

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

Principal Investigator, Roy Rosenzweig
Project Co-Directors: Mills T. Kelly, Kelly Schrum
George Mason University

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Report covering to July 1, 2002 to December 31, 2002

During the first six months 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. 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 all editors and authors. We raised matching funds of \$30,000 from The Gladys Krieble Delmas Foundation. And we built the internal side of the website, the database, using open source code in MySQL served by PHP on a Linux server. In September, we made the *World History Matters* website publicly available (<http://chnm.gmu.edu/whm/>) with descriptions of all features and participating scholars. We then shifted our focus to developing content.

Finding World History (<http://chnm.gmu.edu/whm/whmfinding.html>) 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 500-700 word reviews of these online archives and discuss materials available, strengths and weaknesses, and classroom suggestions. We received a draft of the framing essay, written by Deborah Vess, which introduces issues in using online sources, such as reliability, quality, and translation. Vess is currently working on revisions.

During summer 2002, we worked with editors to develop lists of quality online primary sources for seven regions (Africa, Cultural Contact, East Asia, Europe, Latin America, Middle East & North Africa, and South Asia) and met several times to discuss review format and style. We found a number of excellent sites covering the Pacific Basin and have since added Kirsten McKenzie as the Pacific Basin editor. McKenzie teaches history at the University of Sydney and is author of *Scandal in the Colonies: Sydney and Cape Town, 1800-1850*. The editors then began writing reviews and we held an editorial board meeting to share reviews and provide feedback. We now have 12 completed reviews (see, for example, a review on the Colonial Latin America website <http://chnm.gmu.edu/whm/d/31/> or a review of *Harappa: The Indus Valley and the Raj in India and Pakistan* <http://chnm.gmu.edu/whm/d/34/>). 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* browse page, users may browse reviews by region or time period. Users may also search from the full search page to locate reviews by topic, keyword, or type of primary source.

In September 2002, CHNM received funding from the Delmas Foundation to expand our coverage in *Finding World History* to include additional reviews on Europe. We have therefore divided Europe into four separate categories: Ancient, Medieval, Renaissance, and Modern. Each subcategory will include 15-20 reviews of primary source archives bringing the total for the entire *Finding World History* section to more than 200 reviews. We have added a number of excellent scholars from the George Mason University Department of History and Art History to work on this section:

Ancient—**Randolph H. Lytton**, Professor of History, GMU, whose research interests include Alexander the Great, classical intellectual history, and classical historiography and **Carol C. Mattusch**, Mathy Professor of Art History, GMU; author of *The Victorious Youth, Classical Bronzes: The Art and Craft of Greek and Roman Statuary*, and *The Fire of Hephaistos: Large Classical Bronzes from North American Collections*.

Medieval—**Bruce R. O'Brien, Jr.**, Associate Professor of History, Mary Washington College and author of *God's Peace and King's Peace: The Laws of Edward the Confessor*.

Renaissance—**Sheila ffolliott**, Professor of Art History, GMU and author of works on the role of art in the political arena, on art patronage and collecting, and on issues of gender, primarily concerning 16th-century Italy and France and **Mack P. Holt**, Professor of History, GMU; author of *Branches of the Vine: Reformation and Culture in Early Modern Burgundy, 1477-1630* (forthcoming), *The French Wars of Religion, 1562-1629*, and *The Duke of Anjou and the Politique Struggle During the Wars of Religion* (1986).

These scholars join **T. Mills Kelly**, Assistant Professor of History, GMU, who is now the editor of modern Europe.

Unpacking Evidence (<http://chnm.gmu.edu/whm/whmunpacking.html>) offers eight guides to analyzing primary sources as part of world history. The initial primary sources we selected (Material Culture—Images; Material Culture—Objects; Maps; Music; Official Documents; Personal Accounts; Quantitative Evidences; 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 10-12 sites for each primary source for the webographies and are in the process of writing the annotations.

