the computer & there were quite an amount of messages.

How did you first learn about this program? (place an x after only one):

Mailing or Email--*x(H-NET)*

All Forums

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) *10:excellent wide ranging discussion from diverse groups of colleagues and students*

What did you like best about this program?:

Introductory papers and replies which gave details of how colleagues approached different problems relating to teaching and use of resources. My UK undergraduate students with whom I share information gain fresh insights into how subjects are taught etc in the USA

What did you like least about this program?:

there is nothing that gives me any dissatisfaction

Do you have any suggestions for improving future programs?:

am quite satisfied - range of topics being covered is expanding

How did you first learn about this program? (place an x after only one):

Mailing or Email-- *X*

Material Culture

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) *Oh, yes! I thought it was wonderful! This was the first such forum in which I have participated. I learned a lot*

and feel much more connected to experts to whom I might turn in the future. I give it a 10.

What did you like best about this program?:

*I really enjoyed learning about the **experiences** of the participants. They were each a bit different and this allowed for some slightly different perspectives on the presenting question. Just being exposed to their different approaches was great.*

What did you like least about this program?:

Late in the Forum I submitted a comment for posting then waited with much excitement to read my first-ever comment in such a venue. But, it was never posted. And I have no idea why. I was crushed and later embarrassed. Since this was my first experience I assume I must have made a mistake in the kind of comment I submitted. My professional experiences are with children and their parents so my offering was a bit different but I thought still quite relevant and I had hoped useful. So ----- had having my comment shared was what I liked least. On the same note, more participants would have been even more interesting.

I think I might also have enjoyed additional comments from the Forum leader.

Do you have any suggestions for improving future programs?:

I will read the rules better! More participants would, I think, make a forum even more interesting. A longer time would be great too. The time just flew by!

How did you first learn about this program? (place an x after only one):

Word of mouth--X

MATERIAL CULTURE

Overall, are you satisfied that this program was worth your participation?:

(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 8

What did you like best about this program?:

DIFFERENT PERSPECTIVES FROM PARTICIPANTS

What did you like least about this program?:

SEEMED TO HAVE TOO MUCH TIME LAPSE BETWEEN RESPONSES. AND I AM STILL NOT SURE IF MY POST MADE IT TO THE LIST BECAUSE PERHAPS IT WAS DEFAULTED (THAT IS, SHOWING ON OTHERS LISTS BUT NOT MINE)

Do you have any suggestions for improving future programs?:

SEE ABOVE

How did you first learn about this program? (place an x after only one):

Mailing or Email-- X

All forums

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 9

What did you like best about this program?:

In the midst of my teaching I was pleased to be reminded of my involvement in a larger intellectual, academic community. This is my favorite thing.

These e-mail discussions were also practically useful. I was teaching a Colonial America course this fall and I took more than one suggestion from the exchange and used it in my class.

I found myself printing out many of the exchanges so that I can file them with my class notes for the next time I teach.

As a traditionally trained professional historian I've come slowly to using material culture, but quite enthusiastically, so I also especially appreciated that set of exchanges.

What did you like least about this program?:

I was only sorry that more people did not contribute to the on-line discussion. I presume that there were many like me who "listened" but didn't contribute. But I would like more of us -- including me -- to chime in. (Why didn't I, I wonder?)

Do you have any suggestions for improving future programs?:

In the absence of lots of contributions, I wonder if there might be some benefit in asking two people to superintend the forum so that they could carry on a bit more discussion between themselves.

How did you first learn about this program? (place an x after only one):

Mailing or Email-- xx

MATERIAL CULTURE

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 8

What did you like best about this program?:

I HAD THE CHANCE TO LEARN A FEW TRICKS AND A FEW GREAT CONCEPTS FOR TEACHING M.C. FROM VERY THOUGHTFUL SCHOLARS AND EDUCATORS

What did you like least about this program?:

THE CONVERSATION FELT A BIT SCATTERED AT TIMES. CONTINUITY WAS HARD TO MANAGE

Do you have any suggestions for improving future programs?:

I DON'T KNOW ENOUGH ABOUT HOW THESE THINGS WORK TO MAKE ANY SUGGESTIONS OF A TECHNICAL NATURE, BUT SEE ABOVE

How did you first learn about this program? (place an x after only one):

Cannot remember--X

Feminism

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 8

What did you like best about this program?:

Hearing the themes other instructors structure their women's history classes with.

What did you like least about this program?:

There were not as many participants contributing responses as I had expected (though I didn't write either).

