

INTERIM PERFORMANCE REPORT
“Making the History of 1989” [Grant EE-50370-06]

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Report covering from October 1, 2006 to March 31, 2007

During the second six months of this grant, we have continued to make considerable progress. We have finalized many of the technical details for the website, and are preparing for an initial launch of the website during summer 2007 to test many of the planned features.

The introductory essay, written by Elizabeth Morrow Clark, will provide a concise narrative of the central events that led up to the collapse of communism and its aftermath. In addition, we have begun constructing an interactive timeline of events that will allow students and teachers to understand the chronology of 1989 as multiple events took place throughout Eastern Europe. A draft of the introductory essay is expected by the end of May 2007 and the revised and edited essay will be online by November 2007.

The largest feature of *Making the History of 1989* will be *Primary Sources*, an annotated database of 300 sources, along with the tools for analyzing the sources. We have received resources from the National Security Archive and the Cold War International History Project of the Woodrow Wilson International Center, including documents directly related to the events of 1989, as well as on the Afghanistan War. This collection of nearly 200 documents has been fully-processed with Optical Character Recognition (OCR), and is currently being uploaded into our database as fully searchable text. This material supplements data gathered from the Reagan and Bush Presidential Libraries, the Margaret Thatcher Foundation, the Wende Museum of Los Angeles, California, and the Solidarity material from the Special Collection of the University of Maryland-Baltimore County. We are now focusing our efforts on the process of excerpting, editing, and annotating these source materials. We will continue to evaluate the database in order to identify gaps in the collection that need to be expanded. This process will continue throughout 2007.

Making the History of 1989 will feature six *Modules* on a variety of topics, themes, and geographic areas. Each module contains an introduction, a brief narrative that provides the historical setting, ten to twelve annotated primary sources, reading strategies, discussion questions and answers, and a lesson plan and document-based question appropriate for high school classrooms. The primary sources include speeches, objects, images, statistics, diaries, memoirs, and travel narratives. The goal of each module is to allow students to gain knowledge on a particular topic and then apply specific strategies to analyze and interpret primary sources.

We have received complete drafts of three modules and are working with authors of the remaining three. Brian Porter, Associate Professor at the University Michigan, addressed the role of religion in the events of 1989. Tom Ewing, an Associate Professor at Virginia Tech University, discussed Soviet nationalities and their reactions to the revolutions of 1989. Cathleen Giustino, Associate Professor of History at Auburn University, contributed a module on the experiences of everyday living in the Communist regimes of the 1980s. The final three modules have progressed as well. James Bjork, a Lecturer at King’s College London, is finishing his module on Solidarity, including the addition of new material from the Solidarity collection of

University of Maryland-Baltimore Country (collected by T. Mills Kelly). Finally, Catherine Albrecht, Associate Professor at the University of Baltimore, and Irina Livezeanu, an Associate Professor at the University of Pittsburgh, are progressing with the final two modules on the economic failures of the Communist regimes and the revolution in Romania. We expect to post at least one module this summer as part of our initial launch of the website's public interface, with editing and production to follow on the remaining modules throughout the next year.

In addition to the teaching resources embedded in the modules, *Making the History of 1989* will offer ten "Teaching Case Studies." Each case study will explore issues involved in teaching specific sources in the high school and college classroom. We currently have commitments for all ten of these case studies, covering a wide variety of source materials and geographic concerns. This has involved some personnel changes since our last report. Nancy Wingfield is no longer available due to personal reasons, but we have added David Doellinger, Assistant Professor of History at Western Oregon University, Jill Massino, Assistant Professor of Women's Studies at Bowdoin College, and Jennifer Walton, Adjunct Professor of History at Granite State College. (*See Appendix for Curriculum Vitae.*) David Doellinger has already completed his case study concerning the protest of the so-called "Bratislava Five," who chose to honor the memory of those fallen in 1968. In addition, we have completed case studies from Tricia Starks, Associate Professor at University of Arkansas, who analyzed Soviet health posters as a method of studying the demographic crisis of the 1980s and post-Soviet eras, and Hugh Agnew, Professor of History at George Washington University, who discussed Vaclav Havel's independence day speech as a way of understanding Czech independence. Of the seven outstanding case studies, we expect to receive drafts of each during the fall of 2007 on topics ranging from using photographs to understand the impact of economic shortages to using oral histories to understand positive impressions of Communism.

Analyzing Evidence will be an integral part of the project, complementing the primary sources and teaching tools with demonstrations of how historians construct historical narratives and specifically the history of 1989. The aim of this section is to ask "expert learners" to share their thinking and analytical processes when using primary source material to write or teach history. We have completed three interviews—with Bradley Abrams, Associate Professor at Columbia University, Maria Bucur-Deckard, Associate Professor at Indiana University, and Padraic Kenney, Professor of History at the University of Colorado. We are working on the transcripts and will begin the paper edits and production process for these interviews this summer. The fourth interview, with Vladimir Tismaneanu, Professor at the University of Maryland, is scheduled at the end of April 2007.

We have made excellent progress with the publicity for *Making the History of 1989*, including acceptance for a series of academic conference presentations in the coming year. This includes a presentation at the upcoming conference for the Society for Historians of American Foreign Policy in June 2007, the Southern Historical Association in Richmond, Virginia, in November 2007, and the American Association for the Advancement of Slavic Studies, also in November 2007. We have submitted a panel currently under consideration with the American Historical Association for next year's annual conference in January 2008, and have had extensive conversations with the College Board about the possibility of presenting the project at the

Advanced Placement World History test grading site in Colorado in order to reach secondary school and community college teachers of history.

Finally, we have continued to seek matching funding for the grant. While we have not yet raised the necessary funds, we have had fruitful discussions with the Higher Education Support Program, the German Marshall Fund, and the Konrad Adenauer Foundation. In the coming months we will be approaching several other foundations in hopes of securing the \$10,000 needed for matching purposes.

In sum, we believe we have made good progress in this second six-month period of the grant. We have designed the website and refined the features. We have started to work on the infrastructure and internal navigation to ensure easy access and usability to all users. We have finished prototypes for some features and are moving forward on developing content. We would be delighted to provide more detailed information on our progress and would welcome a visit from NEH staff to the project at George Mason University at any convenient time.

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