

INTERIM PERFORMANCE REPORT
“World History Matters” [Grant # ED-22196-02]

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Report covering January 1, 2004 to July 31, 2004

During the two years of this grant, we have made substantial progress. *World History Matters: Teaching and Learning through Online Primary Sources* has grown from an idea to a working website with valuable content. During the summer of 2002, we developed and finalized the design of the project, met with the editorial board, communicated with all advisory board members, and sent guidelines to editors and authors. In addition to raising the matching funds of \$30,000 from The Gladys Krieble Delmas Foundation, we built the internal side of the website, the database, using open source code in MySQL served by PHP on a Linux server. We made the *World History Matters* website publicly available (<http://chnm.gmu.edu/worldhistorysources>) with descriptions of all features and participating scholars more than a year and a half ago. We then shifted our focus to developing content.

Project Content

Since the inception of this project, we have created new content for all four features of the website: *Finding World History*, *Unpacking Evidence*, *Analyzing Documents*, and *Teaching Sources*. We completed the time-consuming process of working out the programming and layout of all internal pages and of the various features, including using Flash to program the interactive modules in *Analyzing Documents* (see below for detailed description). In July 2003, we received funding from the National Endowment for the Humanities for a second world history project, *Women in World History*. With the addition of this project, we decided to create a world history portal named *World History Matters* that would link to both projects. We renamed this project *World History Sources* since the main focus is on teaching and learning about world history with primary sources.

Finding World History (<http://chnm.gmu.edu/worldhistorysources/whmfinding.php>) is a guide to the best online primary source archives in world history. Historians with relevant teaching experience and expertise in specific regional areas write reviews (500 to 700 words each) of these online archives and discuss materials available, strengths and weaknesses, and strategies for using these resources in the classroom. The framing essay (<http://chnm.gmu.edu/worldhistorysources/framingessay1.html>), written by Deborah Vess, Professor of History and Interdisciplinary Studies at Georgia State University, introduces issues in using online sources, such as reliability, quality, and translation.

During the past year, we worked with our editorial board to expand the lists of quality online primary sources for eight regions (Africa, Cultural Contact, East Asia, Europe, Latin America, Middle East & North Africa, South Asia, and the Pacific Basin) and met to discuss review format and style. We have worked with 20 scholars, all bringing expertise in various time periods and regions of the world, on writing reviews and we now have 145 completed reviews and several in draft form. See, for example, a review of the website entitled Japanese Old Photographs in Bakumatsu-Meiji Period, <http://chnm.gmu.edu/worldhistorysources/d/19.html>, by George Mason University Professor Brian Platt or a review of Journeys in Time, 1809 – 1822: The Diaries of Lachlan and Elizabeth Macquarie, <http://chnm.gmu.edu/worldhistorysources/d/87.html>, by University of Sydney Professor Kirsten McKenzie. Editors are writing at least one review per

month and we anticipate that this section will continue to grow rapidly. From the *Finding World History* page (<http://chnm.gmu.edu/worldhistorysources/whmfinding.php>), users may browse reviews by region or time period. Users may also search from the full search page (<http://chnm.gmu.edu/whm/searchwhm.php>) to locate website reviews by topic, keyword, or type of primary source available.

In September 2002, the Center for History and New Media (CHNM) received additional funding (\$21,000) from the Delmas Foundation to expand our coverage in *Finding World History* to include additional reviews on Europe. We divided Europe into four separate categories: Ancient, Medieval, Early Modern, and Modern. Each subcategory includes 15-20 reviews of primary source archives, bringing the anticipated total for the entire Finding World History section to more than 200 reviews. There are eight scholars working on reviews focused specifically on Europe:

Jack Cheng (Ancient), Independent scholar
J. Bert Lott (Ancient), Vassar College
Randy Lytton (Ancient), George Mason University
Jonathan Rotundo-McCord (Medieval), Xavier University
Mary Halavais (Early Modern), Sonoma State University
Mack Holt (Early Modern), George Mason University
Wayne Hanley (Modern), Westchester University
T. Mills Kelly (Modern), George Mason University

Unpacking Evidence (<http://chnm.gmu.edu/worldhistorysources/whmunpacking.html>) offers eight guides to analyzing primary sources as part of world history. The primary sources we selected (Material Culture—Images; Material Culture—Objects; Maps; Music; Official Documents; Personal Accounts; Newspapers; Travel Narratives) emphasize non-textual and textual sources and promote the use of evidence to deal with cultural contact and globalization. Each guide begins with an introductory essay, focuses on “critical reading strategies” with interactive exercises, and offers an extended analysis of one document. Guides also include an annotated bibliography and a “webography”—an annotated list of relevant websites with rich archival collections. We have identified ten to twelve websites for each primary source and have written annotations for all of the webographies.

