

PART I: RATIONALE AND NEED FOR PROJECT

Few images from the second half of the twentieth century endure as vividly as the jubilant crowds atop the Berlin Wall in 1989, seemingly tearing down the Cold War with their hammers, hands, and hopes. Just as memorable was the sight of hundreds of thousands of people filling Wenceslaus Square in Prague, chanting “Truth Will Prevail” as the communist regime crumbled before their eyes. These joyful images compete in popular memory with equally powerful but horrific scenes: the Romanian President, Nicolae Ceausescu, and his wife executed on live television on Christmas morning, or emaciated Bosnians peering out from behind prison camp wire following the outbreak of civil war in Yugoslavia. As rapid as it was unexpected, the collapse of the communist regimes in Eastern Europe and the period of transition that followed brought the twentieth century and the Cold War to a close in way few expected. Those who lived through those days will never forget the sense of seeing “history in the making.”

Over the past sixteen years, the collapse of communism in 1989 has become a lively area of research as scholars debate the causes of the collapse. Some focus on the role of external forces, such as Mikhail Gorbachev’s reform program in the Soviet Union and the American arms build up during the Reagan presidency. Others emphasize the underlying economic problems of these states or the role of social forces, especially cultural and political resistance movements. Another group of scholars has begun to consider the ways that all of these causes interacted to bring about such momentous change. In effect, these scholars have been “making history” in another sense of the term—turning the lived experiences of 1989 into historical narratives.

Neither of these processes of *history making*—the dramatic destruction of an old order and the construction of a new narrative—is visible to students, albeit for different reasons. One problem is that teachers (and their students) do not yet have access to vivid historical documents in English that convey the epochal events of 1989. Another problem is that students do not generally understand how history is shaped and constructed. For many of them, especially those in high school and in

freshman survey courses, history is already “made”—it is a pre-fabricated narrative that they find in their textbooks, not something that real, living historians construct out of the raw materials of the past. The goal of *Making the History of 1989* is to make visible to teachers and students the events of 1989 and the processes by which historians turn those events into sometimes conflicting narratives, thereby providing students with the sources and intellectual tools they need to be history makers rather than passive consumers of the past.

To this end, *Making the History of 1989* will create a free website with three key features: a substantial collection of high quality primary sources along with guidance on how to use those sources critically and tools for annotating and organizing the sources; a set of multimedia interviews that make visible the processes by which historians transform events and sources into historical narratives; and a body of teaching materials that give teachers direct guidance on how to teach about 1989 in ways that make “history making” visible and vivid. (See *Appendix A* for schedule of activities; *Appendix G* or <http://chnm.gmu.edu/1989> for website prototype.)

Making the History of 1989 will have a large and interested audience. As the collapse of communism passes into history, the events of 1989 are becoming a staple of the basic European and World History survey courses at the high school and collegiate levels, as well as a feature of numerous other courses, including the U.S. history survey—taking on an importance similar to the French Revolution, the Industrial Revolution, the rise of fascism, and the end of colonialism.¹ Many teachers, however, find the events of 1989 difficult to teach effectively, and students, most of whom have no memory of the Cold War, find the topic difficult to understand. Few resources exist to meet this need. Yet the demand and interest will only grow with the imminent twentieth anniversary of the collapse of communism. This project will capitalize on the resurgence of public interest in the events and their implications while responding to a current need expressed by teachers and students.

¹ A search for college syllabi online reveals more than 4,000 courses that cover the end of the cold war. More than 700 mention the Berlin Wall specifically, and 500 refer address the fall of communism.

PART II: CONTENT AND DESIGN

Making the History of 1989 will create an online resource center with three major features (see Appendix C for Project Personnel; Appendix G for website prototype):

- *History in the Making*: 300 primary sources in multiple media formats dealing with the collapse of communism in Eastern Europe, along with an introductory essay that provides students and teachers with a concise narrative of the central events that led up to the collapse of communism and its aftermath, and tools for analyzing and annotating these sources.
- *Historians Making History*: Multimedia interviews with four scholars on how they use a range of sources (official communist documents, government propaganda, opposition polemics, and media coverage), how interpretations of 1989 changed after the communist era archives opened, and how their own interpretations (and those of their colleagues) have been shaped by evolving circumstances. These interviews will make visible the often invisible processes by which scholars use primary sources and create historical narratives.
- *Putting History Making in the Classroom*: six *Teaching Modules* that provide historical context, teaching tools, and strategies for sets of primary sources drawn from the website's database and ten *Teaching Case Studies* by experienced scholars and teachers that model strategies for teaching the history of 1989 with primary sources.

History in the Making: A central feature of the project will be a searchable database of 300 primary sources drawn from the events of 1989 and their immediate aftermath in Eastern Europe. Sources will include texts, such as government documents, speeches by political leaders and opponents, and excerpts from memoirs; images, such as photographs of average citizens tearing down the Berlin Wall or political poster art; economic and social data sets; oral histories; sound files; and news footage. Dr. Mills Kelly, the Principal Investigator for this project, will write head notes of 100-150 words for each source, offering essential contextual information and preliminary advice on how to analyze the source. (See Appendix D for curriculum vitae.) We will model these after the widely used documents in our U.S. history website, *History Matters*.²

Samples of the sources that will be found in this database include:

- a diary entry from Soviet leader Mikhail Gorbachev's Foreign Policy Assistant Anatoly Chernyaev written on November 10, 1989, the day after the Berlin Wall came down. In his

² See, for example, "A Homesteader Writes Home in 1873" (<http://historymatters.gmu.edu/d/5832>) or "FDR on the Judiciary" (<http://historymatters.gmu.edu/d/5092>).

diary, Chernyaev provides a glimpse of how even the most loyal of Gorbachev's assistants, realizing that the old order was doomed, welcomed the changes that would ensue;

- the speech delivered by Václav Havel, the new president of Czechoslovakia, on New Year's Day, 1990, in which the former dissident playwright promises that after listening to the government lie for forty years, he would now tell nothing but the truth, including a realistic assessment of the difficult road back to Europe;
- a protest poster for the Polish labor movement, Solidarity, featuring the actor Gary Cooper in cowboy garb. The text reads: "High Noon for Communism"; and
- a clip from the music of the Slovene rock band *Laibach* whose music and fans directly challenged the authority of the Yugoslav communist party.