We have worked with all of the guide authors to create deadlines for an outline, a rough draft, and a final draft. We received our first final draft of the guide to Travel Narratives, written by Jerry Bentley, in December 2002 and are finalizing the design for this feature (a prototype is available at <http://chnm.gmu.edu/whm/unpacking/travelmain.html>). We are currently developing interactive exercises for this first guide and anticipate having a fully working guide online by spring 2003. In addition, we have received a first draft of the guide to using material culture—objects, by Daniel Waugh. Authors for the guides to maps, music, and quantitative evidence will send drafts by March 2003. Due to schedule conflicts, we have replaced two guide authors. Beverly Mack is writing the guide to Personal Accounts. Mack is Associate Professor, African and African-American Studies, University of Kansas and author of *One Woman's Jihad: Nana Ama'u's Life and Works* (co-author), *Cling to the Rope: Muslim Women's Scholarship in West Africa 1650-1995*, and *The Popular Song: Hausa Women's Poetic Voice*, as well as many other articles and

books. David S. Trask is writing the guide to official and government documents. Trask is Professor of History, Guilford Technical Community College, co-editor of special issue of *The History Teacher* (November 1999) on teaching history at two year colleges, and former contributing editor for the teaching column, *Perspectives, the Newsletter of the American Historical Association*.

Analyzing Documents offers eight media 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 clips in which leading scholars interpret the document and discuss strategies for overall analysis while viewing the primary source or related visual materials.

We conducted our first interview in December 2002 with Lawrence Butler, Professor of Art History at GMU. Butler is a medievalist with particular focus on Byzantine and Islamic art and architecture. A sometime resident of Istanbul, Turkey, he has published on the Hagia Sophia and related sixth-century structures, and on the history of American scholarship in the eastern Mediterranean. His teaching interests span the medieval Eurasian world from Iceland to China, with special attention to trade connections, cultural property issues, and the Silk Road. Butler analyzed a building, the Hagia Sophia, using floor plans and photographs.

We conducted three additional interviews at the January 2003 American Historical Association meeting in Chicago, Illinois. Those interviewed were Merry Wiesner-Hanks, Professor of History at the University of Wisconsin-Milwaukee, Dana Leibsohn, Professor of Art History at Smith College, and Gerald Danzer, Professor of History at the University of Illinois-Chicago. Wiesner-Hanks analyzed personal narratives from the early modern era; Leibsohn analyzed images produced in post-conquest Mexico; and Danzer analyzed world maps in their historical context. All three scholars are widely published and recognized authorities in their fields.

We are planning interviews with scholars in the mid-Atlantic region for the remaining four interviews.

Teaching Sources offers sixteen case studies in which experienced classroom teachers offer a look “behind the scenes” into planning and teaching a primary source 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 received six of these essays from a diverse group of historians and have another half dozen promised during the coming semester. The current set of contributors include both high school teachers and those teaching at the college level. Sources represented in the first half dozen essays include travel narratives from both Europe and the Middle East, images from modern India, and documents from the Cold War. The next set currently being written are likewise drawn from a diverse group of scholar-teachers, both from the

high school and college ranks, and we expect to have the final set of essays written and available online by the end of the summer of 2003.

In the next six months, we will continue developing content, finish all design work, and begin producing the guides in *Unpacking Evidence* and the *Analyzing Documents* modules. To work on production, we have recently hired Amanda Shuman. Shuman finished her undergraduate work with a B.S. in Business Information Technology and a minor in history. She will begin graduate work in history at George Mason University in spring 2003. We have begun sharing *World History Matters* with colleagues, but in the next six months will also begin piloting the site with high school and college teachers of world history and publicizing the website.

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 Matters*. In fall 2002, the average number of page views on the CHNM home page was 725,000 per month (close to 5,000,000 hits). Traffic for *History Matters*, another NEH funded project (<http://historymatters.gmu.edu>) almost doubled from fall 2001, reaching an average of 400,000 page views per month (average number of hits was 1,500,000). Among the reasons for the increase were: 1) the expansion of the site, including more documents, annotations, and lesson plans; 2) increased publicity efforts, especially announcements sent to all H-NET lists, journal articles designed for teachers, and conference presentations; and 3) national publicity for the September 11 Digital Archive (<http://911digitalarchive.org/>). Visitors come primarily from the U.S., but the logs record visits from at least fifty different nations.

In sum, we believe that the project is moving along extremely well. We have made enormous progress during this first six months of the grant: creating the infrastructure and design for the website, raising matching funds of \$30,000 as well as additional money for expanding coverage of Europe, and developing content for all four features.

We would, of course, 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.

Roy Rosenzweig
Center for History and New Media
George Mason University