Do you have any suggestions for improving future programs?:

Maybe more publicity through history (and other) departments

How did you first learn about this program? (place an x after only one):

Mailing or Email--*Email*

Early Settlement

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 9

What did you like best about this program?: *Enjoyed hearing new ideas discussed.*

What did you like least about this program?: *nothing particular*

Do you have any suggestions for improving future programs?:

How did you first learn about this program? (place an x after only one):

Can't remember--*X*

Material Culture

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 9-10 very satisfied

What did you like best about this program?:

Not only the opportunity to hear from one of the most prominent scholars in the field (Thatcher Ulrich) but also to read the thoughts and arguments of other scholars who participated in the forum.

What did you like least about this program?:

As with all email, a delay of time and messages piled up.

Do you have any suggestions for improving future programs?:

No. The publicity was fine, the month-long time period was adequate, the choice of scholar excellent. Discussions were helpful, and thought-provoking.

How did you first learn about this program? (place an x after only one):
Other (specify)-- *h-net announcement via email listserv*

Feminism, Material Culture, Early Settlement

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 10

What did you like best about this program?:
The practical suggestions and the theoretical justifications

What did you like least about this program?:

Do you have any suggestions for improving future programs?:

How did you first learn about this program? (place an x after only one):
Mailing or Email--X

Material Culture

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 8

What did you like best about this program?:
I enjoyed very much the conversation with concrete examples and referral to books and museum websites by professionals. I would have welcomed more participation and more referrals.

What did you like least about this program?:
I did not receive frequent email and wondered if I had signed up for a short form of the forum! This was my first experience with an online forum with moderator. My experience has been with the listserv format. The latter has ongoing discussion which one can or cannot elect to follow. I felt the moderator suppressed what might have become a more spontaneous discussion. With a question and response format, I felt that the moderator had too much control over the discussion.

Do you have any suggestions for improving future programs?:
Encourage the moderator to allow more email to reflect a discussion rather than a question with one long answer....Add a third or fourth person to each discussion...

How did you first learn about this program? (place an x after only one):
Mailing or Email--x

Material Culture

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied)

What did you like best about this program?:

The comments geared toward teaching it to students or anyone not previously taught to think about history using material objects. I particularly enjoyed the perspectives from museum professionals. So often, academic programs in history are focused almost exclusively on written evidence with some discussion of oral history but no mention of material culture/object analysis. While I have had no training in analyzing objects (as a historian), I hope that I can do so as part of my M.A. thesis. I feel the discussion and reading suggestions provided will be invaluable.

What did you like least about this program?:

Perhaps adding some discussion of terms at the beginning would have been helpful (although perhaps this was done and I missed it, since I didn't join the list immediately). For example, what is meant by the terms material culture, object, etc.

Do you have any suggestions for improving future programs?:

Perhaps some place on the host site (?) a reading list could be posted that would cover the most important works in either the methodology or sub-area/topic of history that would either be compiled by the moderator or posted as a compilation of suggestions from the list participants.

How did you first learn about this program? (place an x after only one):

Mailing or Email--X (H-Women and H-West)

Early Settlement

Overall, are you satisfied that this program was worth your participation?: 10
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied)

What did you like best about this program?: *Exchanging ideas with other teachers/scholars. I learned a lot and I don't feel so isolated from the broader academic community. Alan Taylor was a great host. I just wish it would have been longer. Or I wish it would be offered again.*

What did you like least about this program?: *I was amazed that it just seemed to end and it ended before I thought it was going to. I don't know if I just quit receiving the messages. But I did check the archives and I don't believe that is the case*

Do you have any suggestions for improving future programs?: *Just keep adding more and more! I'll sign up for many of such sessions. This might be a long shot, but how about women and utopias?*

How did you first learn about this program? (place an x after only one):

Mailing or Email-- I've forgotten exactly where, but I believe it was through H-OIEAHC

Material culture.

Overall, are you satisfied that this program was worth your participation?:

(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 10

What did you like best about this program?: *a chance to "hear" a variety of experts having a dialogue at a time that I could read it at my leisure and in a way that I could save it and reread portions.*

What did you like least about this program?: *perhaps an editor with a heavier hand -- some responses were very self-serving.*

Do you have any suggestions for improving future programs?: *anecdotal narratives of specific programs should be discouraged.*

How did you first learn about this program? (place an x after only one):
Mailing or Email-- XX

Early Settlement

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 10

What did you like best about this program?:
It was great so see what my colleagues are doing, especially in the classroom. It was also very helpful for my own teaching (I am fairly new at this).

What did you like least about this program?:

Do you have any suggestions for improving future programs?:

How did you first learn about this program? (place an x after only one):
Mailing or Email--X

Early Settlement

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 7

What did you like best about this program?:
There were some good ideas initially, particularly in regards to the challenge of incorporating a broader approach into teaching early American history.