In the past two years, we completed six guides:

Material Culture—Objects, written by Professor Daniel Waugh at the University of Washington (<http://chnm.gmu.edu/worldhistorysources/unpacking/objectsmain.html>);

Maps, written by Professor Joni Seager at the University of Vermont (<http://chnm.gmu.edu/worldhistorysources/unpacking/mapsmain.html>);

Travel Narratives, written by Professor Jerry Bentley at the University of Hawai'i (<http://chnm.gmu.edu/worldhistorysources/unpacking/travelmain.html>);

Material Culture—Images, written by Professor Irene Bierman at the University of California,

Los Angeles (<http://chnm.gmu.edu/worldhistorysources/unpacking/imagesmain.html>);

Official Documents, written by Professor David Trask at Guilford Technical Community College (<http://chnm.gmu.edu/worldhistorysources/unpacking/docsmain.html>); and

Personal Accounts, written by Professor Beverly Mack at the University of Kansas (<http://chnm.gmu.edu/worldhistorysources/unpacking/acctsmain.html>).

After serious consideration of the primary resources available online and accessibility for world history students, we have changed one category from Quantitative Evidence to Newspapers. We found a highly qualified scholar to write this guide—Anne Rubenstein, Professor of History at York University. We also located an excellent scholar, Bryan Burton, Professor of Music Education at Westchester University of Pennsylvania, to write the guide to analyzing Music. Due to some unforeseen family issues and delays, we are still working with these authors on the final drafts of the two remaining guides (Music and Newspapers), but we anticipate moving into production during summer 2004.

We are currently developing interactive exercises for all eight guides. Examples of these exercises include one that leads students through the methods used by Dr. John Snow to determine, via mapping, how cholera was spread in a London neighborhood (<http://chnm.gmu.edu/whm/unpacking/mapsq1.php>). Another exercise asks students to determine what interests motivated the authors of three different travel accounts about India in the fifteenth century (<http://chnm.gmu.edu/whm/unpacking/travelq2.php>). A third helps students explore the ways in which the form of a personal narrative influences its content (<http://chnm.gmu.edu/whm/unpacking/acctsq2.php>). In summer and fall 2004, we will focus on finishing the writing, programming, and production of the remaining exercises. We have found these to be very valuable for teachers and are gathering feedback along the way to ensure usability in the classroom. In the meantime, the six guides are online and are already being used by world history teachers and students.

Analyzing Documents offers eight multimedia models of scholars analyzing primary sources designed to make the work of historians experienced in world history sources more visible. These segments show how scholars puzzle out the meaning of different kinds of primary sources. Users try to make sense of a document and then listen to audio in which leading scholars interpret the document and discuss strategies for overall analysis while viewing the primary source or related visual materials. We experimented with several versions and decided to use Flash to program short movies that synchronize the audio with the documents and relevant images. Production is labor intensive, but allows the project to guide viewers through a more sophisticated analysis of the various primary documents. We also created a non-Flash version for those with slower connections or older computer equipment.

Seven modules are now available online. Material Culture—Images (<http://chnm.gmu.edu/worldhistorysources/analyzing/mcimages/analyzingimgintro.html>) was created from an interview with Dana Leibsohn. Leibsohn is Associate Professor of Art History at Smith College and publishes on the visual culture of colonial Latin America, focusing on indigenous maps, histories, and modes of writing. In this module, Leibsohn discusses two

paintings from sixteenth-century Spanish America: a map from the *Codex Mendoza* (circa 1543) that represents the founding of Tenochtitlan, the large imperial capital of the Aztecs, and a painting entitled *The Mulatto Gentlemen of Esmeraldas* by Andrés Sánchez Gallque (1599). These images offer an important window into visual culture and social, religious, and political life in the early era of Spanish colonization. Leibsohn addresses questions such as how a student new to analyzing images might begin to make sense of the map and the painting and what additional information would help a student understand the images in a larger historical context.

The second module focuses on Material Culture—Objects

(<http://chnm.gmu.edu/worldhistorysources/analyzing/mcobjects/analyzingobjsintro.html>).

Lawrence Butler, Professor of Art History at George Mason University, analyzes the Hagia Sophia, the cathedral of the Byzantine Empire in Constantinople (present day Istanbul), and an architectural drawing of the building's floor plan. The Hagia Sophia was built in the early sixth century by the Emperor Justinian and stands today, almost 1,500 years later, despite earthquakes, wars, and revolutions. The Hagia Sophia began its life as a Christian church, became a Muslim mosque, and is now a museum. Butler uses the building and the plan to investigate evolving religious practices, architectural and engineering techniques, and the relationship between buildings and political power.