All of the sources in this database will be in English; original language versions will be available for many as well. (*See Appendix H for sample documents.*) The vast majority of the sources come to the project translated and digitized, either by our collaborators—the Cold War International History Project (CWIHP) and the National Security Archive (NSA) (*see Appendix E for letters of support*)—or by individual scholars who have agreed to provide sources they have translated. As a result, the project will not require significant funds for translation. As this project becomes well known among scholars and teachers, we expect to acquire additional material through donation of translated sources.

In the twenty-first century, teachers and students often turn first to the Internet to learn about the past. In this case, they are likely to be disappointed. The two most comprehensive sites dealing with this region—the *Russian and East European Studies* website and the *Russian and East European Network Information Center*—provide only lists of links to other websites, many of which lead to error pages, rather than access to actual sources, and neither website focuses on the history of 1989. Similarly, a website directed specifically at high school teachers (Historyteacher.net) offers a confusing collection of links to other websites, some of which are of questionable quality, with no

resources specifically on 1989.³ In more traditional formats, the resources that provide primary sources are also thin. The most popular document reader assigned to students in East European history courses—*From Stalinism to Pluralism* by Gale Stokes—includes only a small handful of sources dealing with the collapse of communism.

Two of the only projects with quality resources—CWIHP and NSA—are partners in this project.⁴ This partnership brings together the two largest collections of available sources on the history of 1989 (CWIHP and NSA) with the resources on teaching and learning about the past developed by the Center for History and New Media (CHNM) at George Mason University.⁵ CWIHP and NSA resources focus broadly on the Cold War and on declassified documents. Although excellent in quality, these sites are directed toward scholars, not teachers or students; they lack the editing and framing needed for the high school or college classroom. As partners, they will make all of their resources on 1989, already digitized and translated, available for this project. *History in the Making* will offer these primary sources, generally official and government documents, along with a range of other perspectives. It will present them within a historical context and within the framework of tools and resources for teaching them in the classroom.

History in the Making will meet the needs of teachers and students by providing a unique resource focused on the history of 1989 in Eastern Europe. Individual head notes will provide crucial contextualization for each source, but students also need a broad overview of the events of 1989. This will be provided in a framing essay of 1,200 words written by Elizabeth Morrow Clark, a scholar of East European history and an experienced and accomplished history teacher.

³ Russian and East European Studies (<http://www.ucis.pitt.edu/reesweb/>); Russian and East European Network Information Center (<http://reenic.utexas.edu/reenic/index.html>); Historyteacher.net (<http://www.historyteacher.net>).

⁴ Cold War International History Project (http://wilsoncenter.org/index.cfm?topic_id=1409&fuseaction=topics.home); National Security Archive (<http://www.gwu.edu/~nsarchiv/>).

⁵ Center for History and New Media (<http://chnm.gmu.edu>); GMU Department of History and Art History (<http://chnm.gmu.edu/historyarthistory/>).

Teachers and students browsing or searching through rich collections of primary sources, however, often do not know how to move from a quick read to careful analysis. CHNM has created a wealth of resources and tools to help bridge this gap and *Making the History of 1989* will leverage these existing resources. We have already created a number of guides to “making sense of evidence” in previous projects—*History Matters* and *World History Matters*—and those guides will be linked here, along with worksheets for analyzing specific kinds of primary sources, such as images, texts, and quantitative data. CHNM has also created a host of text and image annotation tools for working with primary sources that help teachers and students interact with primary sources.⁶ We will adapt three tools to this project to enhance the primary source database without adding additional cost: a text collection and annotation tool; an image collection and annotation tool; and an image manipulation tool. The text collection and annotation tool allows students to easily gather primary sources, save them in a personal folder, and annotate the documents. They can then share the results with classmates and the instructor. Similarly, the image tool, fully integrated with the text tool, allows students to work collect and annotate images as well as presenting their findings as an exhibition. Any image can be loaded into the system, either from the desktop or from the web. Finally, with the goal of getting students to slow down and look carefully at historical sources, the image manipulation tool allows students to bring images into a virtual lightbox to compare two images or closely examine specific parts of an image.

History in the Making will also provide students, teachers, and researchers access to primary sources beyond those housed in our collection. On topics of significant importance that fall outside the scope of this project, we will provide annotated links to relevant sources at CWIHP and NSA. For example, a student might want to know more about how the Soviet Union’s involvement in

⁶ See, for example, “Official Documents” by David Trask (<http://chnm.gmu.edu/whm/unpacking/docsmain.html>); and “Documentary Photography” by James Curtis (<http://historymatters.gmu.edu/mse/Photos/>). For tools, see the Web Scrapbook (<http://chnm.gmu.edu/tools/scrapbook/>) and the CHNM tools page (<http://chnm.gmu.edu/tools/index.php>).

Afghanistan influenced the decision not to intervene in the Polish crisis of 1980. This crisis paved the way for the rise of the Solidarity movement that eventually brought down the Polish communist government. Because the CWIHP and NSA digital collections contain many additional sources on the Soviet Union's problems in Afghanistan, we will link to the relevant portions of their collections, helping the visitor explore a new line of inquiry quickly and reliably.

Historians Making History: The primary source database and resources will provide some of the tools to help students make sense of evidence. But the resources alone do not make it clear to students the techniques that historians use to “make history”—their ways of thinking and varying methods of approach to transform primary evidence into historical narratives. When students attempt to make sense of historical sources, they are often amazed at the amount of information historians can extract from texts, images, maps, or even sounds. To the novice learner, the skills of the expert learner seem like magic tricks. Moreover, students often naively assume that historical narratives are simply found (usually in their textbooks) rather than constructed by historians. As the work of Samuel S. Wineburg and others demonstrates, students are better able to make sense of these sources and create narratives when professional historians model the analytical processes they use to work with primary source evidence.⁷

To address this problem, made more acute for this subject by the complexities of a diverse region and the often difficult-to-penetrate prose of communist officials, we will provide a series of multi-media interviews with scholars in which they make visible for students the ways in which they work with primary sources and construct historical narratives. Bradley Abrams of Columbia University will discuss strategies for making sense of official communist documents, including how to get past the requisite Marxist-Leninist prose to find the deeper meanings of sources. Padraic Kenney of the University of Colorado will discuss the ways that scholars have mined non-traditional sources for new evidence about the events of 1989. For example, he will explain how scholars have

analyzed rock music or how they have examined the role of rumor and suspicion in the undermining of the communist regimes. Maria Bucur of Indiana University will help students understand how to analyze propaganda, whether produced by the regimes or by those opposing the government. For example, she might describe the ways in which she analyzes both a public speech by a Czechoslovak communist official denouncing opposition to the regime and the protest posters that appeared on the streets of Czechoslovakia the following day mocking the official and his speech. Vladimir Tismaneanu of the University of Maryland will discuss the ways that scholars make sense of media coverage—print, radio, television, and Internet—of these events. (*See Appendices D and E for curriculum vitae and letters of support.*) Each scholar will also talk about the creation of historical narrative and how those narratives have changed in two important ways. The first is how interpretations of events shifted when communist era archives opened. Second, and equally important, they will discuss how interpretations of 1989 have changed in the past decade and a half as scholars puzzle through these confusing and often surprising events, how new scholarship and perspective shape our understanding of the past. These interviews will help students and teachers see the different ways that scholars approach evidence and build an understanding of the past from this period.