What did you like least about this program?:
It petered out quickly. The discussion wasn't maintained, and it became very practical (what films should I use? where can I buy slides?) when I would have preferred a sustained discussion about interpretive and theoretical issues.

Do you have any suggestions for improving future programs?:

Figure out a way to keep the discussion going, or putting it back on track after the initial salvos.

How did you first learn about this program? (place an x after only one):

Mailing or Email--yes

Unlisted forum

Overall, are you satisfied that this program was worth your participation?: 7

What did you like best about this program?: *It allowed me to learn something about the fundamentals of artifact interpretation, a subject which I was hitherto unacquainted.*

What did you like least about this program?:

Do you have any suggestions for improving future programs?:

How did you first learn about this program? (place an x after only one):

Word of mouth-- X

Feminism and Material Culture

I did not participate except to read the exchanges, which I found in one or two cases directly careful and otherwise informative. I teach only U.S. Surveys at the freshman level apart from my World Civ. surveys and Global specialities, thus I was pleased to find some good suggestions for material culture display and discussion relevant to the American English Colonial period in particular. Of course these suggestions evoked application in other areas.

Overall, are you satisfied that this program was worth your participation?:

(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied)

At least a 7; of course, I had nothing to lose, given also that I hadn't much to contribute.

What did you like best about this program?: *Applicability to teaching.*

What did you like least about this program?:

I shouldn't complain, but it seemed the participation was limited.

Do you have any suggestions for improving future programs?:

No. I think the format is a good idea and a useful service. Thank you for your efforts to facilitate it.

How did you first learn about this program? (place an x after only one):

Mailing or Email-- X

Feminism, Material Culture, Early Settlement

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 10

What did you like best about this program?:
The exposure to others on a national level regarding recent scholarship.

What did you like least about this program?:
Nothing

Do you have any suggestions for improving future programs?:

How did you first learn about this program? (place an x after only one):
Mailing or Email--X

Unlisted Forum Title

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 8

What did you like best about this program?:
the different ideas for teaching methods that people talked about.

What did you like least about this program?:
I wish there had been a little more discussion. As it was, people wrote in and mentioned what they'd done but as I remember it, a real discussion did not get underway.

Do you have any suggestions for improving future programs?:
No -- just to encourage you to keep having them. They're a great idea, and very useful for encouraging dialogue outside of the discussion list itself.

How did you first learn about this program? (place an x after only one):
Mailing or Email-- x

Material Culture

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 8

What did you like best about this program?:
Good conversations with folks working in the field; moderator did a good job of keeping the discussion on target, and pulling out new threads for discussion.

What did you like least about this program?:
More people should participate!!

Do you have any suggestions for improving future programs?:
Is there a way to get more people to log on and participate?

How did you first learn about this program? (place an x after only one):

Mailing or Email--X

Material Culture

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied)

Exchanges were interesting. I am not sure I learned much. More importantly participants should be instructed to delete all unnecessary messages -- toward the end, the bottom of my pages had umptyump Yahoo messages. For those of us too busy to read each and every day, downloading, printing and sorting got to be a nuisance.

What did you like best about this program?:

The subject and the exchanges

What did you like least about this program?:

Only the delay in responses -- one was not always sure which response went to which comment.

Do you have any suggestions for improving future programs?:

As above

How did you first learn about this program? (place an x after only one):

Can't remember-- X

Feminism

Overall, are you satisfied that this program was worth your participation?: (on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 9

What did you like best about this program?:

I appreciated the variety of comments/suggestions, especially on incorporating feminist issues/perspectives into survey courses and student discussions.

What did you like least about this program?:

Do you have any suggestions for improving future programs?:

How did you first learn about this program? (place an x after only one):

Mailing or Email--xxx

Feminism

Overall, are you satisfied that this program was worth your

participation?:

(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 9

What did you like best about this program?:

The new perspectives and the challenges posed.

What did you like least about this program?:

Sometimes it was rather hard to follow a train of thought, with messages coming in all over the place (it didn't help that I had to stop mail for a week of vacation, though).

Do you have any suggestions for improving future programs?:

-have a readily available archive

-encourage participants to change "subject" line when appropriate

How did you first learn about this program? (place an x after only one):

e-mail from Talking History

Feminism.

