

Teaching History with Online Resources

Revolutionizing the Teaching & Learning of History at the High School, Community College, & University Levels

PROPOSAL TO THE
WILLIAM & FLORA HEWLETT FOUNDATION

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Executive Summary

The opportunity: A vast, free historical archive has emerged on the Internet. New technology, together with millions of dollars in government and foundation funding, has democratized access to the historical record in ways unimaginable. Historical resources once available only to senior, credentialed scholars with big research budgets are now at the fingertips of every citizen and student.

The problem: The potential represented by this development has only been partially realized because most students lack the skills to decipher historical texts and to synthesize them into coherent narratives. Many teachers are similarly ill prepared. We have made effective use of the Internet as a distribution system—a massive printing press and library—but not as a place of learning and instruction. Computers have become engines of production and consumption, not engines of inquiry and learning.

What we will do: This project addresses the paradox of an abundance of historical texts and a dearth of students and teachers able to read these texts in sophisticated ways. Rather than seeing new technology as the problem, we want to make technology part of the solution. We want to develop web-based resources for teachers and students that will democratize historical understanding and promote core features of academic literacy.

How we will do it: We propose a three-year project that will create resources for teachers and students in the basic U.S. history survey course taught regularly in high schools, community colleges, and colleges. These resources will show students how to read historical documents critically, and how to synthesize evidence from those documents into coherent narratives. Such materials 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 A parallel site for teachers will help them understand how students think about historical documents—a process that is often equally mysterious to them.

What we will produce: In order to insure broad application of the materials to history classrooms across the country, we will develop modules for teaching four central topics in the history curriculum—Reconstruction, the Progressive Era, World War II, and the Cold War. We will extensively test those modules with diverse groups of students in the kinds of urban high schools, community colleges, and colleges where most American students learn about the past.

Why now: The proposal responds to the contradiction between the wealth of free historical resources and the poverty of approaches that make effective use of them—a contradiction that the Hewlett Foundation highlighted in its concern over “impediments to development, promotion, and use of open content.” It responds equally to the current crisis of literacy and to a renewed interest in the teaching of American history.

Why us: Sam Wineburg’s research into historical thinking provides the theoretical and practical underpinning to this work. Roy Rosenzweig’s Center for History and New Media at George Mason University has been internationally recognized for its cutting-edge work in using new media to advance historical understanding. Thus, this project brings together a team with unique credentials in education, history, cognitive psychology, and technology to develop resources that will permanently change the way history is taught and learned.

Teaching History With Online Resources

Introduction: On Constitution Day, September 17, 2002, the National Archives and Records Administration and its partners launched *OurDocuments.Gov*, a website that puts the most important documents of American history into the hands of anyone with an Internet connection. Now any student in a wired classroom can download FDR's "Four Freedoms" speech or the Congressional censure of Joseph McCarthy. Young people have at their fingertips digitized versions of the handwritten Federalist Number 10, Declaration of Independence, and Constitution.

OurDocuments.Gov is only one drop in a vast sea of digital historical archives that have flooded the Internet in the past decade. The Library of Congress's *American Memory* presents more than 8 million historical documents, including 61,000 pages from the Abraham Lincoln Papers, 341 early motion pictures and 81 disc sound recordings from the Edison Companies, and 160,000 photographs from the Farm Security Administration-Office of War Information Collection. Hundreds of millions of dollars in federal, foundation, and corporate funds—\$60 million just for *American Memory*—have gone into digitizing a startlingly large proportion of our national heritage.

What was once beyond imagination is now commonplace: a student sitting in his or her own home or classroom in Nome, Alaska or Key West, Florida can access a vast, dispersed "national archive." Access to archives was once barred except to those with specialized credentials and training. Today, any novice can wander into a digitized wonderland, reviewing materials formerly kept under lock and key. The goal of making historical evidence available to the masses has been met with incredible energy in the hope that students would have the experience of encountering history as historians do, rather than in predigested textbook narratives. But the corollary hope—that digitized material would be used to reenergize and transform history instruction—remains unfulfilled. We have democratized access to resources but not to the kind of instruction that would give meaning to these resources. Making sense of historical sources requires a sense of context (deep knowledge of the document's era) as well as a set of historical procedures that trained historians make part of their routine.

Thus, our classrooms now have an abundance of Internet connections and online historical documents. The question is how we can use these resources to bring about significant educational improvement.