These interviews will build on our experience with *World History Matters*, in which we created sixteen multimedia modules based on interviews with scholars modeling how they analyze different types of primary sources, from official documents to paintings. We have chosen to do this segment in the multimedia interview format (rather than written essays) in part because interviews are compelling and engaging for teachers and students, but even more because presenting actual historians demystifies the process of interpreting the past and creating historical narratives. Students will literally *see* historians making history. Each interview will be presented in a series of Flash movies organized around central questions with a non-flash version available for users with older

⁷ Samuel S. Wineburg, *Historical Thinking and Other Unnatural Acts*, (Philadelphia, 2002).

computers or slower connections. Each Flash movie combines edited audio from the interview along with visuals, such as a close up of the primary source being discussed, and is divided in to a series of questions, such as “who was the intended audience for this source?”⁸

Putting History Making in the Classroom: The first two sections of the website will speak to teachers and students. This section addresses teachers directly. Teachers are busy and intellectually stretched with the demands of broad coverage and rotating teaching assignments. They need assistance with framing topics within a larger subject, selecting sources that work well together, locating critical information to provide historical context, coming up with probing questions that challenge students to think critically, and for high school teachers, developing lesson plans and document based questions that pull together a select group of resources. Our extensive work with secondary school teachers and college and university faculty demonstrates just how eager teachers and their students are for accessible, carefully selected, translated, and contextualized primary sources. To address this problem, *Making the History of 1989* will provide a wealth of tools and information for teachers and their students: six *Teaching Modules* and ten *Teaching Case Studies*.

The *Teaching Modules* will supply all of these resources, drawing together primary sources from the database around important topics, such as the fall of the Berlin Wall, the victory of Solidarity in the Polish elections, the violent overthrow of the Romanian regime, and the disintegration of Yugoslavia into civil war. Each module will provide a historical background essay that frames the problem, provides context, and addresses the challenges teachers face. Each module will then provide eight to ten primary sources from the database, including the introductory head note. In addition, each module will offer strategies for teaching the topic, including discussion questions and possible answers. For high school teachers, each module will offer a detailed lesson

⁸ See, for example, an interview with historian Jack Censer on analyzing eighteenth-century French newspapers (<http://chnm.gmu.edu/worldhistorysources/analyzing/newspapers/analyzingnewsintro.html>) or with historian Gerald Danzer on analyzing maps (<http://chnm.gmu.edu/worldhistorysources/analyzing/maps/analyzingmapsintro.html>).

plan and document-based question, providing specific strategies for working with that set of primary sources. Primary sources have the capacity to engage students, but their meaning is not transparent. Students need to know how to analyze them and they need to understand their broader context. As mentioned above, we will link to “making sense of evidence” guides along with worksheets for analyzing specific kinds of primary sources.

In order to provide models of how teaching the collapse of communism with primary sources works in actual classrooms, this section also offers ten *Teaching Case Studies* on how to teach particular primary sources or issues in the high school and college classroom. In each essay of roughly 750 words, practicing teachers working in high schools, community colleges, and four-year institutions around the world will describe the ways in which they address a central issue or use a primary source in the *Making the History of 1989* database within a classroom setting. Each essay will provide concrete examples that can be directly applied in the classroom, along with commentary on the teacher’s assessment of its value for teaching and learning and a reflection on the practice of teaching this topic or kind of source. Because the collapse of communism is taught in European, World, and United States history courses, at least one *Case Study* will address the teaching of 1989 in each of these courses.⁹ (See *Appendix A* for schedule of activities.)

PART III: RELATIONSHIP TO SCHOLARSHIP IN THE HUMANITIES

A. Connections to Historical Scholarship

Making the History of 1989 reflects three approaches central to current historical scholarship on this subject: an emphasis on multiple causation rather than monocausal explanations for the collapse of the communist regimes; a focus on the role of *both* civic initiatives and broader national and international forces; and a comparative approach that places the events of 1989 in a broader

trans-national context. Each approach considers the local context (i.e., Poland, Romania), but moves beyond country-specific developments to treat larger patterns. The one international context that will be treated in a limited way is China. We plan to ultimately include a much more substantial treatment of the events of 1989 in China within the site, but it is not feasible within the current budget. We will seek alternative funds for that aspect of the project at a later date.

Making the History of 1989 models the central concerns of historical scholarship in four ways. First, *History in the Making* will bring together many different kinds of materials on 1989, including government, economic, and individual, challenging students to consider multiple perspectives and participants in these events. An emphasis in the database on underutilized sources connects with an interest in the history of civic actors and their important role in the historical scholarship and teaching of this subject. Second, the interviews with scholars (*Historians Making History*) will explicitly address varying scholarly interpretations, including attention to how interpretations have changed in recent years as scholars access new archival materials formerly closed to researchers. Interpretation of the Warsaw Pact invasion of Czechoslovakia in 1968 provides a good example. Prior to 1990, the standard interpretation was that Soviet anxiety over the reform agenda of the Prague regime triggered the invasion and that other Warsaw Pact states participated with varying degrees of support for the so-called “Brezhnev Doctrine.” When scholars gained access to the East European archives after 1989, however, they learned that the leaders of neighboring communist regimes, such as East Germany and Poland, actually lobbied Moscow to intervene.