Overall, are you satisfied that this program was worth your participation?: 8

(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied)

What did you like best about this program?: *Its freewheeling exchange appealed to me.*

What did you like least about this program?: *I faced technical difficulties due to some computer glitches. For this reason, I was unable to receive all of the discussion on a timely basis or to fully participate.*

Do you have any suggestions for improving future programs?: *Autobiography and History*

How did you first learn about this program? (place an x after only one):

Mailing or Email-- X

Early Settlement

Overall, are you satisfied that this program was worth your participation?:

(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied)[tester] 10

What did you like best about this program?:

[tester] the exchange of ideas, the posing of new issues for me to think about and the suggestion of resources

What did you like least about this program?:

[tester] there wasn't much of a debate going on...I have been on other forums where there is a lot of disagreement...this one was rather mild

Do you have any suggestions for improving future programs?:

[tester] I would like to see a discussion on the role of history instruction in public schools, or the relationship between high school history and university instructors

How did you first learn about this program? (place an x after only one):

Mailing or Email--*[tester] X*

Material Culture

Overall, are you satisfied that this program was worth your participation?:

(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) *8*

What did you like best about this program?:

Learning about what others did - good ideas, reinforcement of philosophy of using artifacts to teach history, access to teachers of history (I am a volunteer at a local historical society which works with the schools), limited time span for forum

What did you like least about this program?:

some answers were off topic or not specific as to age groups

Do you have any suggestions for improving future programs?:

Have the topic grow - have the moderator move the discussion to another level at least weekly, building on the dialogue

How did you first learn about this program? (place an x after only one):

Mailing or Email-- *X*

Early Settlement

Overall, are you satisfied that this program was worth your participation?:

(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied)

10 - what there was was quite useful.

What did you like best about this program?:

very interesting - I liked that it came directly to my email box, simple.

What did you like least about this program?:

It seemed to end abruptly in the middle - I may have lost it through technical problems on my side. It would be useful to have a summary or conclusion (as noted above - I simply may have missed it).

Do you have any suggestions for improving future programs?:

The need to click on each entry was cumbersome - given the number of messages it would have been better simply to have it in digest style rather than an elaborate architecture for threaded talk.

How did you first learn about this program? (place an x after only one):

Mailing or Email--XX

Feminism

Overall, are you satisfied that this program was worth your participation?:

(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied)

7--I didn't put in much effort, and found the mailings interesting, so in all, it was worth my participation

What did you like best about this program?:

Enjoyed reading people talking about issues I face and find important; incorporating feminism into teaching

What did you like least about this program?:

too few people engaged in conversation; too few threads of discussion; too little debate; another forum on globalization, moderated by Tom Bender--I don't remember who sponsored it--was much more lively, filled with interesting discussion and good ideas. this one was a bit too tame, and very little was discussed before it was all over

Do you have any suggestions for improving future programs?:

perhaps a bit more moderation; when things are quiet, the moderator should pick up the pace, and throw in some issues for debate/discussion (Estelle Freedman did this once, but given the quiet nature of the debate, more than once would have been useful)

How did you first learn about this program? (place an x after only one):

Can't remember--x

Material Culture

Overall, are you satisfied that this program was worth your participation?:

(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 8

What did you like best about this program?: *Interaction with a leading scholar. Ideas from people across a broad spectrum of experience*

What did you like least about this program?:

Do you have any suggestions for improving future programs?: *no, just keep up the variety. Thanks!*

How did you first learn about this program? (place an x after only one):

Mailing or Email--x

Early Settlement

Overall, are you satisfied that this program was worth your participation?:

(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 8

What did you like best about this program?: *Concrete, detailed replies from various participants (including many younger scholars)*

What did you like least about this program?:
It got off topic. As I understood it, we were supposed to be discussing how to teach the early settlement period in U.S. survey courses. Instead, most participants focused on designing upper-level courses on early American history-- which is a different matter.

Do you have any suggestions for improving future programs?:

How did you first learn about this program? (place an x after only one):
Mailing or Email- (H-OIEAHC)

feminism, material culture, early settlement

Overall, are you satisfied that this program was worth your participation?: (on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 10

What did you like best about this program?:
the sharing of information and ideas by participants

What did you like least about this program?:
I have been happy with the wealth of information in all of these programs...as a ta and now a new adjunct it has been invaluable!

Do you have any suggestions for improving future programs?:

How did you first learn about this program? (place an x after only one):
Mailing or Email--xx

Feminism

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 8

What did you like best about this program?:
Hearing others points of view about the subject, sharing information with others, helping myself and others.

What did you like least about this program?:
It would have benefitted from more information and perhaps from more guidance from the editor (ie: suggested readings for the list, more topics to discuss)

Do you have any suggestions for improving future programs?:
Maybe advertise a bit more to get more participation and more feedback from the editor/moderator.