The third module emphasizes strategies for analyzing maps in world history

(<http://chnm.gmu.edu/worldhistorysources/analyzing/maps/analyzingmapsintro.html>). Gerald A.

Danzer, Professor of History, emeritus, at the University of Illinois, Chicago, analyzes a number of maps, including Mercator and Peters projections, maps by Europeans before and after Columbus' voyage, and maps by American Indians. In the fourth module, Newspapers

(<http://chnm.gmu.edu/worldhistorysources/analyzing/newspapers/analyzingnewsintro.html>),

Jack Censer, History Professor and Department Chair, George Mason University, analyzes an eighteenth-century French newspaper, *Le Courier d'Avignon*, as well as twenty-first century newspapers, to investigate how they reflect societal views and can be used as historical evidence. Censer also asks how people read newspapers in different times and cultures.

The fifth module, Official Documents, presents Dina Khoury, Professor of History at George Washington University, discussing two official proclamations from the Ottoman Empire—the Gulhane Proclamation and the Ottoman “Bill of Rights”

(<http://chnm.gmu.edu/worldhistorysources/analyzing/documents/analyzingdocsintro.html>).

Both texts are part of the Ottoman government's response to internal and external demands for reform stemming from the growing weakness of the state and Khoury discusses ways to examine law, government, and internal debates in the Ottoman Empire from these two documents. In the sixth module, Personal Accounts, Merry Wiesner-Hanks, Professor of History, Director of the Center for Women's Studies, and Coordinator of the Comparative Study of Religion Program at the University of Wisconsin-Milwaukee, examines excerpts from two personal accounts written by women living in Northern Germany in the seventeenth century. The first is a diary written by a Jewish merchant, Glikl of Hameln. The second is a memoir written by a Protestant midwife, Catharina Schrader. These writings offer an important window into the daily lives and life cycles of non-elite women living in early modern Europe and Wiesner-Hanks asks students to think about similarities, differences, language, world view, and motivation for writing

(<http://chnm.gmu.edu/worldhistorysources/analyzing/accounts/analyzingacctsintro.html>).

The seventh module, Travel Narratives

(<http://chnm.gmu.edu/worldhistorysources/analyzing/narratives/analyzingnarrativesintro.html>), Thomas Ewing, Professor of History at Virginia Tech discusses strategies for reading travel narratives, especially the *Journals of John Ledyard*. Ledyard, born a British subject, became an American citizen after Independence. He traveled with Captain Cook along the North American coast in the late 18th century. Along the way he encountered many cultures—indigenous and Russian—and left behind an entertaining account of his travels. Ewing talks about how journals, such as Ledyard's, often tell us as much about the traveler/author as they do about the places visited and asks students to think about what is included and excluded from the journals, how Ledyard describes his encounters with “natives,” and how to assess what parts of the narrative might be embellished or fabricated.

During fall 2003, we conducted the last interview with Michelle Kisliuk, ethnomusicologist and Professor of Music at the University of Virginia. She discussed music and dance among the BaAka who live in the rainforest in central Africa. We are in the final stages of production on this module and will have completed all eight by September 2004.

Teaching Sources (<http://chnm.gmu.edu/worldhistorysources/whmteaching.html>) will offer sixteen case studies in which experienced classroom teachers offer a look “behind the scenes” into planning and teaching primary sources in world history. Authors select a primary source they commonly use in teaching world history and discuss how they analyze it and how they hope students will analyze it, reflecting on strengths and weaknesses and describing successful teaching strategies. We have completed editing and production for the first nine essays, which deal with diverse topics such as Chinese footbinding practices, the Crusade of Richard I, women's travel writing, and the *Huejotzingo Codex* of 1531. All of the authors of these essays are experienced classroom teachers, and are drawn both from high school and post-secondary institutions. This process started more slowly than we anticipated because of the work involved in developing and modifying a new protocol and searching extensively to find a broad range of teachers from high school, community college, and college levels to write the essays. We are currently editing or having authors revise four essays and expect to have all sixteen written and available online by December 2004.

In the next six months, we will continue developing content as we add additional *Finding World History* and *Teaching Sources* essays. We will finish editing and producing the last two guides in *Unpacking Evidence* and the final *Analyzing Documents* module.