Third, participating scholars will bring together expertise from a range of regional perspectives (scholars who study different regions in Eastern Europe, such as East Germany or Czechoslovakia, as well as scholars from the U.S. and from Europe) and varying methodological approaches, including economics, political science, and social and cultural history, to infuse a

⁹ These essays will become part of our growing database of teaching case studies available through *World History Matters*, increasing the total to 35. For an example, see “Teaching the Crusade of Richard I”

comparative dimension throughout the project and to ensure attention to civic, national, and international issues. Finally, each *Teaching Module* will provide explicit comparisons across the region and across the globe so that, for instance, developments in Bulgaria are compared to those in Poland and the end of the Cold War is tied to larger international trends. Such comparisons will help students and teachers analyze similarities and differences across kinds of sources, in different local contexts, and in a trans-national context.

B. *Connections to Scholarship on Historical Learning and History Teaching.*

This project also benefits from recent advances in our understanding of how historical learning takes place. At the heart of this understanding is the research of Samuel Wineburg who concludes that the problem with history education today is that students do not understand what history is. Wineburg has found that for most historians, “knowing history” means thinking with the help of an observable “network of beliefs” involving corroboration, sourcing, and contextualization. But for most students, “knowing history” means remembering what is in their textbooks, even when the textbook contradicts documentary evidence before them. Wineburg’s research has focused on American students reading sources from American history, but his findings translate to all history classrooms. Students’ simplistic approach to acquiring historical knowledge is compounded by the “otherness” of the sources they confront.

By demonstrating how students acquire historical knowledge, Wineburg’s work shows us how to capitalize on students’ emerging habits of mind in the digital age. The *Teaching Modules* and *Teaching Case Studies* will be the most obvious examples of this project’s grounding in learning theory, providing teachers with specific lessons and sources they need to grapple with complex topics in more expert ways. The primary sources will be introduced with head notes that give students necessary contextual information as well as strategies and tools for analyzing the source carefully.

(<http://chnm.gmu.edu/worldhistorysources/d/107/whm.html>).

In addition to Wineburg's work, *Making the History of 1989* draws on other recent scholarly classroom research, including that of Advisory Board member Peter Stearns and the project PI Mills Kelly.¹⁰ (See *Appendices D and E for curriculum vitae and letters of support.*) As a result, the project emphasizes learning assignments that encourage students to engage in recursive reading of sources—returning to sources already encountered and rereading them in light of new knowledge. For example, *Historians Making History* will provide students and teachers with concrete examples of not only how expert learners “read” a source and how they analyze that source through reference to outside materials, but also how historical narratives are constructed in relation to changing historical contexts. Finally, *Teaching Sources* will not only provide practical ideas to classroom teachers, they will contribute to the emerging scholarship of history teaching and learning and to a body of resources on *making the history* of 1989 in the classroom.

PART IV: INSTITUTIONAL CONTEXT AND PROJECT TEAM

The team that will conceive, produce, and evaluate this project possesses a unique mix of scholarly, pedagogical, and new media talent and expertise. The George Mason University (GMU) Department of History and Art History is the recognized leader in digital history as a result of the award-winning Center for History and New Media (CHNM) and the establishment of the only doctoral program with a focus in history and new media. With the help of a National Endowment for the Humanities (NEH) Challenge Grant, CHNM raised a \$2 million endowment that provides for its long-term viability. GMU also has a strong institutional commitment to CHNM, which has a \$1.3 million annual budget and a staff of more than twenty-five. The History Department's focus on new media insures a steady stream of doctoral students (at least five of whom work as Graduate Assistants at CHNM) interested in sustaining existing projects and creating new ones. Taken

¹⁰ See, for example, Peter Stearns, Peter Seixas, and Sam Wineburg, eds., *Knowing, Teaching, & Learning History. National and International Perspectives* (New York, 2000) and T. Mills Kelly, “Using

together, its substantial endowment, demonstrated fundraising success, strong institutional support, and solid technology allows CHNM to guarantee that *Making the History of 1989* will be a permanent resource for teachers and students. In addition, GMU has made a strong commitment to innovative teaching and to the emerging “scholarship of teaching” through the establishment of a Center for Teaching Excellence.

T. Mills Kelly, Principal Investigator and Co-Director of *Making the History of 1989*, is a historian of Czech, Slovak, and Austrian history and is Associate Director of CHNM. He is the author of *Without Remorse: Czech Radical Nationalism in Late-Habsburg Austria*, forthcoming from East European Monographs, as well as several articles on East European history and on teaching history with digital media. In 2005, Kelly received the Commonwealth of Virginia’s Outstanding Faculty Award, the highest honor the state bestows for faculty excellence. He was the first recipient in the category “Teaching With Technology.” In 1999-2000, Kelly was a Pew National Fellow with the Carnegie Foundation for the Advancement of Teaching and is an active figure in the scholarship of teaching and a member of the founding committee of the International Society for the Scholarship of Teaching and Learning. He is also a member of the Education Committee of the American Association for the Advancement of Slavic Studies, the principal professional society for scholars working on the issues dealt with in this project. Finally, since 1995, Kelly has helped direct the Civic Education Project, an international education NGO that helped universities across Eastern Europe and the former Soviet Union reform their social science curricula after decades of neglect.¹¹

Roy Rosenzweig will serve as Executive Producer on the project. Rosenzweig is the Director of CHNM and Mark and Barbara Fried Professor of History and New Media at GMU. He is the author, co-author, and co-editor of numerous books, including *The Park and the People: A History of Central Park*; *The Presence of the Past: Popular Uses of History in American Life*; *History Museums*

New Media to Teach East European History,” *Nationalities Papers* 29/3, (2001): 499-507.

¹¹ See <http://www.civiceducationproject.org>.

in the United States: A Critical Assessment; Presenting the Past: Essays on History and the Public, and *Digital History: A Guide to Gathering, Presenting, and Preserving the Past on the Web.* He currently serves as Vice-President of the American Historical Association and recently won the Richard W. Lyman Award (awarded by the National Humanities Center and the Rockefeller Foundation) for “outstanding achievement in the use of information technology to advance scholarship and teaching in the humanities.”

Kelly Schrum, Director of Educational Projects at CHNM and Assistant Research Professor of History at GMU, will be Co-Director for the project. Schrum has worked extensively in the areas of new media, history content development, and teacher training. She served as Co-Director of *World History Matters*, which is composed of two major websites: *World History Sources* and *Women in World History*, and Academic Program Director on four *Teaching American History* Grants from the Department of Education (Fairfax County, Fauquier County, Alexandria City, and Loudoun County). She received her Ph.D. from Johns Hopkins University and is the author of *Some Wore Bobby Sox: The Emergence of Teenage Girls' Culture, 1920-1950* and co-author of *History Matters: A Student Guide to U.S. History Online*.

