

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

Principal Investigator and Co-Director: Dr. T. Mills Kelly
Project Co-Director: Dr. Kelly Schrum
Project Editor: Dr. Jon Berndt Olsen
George Mason University

Submitted October 31, 2007

INTERIM PERFORMANCE REPORT

Making the History of 1989 [Grant EE-50370-06]

Report covering from April 1, 2007 to September 30, 2007

Over the past six months of this grant, we have continued to show significant progress towards completion of our project in several key areas, including infrastructure development and content. Regarding the infrastructure, we have migrated the database to the “Beta” edition of the OMEKA information management system, which has added several new features and plug-ins for use in the project. We have also been working on design improvements. A mock-up of the website has been completed and new areas are being finalized as content items proceed through the editing process and become available publicly.

We have had several personnel changes since our last report. Matthew Romaniello, the Project Manager and Editor, moved to Hawaii for a tenure track position and Jon Berndt Olsen has taken over as the Project Editor.

The introductory essay, originally written by Elizabeth Morrow Clark and edited by T. Mills Kelly, Kelly Schrum, Matt Romaniello, and Jon Berndt Olsen, is complete and provides a concise narrative about the central events that led to the collapse of Communism in Eastern Europe. We decided to break up the essay into an introductory overview with separate sections on each individual country in rough chronological order of when the regime fell from power. This portion of the site is online and will be available as soon as we transition the new design to the permanent url.

As per our initial project proposal, the largest feature of *Making the History of 1989* remains our database of over 300 annotated primary sources, complimented by tools for analyzing and contextualizing these documents and images. We received a large number of documents from the National Security Archive and the Cold War International History Project of the Woodrow Wilson International Center. Most of these documents pertain to events directly related to the revolutions of 1989 and their aftermath as well as the Soviet involvement in the coterminous Afghanistan War. We have processed all of the nearly 200 documents with Optical Character Recognition (OCR), which will allow users to perform full text searches on these documents, and have uploaded them into the database. Additionally, we have gathered documents, images, and video clips from the Reagan and Bush Presidential Libraries, the Margaret Thatcher Foundation, the Wende Museum of Los Angeles, California, and material on the Solidarity trade union from Special Collections of the University of Maryland-Baltimore County. We have also collected a number of primary sources (texts and images) from the authors of our Teaching Modules and Case Studies. Finally, we have begun translating a few key sources that heretofore have been unavailable in English, such as the founding statement of the Neues Forum (New Forum) movement in East Germany. Since April, we have been concentrating our efforts on excerpting, editing, and annotating each of these documents. To date, we have edited 168 items, annotated more than ninety-eight, and finalized thirty-five. This process will continue throughout 2007 and into 2008.

As part of our intention to make the resources found in the database more accessible to high school teachers and university instructors, we have commissioned six Teaching Modules on a variety of topics, themes, and geographic areas. Each module begins with an introductory essay that provides historical context for a group of ten to twelve annotated and excerpted primary documents. The modules also include reading strategies, discussion questions and answers, as well as a lesson plan and document-based questions that would be appropriate for high school use. Examples of the primary sources found in the modules section 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 four modules and are working with authors of the remaining two. 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. 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 County (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 have completed the editing process for the four modules and post them to the website by late November 2007. Editing and production for the remaining two modules will continue over the coming months.

Making the History of 1989 will also 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. We have received seven completed case studies. David Doellinger, Assistant Professor of History at Western Oregon University, has written a case study concerning the protest of the so-called "Bratislava Five," which honors the memory of those fallen in 1968. Tricia Starks, Associate Professor at University of Arkansas, has written a case study that analyzes Soviet health posters as a method of studying the demographic crisis of the 1980s and post-Soviet eras. Hugh Agnew, Professor of History at George Washington University, discusses in his case study how Vaclav Havel's Independence Day speech can be used as a means of understanding Czech independence. Maura Hametz, Associate Professor at Old Dominion University, has written on the 1991 Italian law governing name changes as an example of how the events of 1989 had an effect outside of Eastern Europe. Basia Nowak, Instructor at The Ohio State University, has contributed a case study that analyzes consumerism in Poland through the use of photographs from the 1980s. Elizabeth TenDyke, Social Studies Teacher at Kingston City Schools, Kingston, NY, shows in her case study how we can use political jokes to analyze the popular perception

of the regime in East Germany. Jon Berndt Olsen, post-doctoral fellow at George Mason University, wrote a case study that looks at the 1988 counter demonstration during the annual Liebknecht-Luxemburg parade in Berlin as a way to analyze the use of memory by the communist regime in East Germany.

We are still awaiting case studies from Jill Massino, Assistant Professor of Women's Studies at Bowdoin College, Jennifer Walton, Adjunct Professor of History at Granite State College, and Melissa Bokovoy, Professor of History at the University of New Mexico. These case studies cover oral histories in Poland, President Reagan's speech in front of the Brandenburg Gate in Berlin, and the collapse of the Yugoslavian federation. We expect to receive drafts of each of these case studies during the fall of 2007. (See Appendix for curriculum vitae for contributors added to the project since the last Interim Report.)

The scholar interviews section of the project complements the primary sources, modules, and teaching case studies. In this section, leading historians from the field offer advice on how historians construct historical narratives using evidence like that found in our collection on 1989. We have completed interviews with our four "expert learners" – Bradley Abrams, Associate Professor at Columbia University, Maria Bucur-Deckard, Associate Professor at Indiana University, Padraic Kenney, Professor at Indiana University, and Vladimir Tismaneanu, Professor at the University of Maryland. All four interviews are complete and have been transcribed. We are currently working on editing the video for posting to the website.

This summer we began to actively engage the public with our work on *Making the History of 1989* by presenting at the conference for the Society for Historians of American Foreign Policy in June 2007. In the fall and winter, we will be presenting on the project at the Southern Historical Association in Richmond, Virginia, in November 2007, the American Association for the Advancement of Slavic Studies, also in November 2007, and at the American Historical Association annual conference in January 2008, in Washington, DC.

During the summer of 2008, we will be hosting an NEH Summer Institute for fifteen high school teachers from around the country. During this two-week intensive experience, the participants will take part in sessions devoted to acquiring content knowledge and others devoted to developing teaching materials on the events of 1989. The resources of *Making the History of 1989* will be one of the centerpieces of the two-week experience and will also give us a chance to pilot-test what we have created.

We have successfully managed to raise matching funds in the amount of \$10,000 from the German Historical Institute and are requesting the matching amount from NEH.

Overall, we have continued to make good progress during this third six-month period of the grant. We have settled on a design for the website and continue to refine and add new features. Although much of the content is not yet "live," we continue to add content each day which is automatically updated on the website. 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.

T. Mills Kelly
Center for History and New Media
George Mason University

Kelly Schrum
Center for History and New Media
George Mason University

Jon Berndt Olsen
Center for History and New Media
George Mason University