Outreach and Feedback

In the past year, we began sharing *World History Sources* with colleagues. Co-Director T. Mills Kelly made a presentation on *World History Sources* to the World History Institute, a seminar for high school AP World History teachers in June 2003. Kelly also presented on *World History Sources* at the conference “World History, the Next Ten Years” at Northeastern University in March 2004. Co-Director Kelly Schrum made two presentations on *World History Sources* to the World History Association conference in Atlanta, Georgia, in June 2003 and a presentation at the

Virginia Council for Social Studies conference in October 2003. In addition, she published an article in the American Historical Association magazine *Perspectives* called "Surfing for the Past: How to Sift the Good from the Bad." The article, available online at <http://www.theaha.org/perspectives/issues/2003/0305/0305for3.cfm>, discusses strategies for analyzing primary sources in the history classroom and highlights *World History Sources* as a valuable resource.

In June 2004, Co-Director T. Mills Kelly presented on *World History Sources* to the World History Institute, a seminar for high school AP World History teachers. In October 2004, Kelly will present on our project at the meeting of the International Society for the Scholarship of Teaching and Learning at Indiana University, Bloomington. Stephanie Hurter, a doctoral student working on the project, presented on *World History Sources* at the World History Association conference in June 2004 in Fairfax, Virginia and in November 2004, will make a presentation at the Virginia Council of Social Studies Educators meeting.

In the past six months, two world history high school teachers in Fairfax, Virginia, (Kimberly Bahumian and Kurt Waters) reviewed the site to assess usability in the high school classroom. Their feedback was very positive:

We really think that you all have created a good resource for teachers. There are many features that expose teachers to resources they otherwise may not be able to locate. Overall, it is an excellent resource for teaching teachers how to instruct their students in using primary materials. It is very appealing to the eye (excellent design and bold images), has clear audio with accompanying outlines and transcripts, is rich in text, and after some practice, easy to negotiate.

They also made some specific suggestions, such as adding more links in the *Finding World History* reviews to make it easier for teachers to directly access resources being discussed. We have been working to implement those changes and anticipate completion by September 2004.

At that point, we will begin piloting the website with additional high school and college teachers of world history and publicizing the website more broadly. With the one-year no-cost extension, we will have time to incorporate the feedback we receive to ensure that the website is usable and valuable for teachers at many levels.

The number of visitors to the CHNM website (<http://chnm.gmu.edu>) and CHNM project sites has increased significantly over the past year and we anticipate that this heavy traffic will benefit *World History Sources*. In the past year, the average number of page views for all CHNM projects was 6 million (close to 190 million hits). Traffic for *History Matters*, another NEH funded project (<http://historymatters.gmu.edu>) almost doubled, reaching close to 2 million page views in the past year (average number of hits was more than 35 million). During the first few months of public access to the website, numbers, as expected, were low, with roughly 500 to 800 page views per month. After initial publicity efforts on a small scale, traffic on *World History Sources* jumped to more than 8,000 page views in November 2003 and traffic has reached more than 180,000 for the past twelve months. In the past six months, there have been roughly 30,000 page views per month. Visitors have come from many countries, including Canada, Great

Britain, Australia, Japan, and Taiwan. We anticipate that these numbers will increase dramatically as we begin our systematic outreach and publicity.

While publicity for the website is just beginning, *World History Sources* has already found a dedicated group of users who are recommending the site to colleagues. A teacher of AP World History and Modern World History in Maryland posted a message to a listserv for AP World History teachers about the site in November 2003. She wrote: “A really great site everyone should bookmark is the one housed at George Mason University called World History Matters. They have many documents and images and a search engine that is more reliable than any other for world history teachers.” In addition, we received a note from a scholar thanking us for the review of the website, *Uysal-Walker Archive of Turkish Oral Narrative* (<http://chnm.gmu.edu/worldhistorysources/d/226.html>), “I just wanted to express my appreciation for your thorough treatment of the subject and the contents.”

Summary

In sum, we believe that the project is moving along extremely well. We have made enormous progress during this first two years of the grant: creating the infrastructure and design for the website, finalizing the layout and programming for the various features, finishing prototypes for each feature, making significant content available online, moving forward with the additional content, and raising matching funds as well as additional money for expanding coverage of Europe.

We greatly appreciate the one-year no-cost extension granted by NEH and will use that time to complete all content, to engage in a more extended period of testing, and to make changes to the site as we receive additional feedback. We would be delighted to provide more detailed information on our progress. We would particularly welcome a visit from NEH staff to the project at George Mason University at any convenient time.

Sincerely,

Roy Rosenzweig
Center for History and New Media
George Mason University