CWIHP and NSA join CHNM as partners in *Making the History of 1989*. The CWIHP was established at the Woodrow Wilson International Center for Scholars in Washington, D.C., in 1991. It supports the full and prompt release of historical materials by governments on all sides of the Cold War, and seeks to accelerate the process of integrating new sources, materials, and perspectives from the former “Communist bloc” with the historiography of the Cold War which has been written over the past few decades largely by Western scholars reliant on Western archival sources. It also seeks to transcend barriers of language, geography, and regional specialization to create new links among scholars interested in Cold War history. The NSA was founded in 1985 by journalists and scholars who had obtained documentation from the U.S. government under the Freedom of Information Act and sought a centralized repository for these materials. Over the past decade, the Archive has become

the world's largest non-governmental library of declassified documents. Located at George Washington University in Washington, D.C., the NSA makes the massive amount of material already released by the U.S. government on international affairs accessible to researchers and the public.

Relationship to Previous Work

The project builds upon CHNM's successful efforts to foster active learning and successful teaching online. For more than ten years, CHNM has been developing websites, guides, interactive exercises, and resources to help teachers and students engage in history. Projects such as *World History Matters*, *Liberty, Equality, Fraternity: Exploring the French Revolution*, *History Matters*, and *Historical Thinking Matters* bring quality primary sources and historical analysis into the classroom, working to demystify the process of making history for students and other novice learners, who have greeted them with enthusiasm and interest. (See Appendix F for project evaluations.) CHNM's work has been recognized with major awards and grants from the American Historical Association, the National Humanities Center, the National Endowment for the Humanities, the Virginia Foundation for the Humanities, the Department of Education, the Library of Congress, the Institute of Museum and Library Services, and the Sloan, Hewlett, Rockefeller, Gould, Delmas, and Kellogg foundations.

Perhaps most relevant is *World History Matters*, a portal to our two world history websites: *World History Sources* and *Women in World History*.¹² Together, these sites offer more than 200 scholarly website reviews, sixteen curriculum modules based on primary sources, a database of more than 220 primary sources, twenty-five teaching case studies, and sixteen interviews with scholars modeling how they analyze different types of primary sources. Our experience overseeing scholarly reviews and case studies, creating multimedia modules focused on strategies for analyzing primary sources in world history, developing teaching modules, and building a database of interesting, accessible primary sources provides a strong basis for our work on this project.

History Matters: The U.S. Survey Course on the Web, designed for teachers of U.S. history survey courses, provides a starting point for locating materials and developing skills to integrate online resources into the survey course.¹³ It serves as a gateway to the Internet, providing an annotated, searchable guide to 850 quality websites as well as close to 100 scholarly reviews of websites (published in collaboration with the *Journal of American History*). *History Matters* provides 1,000 primary documents (text, image, and audio), each with an introduction offering historical context. Also relevant is *Making Sense of Evidence*, created in collaboration with the *Visible Knowledge Project* at Georgetown University, a feature that provides guides for high school and college students on how to analyze primary evidence and presents detailed examples of how “expert learners” make sense of primary sources.¹⁴ *History Matters* has established itself as one of the leading stops on the web for U.S. history, receiving nearly 1 million visitors (and 19 million hits) per year. The website recently received the American Historical Association’s James Harvey Robinson Prize for its “outstanding contribution to the teaching and learning of history.”

We will also draw upon our recent experience with *Historical Thinking Matters: Teaching History with Online Resources*, created in partnership with Samuel Wineburg and his team at the Stanford University School of Education. The content-based U.S. history curriculum modules developed in this project will support students as they learn to read historical documents critically, and as they learn how to mobilize historical evidence in the service of creating coherent arguments and narratives. Each module provides a set of historical documents accompanied by extensive scaffolding, including content rollovers, glossaries, timelines, and guided questioning. This

¹² *World History Matters* (<http://chnm.gmu.edu/worldhistorymatters/>).

¹³ *History Matters: The U.S. Survey Course on the Web* (<http://historymatters.gmu.edu>).

¹⁴ The guides to making sense of evidence have been the subject of articles and discussion in such publications as the *History Teacher*, *Social Education*, and the American Historical Association’s *Perspectives*. See David Kobrin, “Using History Matters with a Ninth-Grade Class,” *The History Teacher* 34:3 (May 2001), 339-344, (<http://chnm.gmu.edu/assets/historyessays/usingmatters.html>); Kelly Schrum, “Surfing for the Past: How to Separate the Good from the Bad,” *Perspectives* 41:5 (May 2003), (<http://www.historians.org/perspectives/issues/2003/0305/0305for3.cfm>).

scaffolding combined with guided practice tasks will make the often-mysterious historical thinking process visible and illustrate the intermediate processes of cognition that move professional historians from text to interpretation to narrative. A parallel site for teachers will help them understand how students think about historical documents. These approaches will inform our work on *Making the History of 1989*.

Finally, CHNM has done extensive work in creating digital tools for history teachers and students and we will draw upon those tools in *Making the History of 1989*. With a grant from NEH's Edsitement Program, we are expanding our current tools to allow for sophisticated and flexible annotation and manipulation of images and texts. We will modify those tools for use within the primary source section of *Making the History of 1989*, thereby, encouraging students to actively and creatively interact with the documents presented.

Technical Qualifications

CHNM recently received an Academic Excellence Equipment Award from Sun Microsystems, which has allowed us to acquire a new, high-powered server. Housed in GMU's secure data facility, this state-of-the-art configuration will help meet CHNM's server technology needs for years to come. *Making the History of 1989* will benefit from this existing infrastructure. We use open source databases and scripting (MySQL/PHP) to present our materials to the Web and will follow that same format with the new project. This allows for great flexibility and easy searching by users. CHNM's experience developing websites for diverse audiences will ensure that this project is easily accessible to all users, regardless of connection or computer setup. CHNM has an institutional base that provides for stability and on-going commitments to the website as part of our long-term mission. *Making the History of 1989* will be maintained on CHNM's server indefinitely and will be a permanent resource for teachers and students.