How did you first learn about this program? (place an x after only one):
Mailing or Email--*H-Women H-Net list*

Feminism, Mat Culture

Overall, are you satisfied that this program was worth your participation?: *Fem'sm = 6*
Mat Culture = 9

What did you like best about this program?:
The chance to hear both from leading scholars and from other participants; to have a real discussion.

What did you like least about this program?:
*Overall, I didn't like the fact that so few people participated (not your fault!)
Fem'sm: I felt Linda Gordon didn't do enough to keep the discussion lively; she didn't respond frequently enough nor did she give nuanced responses that could bring the discussion to new places.
Mat Culture: I thought LT Ulrich was much better, but at times she too did not give responses that moved things in new directions.*

Do you have any suggestions for improving future programs?:
*1) More publicity to get more participants willing to go online with their thoughts -- perhaps each week new email messages could go to H-NEt about what is going on ("This week in our Talking History, participants are discussing museum exhibits and how they differ from presentations of material culture in the classroom...");
2) Instructions to scholars-in-charge that they need to be facilitators who really push for discussion, and who carefully address those who participate with statements or questions, so each of their (the scholars') posts helps to move discussion.*

How did you first learn about this program? (place an x after only one):
Mailing or Email--*XX*

Early Settlement

Overall, are you satisfied that this program was worth your participation?: *10*

What did you like best about this program?:
the expertise of the panelists

What did you like least about this program?:
nothing

Do you have any suggestions for improving future programs?:

How did you first learn about this program? (place an x after only one):
Mailing or Email--*x*

Material culture

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 6

What did you like best about this program?:

Specific information about curriculum, and Laurel Thatcher Ulrich's introductory remarks.

What did you like least about this program?:

Not enough participation by others. Makes me wonder whether this is reaching those who do use material culture, or whether few people are looking at material culture as evidence for women's history.

Do you have any suggestions for improving future programs?:

I hope that, as word about these forums gets out, more people will participate.

How did you first learn about this program? (place an x after only one):

Other (specify)--*Through History Matters website.*

Feminism, and earlier labor history with David Montgomery.

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) *Yes, I'd give it a 9.*

What did you like best about this program?:

The labor history forum was my favorite because people asked really specific things about teaching and the discussion provided great ideas for teaching. I also thought the Feminism one was good in this same respect.

What did you like least about this program?:

Sometimes the discussion leader doesn't do enough to shape the discussion. The person needs to be pro-active, not just reactive.

Do you have any suggestions for improving future programs?:

I think that the discussion leader shouldn't spend a lot of time and space discussing the questions/comments that get us off the subject or that aren't very enlightening. Discussion leader should be kind to all, but keep the discussion focused and keep it moving forward.

How did you first learn about this program? (place an x after only one):

Mailing or Email-- *X*

Early Settlement

Overall, are you satisfied that this program was worth your participation?:
(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 10

What did you like best about this program?:

Specific ideas about teaching

What did you like least about this program?:

Do you have any suggestions for improving future programs?:

How did you first learn about this program? (place an x after only one):

Mailing or Email--x

Material Culture

Overall, are you satisfied that this program was worth your participation?:

(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 7

What did you like best about this program?:

contact with other listmembers working on similar projects or with helpful experiences

What did you like least about this program?:

The moderator sometimes sent a question (including mine) back out to the list instead of at least starting to answer it herself. I thought part of the goal of this program was for the moderator to share their expertise and not just send messages back out to the discussion participants. In other words, I didn't receive much help with my question about using coal mining tools. Even the moderator mentioning how other work tools could be examined could be helpful. Maybe she assumed I didn't know enough about material culture when I posed the question but that's exactly why I joined this forum. This isn't an uncommon problem in these situations, I'm sorry to say, it should be treated more as a learning experience rather than just a discussion among people that are already experts. I'm very new to this field and would really like to have learned more from the moderator since her expertise and reputation is why I signed up in the first place. :{ Having said this, I do plan to participate in future forums.

Do you have any suggestions for improving future programs?:

The moderate needs to answer questions posed to her and THEN lead a discussion - not just ignore questions like she did.

How did you first learn about this program? (place an x after only one):

Mailing or Email-- H-Announce through H-Net

Early settlement

Overall, are you satisfied that this program was worth your participation?:

(on a scale of 1 to 10; 1=not satisfied; 10=very satisfied) 8

What did you like best about this program?: *discussion of fitting all of early america into a class*

What did you like least about this program?: *limited participation*

Do you have any suggestions for improving future programs?:
not really

How did you first learn about this program? (place an x after only one):
Mailing or Email--x