PART V: DISSEMINATION, IMPLEMENTATION, AND EVALUATION

CHNM has considerable strength promoting online resources and currently attracts a large, regular audience including humanities scholars, history students, teachers, and enthusiasts, with 400 million hits, 22 million page views, and 8 million visitors annually. Operating one of the most visited history websites puts CHNM in an excellent position to promote *Making the History of 1989* to national and international audiences. With more than a decade of experience promoting web-based projects, CHNM also excels at optimizing search engines and directory placement that are crucial to bringing traffic to a website. Other specialist audiences will be reached through online postings, such as the H-Net communities H-German, HABSBURG, and H-Russia, and *History News Network's* online history news magazine, a CHNM affiliate with 11,000 bi-weekly subscribers.

Combining online promotion with direct mail, workshops and conference presentations, exhibits, articles, journals, and newsletters of major scholarly organizations will ensure a wide audience for *Making the History of 1989*. We will pursue all of these avenues for *Making the History of 1989*, emphasizing prominent organizations such as the American Historical Association, National Council for the Social Studies, Society for History Education, American Association for the Advancement of Slavic Studies, the Association for the Study of Nationalities, the German Studies Association, the World History Association, the Czechoslovak History Conference, and the American Association for the Study of Hungarian History. We will also take advantage of our location in the Washington, D.C., area to promote this project to the embassies of the countries whose history is central to this project.

Following a technique we have used successfully on all of our projects, we will mail announcements to members of relevant associations, including groups that focus on teachers and teacher education. We will send targeted letters to people prominent in world history and social studies education and will expand our systematic effort to insure that *Making the History of 1989* is listed in search engines and in specialized sites that attract educators. Finally, we will formally

launch the website with an event at the Woodrow Wilson International Center for Scholars in collaboration with the Wilson Center's East European Studies Program. This event will include a panel presentation by three scholars involved in the project and a public reception.

During the 2007-2008 academic year, the scholars and teachers involved in the project will pilot the website with their students around the country and around the world. In addition, world history teachers involved in GMU's Center for World History Teaching will evaluate the site as teachers and with their students. Our distinguished Advisory Board will also participate, bringing their pedagogical, content, and technical expertise to bear on the site's development and reviewing student and teacher evaluations (see *Appendix C for Advisory Board members*). This interim feedback will guide revisions during the third year of the project. In addition, near the end of the grant period, we will review all materials to create reports on the project for presentation at scholarly meetings and publication in journals and newsletters. Finally, we will post an online survey to collect specific feedback from a select group of respected scholars as well as early visitors. We will build on these responses and refine *Making the History of 1989* accordingly.

APPENDIX A: Schedule of Activities

May 2006 to April 2009

May 2006 through August 2006

- finalize website design; begin designing interior pages
- begin developing database
- email and phone consultation with Advisory Board
- work with partners (NSA and CWIHP) to select primary sources for *History in the Making*
- begin requesting additional primary sources from scholars and institutes who have expressed interest in donating materials to project
- begin researching copyright permissions and securing translations when necessary
- discuss plans for introductory essay for *History in the Making* with Dr. Elizabeth Morrow Clark
- schedule interviews for *Historians Making History* (Bradley Abrams, Maria Bucur, Padraic Kenney, Vladimir Tismaneanu) develop protocol, and send guidelines
- confirm scholars for *Teaching Modules*, develop protocol, and send guidelines
- confirm scholars for *Teaching Case Studies* and develop protocol

September 2006 through December 2006

- finish developing database
- complete website design
- continue working with partners (NSA and CWIHP) to select and move primary sources for *History in the Making*
- begin writing introductory essay (Dr. Morrow Clark)
- conduct interviews with scholars for *Historians Making History*
- continue collecting and digitizing additional primary sources from scholars and institutes who have expressed interest in donating materials to project
- continue researching copyright permissions and securing translations when necessary
- authors of *Teaching Modules* begin writing
- authors of *Teaching Case Studies* begin writing

January 2007 through April 2007

- continue working with partners (NSA and CWIHP) to select and move primary sources for *History in the Making*
- edit introductory essay
- finish interviewing scholars for *Historians Making History*
- transcribe *Historians Making History* interviews and start paper edit
- continue collecting and digitizing additional primary sources from scholars and institutes who have expressed interest in donating materials to project
- continue researching copyright permissions and securing translations when necessary
- begin editing *Teaching Modules*
- begin editing *Teaching Case Studies*
- email and phone consultation with Advisory Board to evaluate progress of project

May 2007 through August 2007

- continue working with partners (NSA and CWIHP) to select and move primary sources for *History in the Making*
- begin writing and editing head notes for *History in the Making* (Dr. Mills Kelly)
- finish edits and revisions on introductory essay
- finish transcribing and editing *Historians Making History* interviews
- continue collecting and digitizing additional primary sources from scholars and institutes who have expressed interest in donating materials to project
- continue researching copyright permissions and securing translations when necessary
- continue editing *Teaching Modules*
- begin producing *Teaching Modules*
- continue editing *Teaching Case Studies*
- begin producing *Teaching Case Studies*
- make adjustments to database and website design necessitated by content production
- develop outreach, pilot testing, and publicity plan

September 2007 through December 2007

- continue producing *History in the Making*
- continue writing and editing head notes for *History in the Making*
- begin production and image research for introductory essay
- begin production and image research for *Historians Making History* interviews
- continue researching copyright permissions and securing translations when necessary
- continue producing *Teaching Modules*
- continue producing *Teaching Case Studies*
- make adjustments to database and website design necessitated by content production
- continue developing outreach, pilot testing, and publicity plan
- email and phone consultation with Advisory Board to evaluate progress of project

January 2008 through April 2008

- continue producing *History in the Making*
- continue writing and editing head notes for *History in the Making*
- continue production and image research for *Historians Making History* interviews
- continue researching copyright permissions and securing translations when necessary
- finish producing *Teaching Modules*
- finish producing *Teaching Case Studies*
- make adjustments to database and website design necessitated by content production
- continue developing outreach, pilot testing, and publicity plan
- begin pilot testing with high school and college teachers

May 2008 through August 2008

- continue writing and editing head notes for *History in the Making*
- continue production and image research for *Historians Making History* interviews
- continue researching copyright permissions and securing translations when necessary
- make adjustments to database and website design necessitated by content production and feedback
- continue implementing outreach, pilot testing, and publicity plan
- continue pilot testing with high school and college teachers

—begin analyzing feedback from teachers, students, website visitors, and Advisory Board

September 2008 through December 2008

- finish production and image research for *Historians Making History* interviews
- continue researching copyright permissions and securing translations when necessary
- continue writing and editing head notes for *History in the Making*
- make adjustments to database and website design necessitated by content production and feedback
- continue implementing outreach, pilot testing, and publicity plan
- continue pilot testing with high school and college teachers
- continue analyzing feedback from teachers, students, website visitors, and Advisory Board
- overall project evaluation and report

January 2009 through April 2009

- finish editing and producing *History in the Making*
- finish producing *Historians Making History*
- finish producing *Putting History Making in the Classroom*
- formal launch of project at Woodrow Wilson Center
- continue implementing publicity plan
- implement feedback from pilot testing, revising website and all materials accordingly
- overall project evaluation and report

Appendix C – Project Personnel

Project Directors

T. Mills Kelly: (see page 14 for biographical information)

Roy Rosenzweig: (see page 14 for biographical information)

Kelly Schrum: (see page 15 for biographical information)

Advisory Board

Tom Blanton: Blanton is Director of the National Security Archive at George Washington University in Washington, D.C. He is the author of numerous books on the history of the Cold War and on the public's right to access government documents. His work has received numerous accolades, including the 1996 American Library Association James Madison Award Citation for "defending the public's right to know."

Brian Davis: Davis is a social studies teacher with the Frederick County Public Schools in Frederick County, Virginia. He teaches World History and US government at Sherando High School. He has taught over the past 15 years as a social studies teacher in both special education and regular education programs. Davis received his Master's degree in Education from the University of Virginia in 1996.

Philip Engle: Engle is a social studies teacher at T.C. Williams High School in Alexandria, Virginia. He has taught both middle school and high school level social studies in his fifteen-years of teaching experience. Engle received a Master's degree in history from the State University of New York at Cortland in 1993.

Frank Hadler: Hadler is the Research Coordinator at the Center for the History and Culture of East Central Europe at the University of Leipzig and President of the Karl Lamprecht Gesellschaft/European Network in Global History. He is the author, co-author, or editor of eight books on the history of East Central Europe, including *Regionalismus und Regionalisierungen in Diktaturen und Demokratien des 20. Jahrhunderts* (2003) and *Kulturgeschichte Ostmitteleuropas* (2002) as well as more than a dozen articles in East Central European history. He received his PhD from the Academy of Sciences in East Berlin in 1989.

Lonnie Johnson: Johnson is the Executive Director of the Austrian-American Fulbright Commission and the Chair of the Executive Committee of the Conference of Fulbright Executive Directors in Europe. He is the author of *Central Europe: Enemies, Neighbors, Friends* (1996) as well as several other books and articles on East European history. Johnson received his PhD from the University of Vienna in 1983.

Christian Ostermann: Ostermann is the Director of the Cold War International History Project at the Woodrow Wilson International Center for Scholars. He is the author or editor of numerous books and articles on diplomatic and Cold War history, including *Uprising in East Germany, 1953: The Cold War, the German Question, and the First Major Upheaval*

behind the Iron Curtain. Ostermann received his MA from the University of Cologne and will receive his PhD from the University of Hamburg in 2005.

Peter Stearns: Stearns is a Professor of History and Provost of George Mason University. He is the author, co-author, or editor of 76 books and is the editor of the *Journal of Social History*. He has served as a Vice President of the American Historical Association and President of the World History Association. Stearns received his PhD from Harvard University in 1965.

Gale Stokes: Stokes is a Professor Emeritus and former Provost of Rice University. He is the author of several books on East European history, including *The Walls Came Tumbling Down: The Collapse of Communism in Eastern Europe*; *From Stalinism to Pluralism*; and *Three Eras of Change in Eastern Europe*. He is a past president of the American Association for the Advancement of Slavic Studies and is a member of the Advisory Board of the Gutenberg E-Project of the American Historical Association. Stokes received his PhD from Indiana University in 1970.

Maria Todorova: Todorova is Professor of History at the University of Illinois, Urbana-Champaign. She is the author, co-author, or editor of numerous books, including *Balkan Identities: Nation and Memory* (2004) and *Imagining the Balkans* (1997). She is the recipient of many prestigious national and international awards from organizations such as the John Simon Guggenheim Foundation, the Institut für Wissenschaften vom Menschen (Vienna), and the National Humanities Center. Todorova received her PhD from the University of Sofia in 1977.

Kurt Waters: Waters is the Social Studies Chair at Centreville High School (Fairfax, VA), a position he has held since 1995. Prior to that, Waters held a similar position at Annandale High School, also in Fairfax, Virginia, from 1990 to 1995. Between 1998 and 2002, Waters helped to design the Fairfax County World History curriculum and has served as a consultant to the American Council of Education and the College Board. In 1994 Waters was the Virginia Council for the Social Studies Teacher of the Year. He received his MA from George Washington University in 1984.

Making the History of 1989

Malcolm Byrne: Byrne is the Deputy Director and Research Director of the National Security Archive in Washington, D.C. He is the co-editor of *The Solidarity Crisis in Poland: A Documentary History*; *The Warsaw Pact as History: Documents, Analysis and Interpretation*; *The Hungarian Revolution, 1956: A History in Documents*, and a number of articles and book chapters. He received his MA from the Johns Hopkins University School of Advanced International Relations in 1986.

Elizabeth Morrow Clark: Clark is Assistant Professor of History at West Texas A&M University. She is the author of several articles on East German and Polish history and is completing a monograph on Poland and the free city of Danzig/Gdansk. Clark has been an editor of the H-Net community H-Russia for five years and her research in Polish history has been supported by IREX and the Fulbright-Hays commission. She received her PhD in history from the University of Kansas in 1998.

Mircea Munteanu: Munteanu is Program Associate at the Cold War International History Project at the Woodrow Wilson International Center for Scholars. He is the co-author of five document collections on Cold War history, including *Eastern Europe and the Vietnam War*, *Eastern Europe and the Cold War in Asia*, and *Romania and the Warsaw Pact*. Munteanu received his MA in Security Policy Studies from George Washington University in 2001.

Svetlana Savranskaya: Savranskaya is Director of Russia programs at the National Security Archive in Washington, D.C. She is the co-editor (with Tom Blanton) of *Masterpieces of History: The Peaceful End of the Cold War in Europe, 1989* as well as several articles and book chapters on the end of the Cold War. Svranskaya received her PhD from Emory University in 1998.

Historians Making History

Bradley Abrams: Abrams is an Associate Professor of History at Columbia University. He is the author of *“The Struggle for the Soul of the Nation”: Czech Culture and the Rise of Communism* (2004) and the editor of *Prague in the New Central Europe* (1991) as well as more than a dozen articles on Czech and Slovak history. He received his PhD from Stanford University in 1997.

Maria Bucur: Bucur is Associate Professor and the John W. Hill Chair in East European History at Indiana University. She is the author of *Eugenics and Modernization in Interwar Romania* (2002) and the co-editor, with Nancy Wingfield, of *Gender and War in Twentieth Century Eastern Europe* (Forthcoming) and *Staging the Past: The Politics of Commemoration in Habsburg Central Europe* (2001). Her work has been supported by grants from the National Endowment for the Humanities, the Center for Advanced Holocaust Studies, Fulbright-Hays, IREX and the ACLS. Bucur is also the Associate Editor of the *American Historical Review*. She received her PhD from the University of Illinois in 1996.

Padraic Kenney: Kenney is Professor of History at the University of Colorado, Boulder. He is the author of *A Carnival of Revolution: Central Europe, 1989* (2002), *Rebuilding Poland: Workers and Communists, 1945-1950* (1998), and *Shock of the New: Eastern Europe Since 1989* (forthcoming), and is the co-editor of two other volumes and nine articles on East European history. Over the years his research has been supported by the ACLS, the German Marshall Fund of the United States, IREX and the Fulbright Commission and is the President of the Polish Studies Association. Kenney received his PhD from the University of Michigan in 1992.

Vladimir Tismaneanu: Tismaneanu is Professor in the Department of Government and Politics at the University of Maryland and from 1998-2004 was editor of the journal *East European Politics and Societies*. He is the author or editor of many books and articles, including *Stalinism for All Seasons: A Political History of Romanian Communism* and *Fantasies of Salvation: Democracy, Nationalism and Myth in Post-Communist Eastern Europe*. He is the recipient of numerous grants and awards from organizations such as the Bradley Foundation, the United States Institute of Peace, the Pew Charitable Trusts and the International Forum for Democratic Studies. Tismaneanu received his PhD from the University of Bucharest in 1980.

Classroom

Catherine Albrecht: Albrecht is Associate Professor and Chair of the Division of Legal, Ethical and Historical Studies at the University of Baltimore and the Distinguished Chair in Teaching of the Yale Gordon College of Liberal Arts. She is the author of eight refereed articles on Czech history and her work has been supported by grants from the National Endowment for the Humanities, IREX, and Fulbright-Hays. Albrecht received her PhD from Indiana University in 1986.

Hugh Agnew: Agnew is Associate Dean for Faculty and Student Affairs in the Elliott School of International Affairs and Associate Professor of History at The George Washington University. He is the author of *The Czechs and the Lands of the Bohemian Crown* (2004), *Origins of the Czech National Renaissance* (1993), and more than a dozen articles in Czech and Slovak history. He received his PhD from Stanford University in 1981.

Ivanka Atanasova: Atanasova is a Lecturer in history at George Mason University. She is the co-editor of *Minorities in East Central Europe and Their Impact Upon Foreign Policy* (1998) and twelve articles or book chapters. Prior to joining the faculty at George Mason University, Atanasova was a Senior Fulbright Scholar at the University of Maryland and a Charter Fellow in Balkan Studies at Wolfson College, Oxford. Atanasova holds a PhD from the University of Maryland (1998) and the Institute of International Relations, Moscow (1979).

James Bjork: Bjork is a Lecturer in history, King's College (London). His scholarship focuses primarily on the intersection of religion and politics in communist East Germany and he is the author of eleven articles on East European history. His research has been supported by grants from the ACLS, IREX and Fulbright-Hays and he has been a visiting fellow at the Max Planck Historical Institute. Bjork received his PhD from the University of Chicago in 1999.

Melissa Bokovoy: Bokovoy is Associate Professor and Regents' Lecturer in the Department of History at the University of New Mexico. She is the author of *Peasants and Communists: Politics and Ideology in the Yugoslav Countryside, 1941-1953* which won the Barbara Jelavich Prize from the American Association for the Advancement of Slavic Studies, and the co-editor of *State-Society Relations in Yugoslavia, 1945-1992*. She is also the author of more than 10 articles on East European history and is the recipient of research grants from the Woodrow Wilson Center, the ACLS and IREX. Bokovoy received her PhD from Indiana University in 1991.

Cathleen Giustino: Giustino is an Associate Professor of History at Auburn University. She is the author of *Tearing Down Prague's Jewish Town: Ghetto Clearance and the Legacy of Middle-Class Ethnic Politics Around 1900* and ten articles on Czech, German and Jewish history. Her work has won several important prizes and her research has been supported by grants from the ACLS, IREX and the Woodrow Wilson Center for Scholars. She received her PhD from the University of Chicago in 1997.

Andrea Orzoff: Orzoff is an Assistant Professor of History at New Mexico State University. She is the author of several articles in Czech and Slovak history that have appeared in journals such as the *Slavic Review* and *Nationalities Papers*. Her research has been supported

by grants from the National Endowment for the Humanities, the ACLS and IREX. Orzoff received her PhD from Stanford University in 2000.

Brian Porter: Porter is Associate Professor of History at the University of Michigan. He is the author of *When Nationalism Began to Hate: Imagining Modern Politics in Nineteenth-Century Poland* (2000) and was the editor of *Teaching Negotiation: The End of Communism and the Polish Round Table of 1989* (2000) as well as many articles on Polish and East European history. Over the years his research has been supported by grants from organizations such as the ACLS, IREX, and the National Council for Eurasian and East European Research. Porter received his PhD from the University of Wisconsin in 1994.

Nancy Wingfield: Wingfield is an Associate Professor of History at Northern Illinois University and is the author, co-author, or editor of several books on East European history, including *Return to Diversity: A Political History of East Central Europe Since World War II* (with Joseph Rothschild), *Creating the Other: Nationalism and Ethnic Enmity in Habsburg Central Europe*, and *Staging the Past: The Politics of Commemoration in Habsburg Central Europe* (with Maria Bucur). She is also the author of more than a dozen articles in refereed publications and the recipient of numerous fellowships and grants. Wingfield received her PhD from Columbia University in 1989.