Diagnosis: Americans have an almost religious faith that technological advance leads directly to educational benefit. Yet, in many school districts, state-of-the-art computers sit idle or are used to teach the dull content that formerly appeared on worksheets. Historian Larry Cuban has documented how computer initiatives are often long on hardware and short on the human "software"—the professional development for teachers that might lead them to use computers to advance student learning. When teachers do participate in relevant professional development, it focuses largely on

management issues (how to help students navigate the Internet, how to conduct searches, how to manage multiple students working independently at computers at varied paces) and not on issues at the core of teaching and learning—how historical materials might become significant texts in creating a meaningful narrative.

In history education, this problem is most acute at the high school level. The majority of middle and high school history teachers have no training in analyzing and interpreting historical documents: 84 percent of those currently teaching history have neither majored nor minored in history. The gateway to teaching history is social studies, and the gateway to teaching social studies can be almost anything. To expect that teachers who have studied psychology or child development to be able to deal effectively with historical documents—not to mention being able to teach students to do so—makes no sense. No amount of uploading material to the web will lead to educational change without first addressing the problem of teacher knowledge. Indeed, digital access to vast collections of documents can even make things worse by letting students loose in an archive without first teaching them how to approach evidence. At least drab textbook narratives offer structure and timelines, which, despite their dullness, can sometimes help students build a sense of story. But a non-linear archive such as the *Valley of the Shadow* website, an extraordinarily rich repository on the Civil War, can overwhelm unsuspecting students and smother their desire to learn.

Although Internet presents nearly limitless opportunities to transform history education, two barriers prevent these benefits from being realized:

- (1) Most students lack the comprehension skills needed to decipher difficult and fragmented historical texts and to synthesize them into coherent narratives;
- (2) Most teachers do not themselves know how to read and interpret historical documents, and thus are unable to help their students learn the necessary skills.

It might be tempting to simply reject the Internet, to “just say no” to technology, as some have urged. Instead, we believe we can make technology into part of the solution by creating web resources that tackle *both* teachers’ knowledge *and* students’ deficits in reading. To do this, we will focus on core topics in the high school and college history sequence in U.S. history.

Our intervention is not meant to replace traditional history textbooks. The history textbook is simply too entrenched, too much a part of the grammar of schooling, to disappear, at least in our lifetimes. Rather, we will teach teachers and students document-based historical reasoning, the disciplined review of written testimony. Documents are to the historian what the laboratory is to the scientist: without access to the raw materials of history, the documentary record, the history student is forever a spectator to a story already made. The careful review of historical documents not only

sharpens one's sense of language and genre, but also cultivates the ability to deal with contradiction and complexity.

At the high school level, the exhortation to use documents in history classes is at least as old as Charles Hubbard Judd's 1916 *Psychology of High-School Subjects*, and remains the perennial rallying cry of nearly every curricular reform at the secondary level. But the only reliable place to find the use of historical documents at the secondary level is in the Advanced Placement curriculum, which features "document-based" questions ("DBQs") on their end-of-year examination. In the typical DBQ, a student is confronted by 10-12 sources and must use them to compose an argumentative essay, complete with thesis statement and supporting evidence. Although there are many problems with this format (not the least of which is 45-minute limit for reviewing the 12 documents and composing a coherent essay), the DBQ provides a shining example of an assessment that prepares high school students for the reasoning and writing they will do in college. AP classes in which students prepare weekly DBQs are venues that develop the skills students need to survive and flourish in academic contexts.

The DBQ and the Advanced Placement curriculum have traditionally been the province of the elite, and this remains the case in heavily tracked American high schools. Children of privilege are taught skills that open the gates to further education while children of poverty are treated to low-level textbook knowledge that prepares them for dead-end jobs. But all is not bleak. In Seattle's Roosevelt High School, a decaying facility in the heart of the city, the gates to Advanced Placement were thrown open in the mid-1990s. Roosevelt's teachers in that school realized that by restricting access to the AP curriculum they only widened the achievement gap. These educators concluded that the thinking embedded in the evaluation of documents was not an add-on or a supplement to assign *after* students mastered a fixed historical narrative. Rather, the ability to evaluate documents critically and to write argumentative essays are skills necessary for the exercise of informed citizenship. In 1989, there was one period of AP U.S. history at Roosevelt. Today, any student willing to do the work is admitted in one of the six AP U.S. history sections.

Our Project. Our project would include two major sections—one for classroom use, intended for students (at the high school, community college, or college level), and one for teachers.

Scenario. It is late April and a group of 11th grade students at East Palo Alto High School have just completed a unit on World War II. These students, all from homes where no parent has gone to college, have read the textbook narrative and have some familiarity with the issues and events. As part of their daily history assignment, their teacher directs them to our website, where they encounter the day's document-based exercise, analyzing President Harry Truman's diary entry in which he considers the impact of dropping the first nuclear bomb on Japan.

Document: Excerpt from Truman's Diary, July 25 1945

An experiment in the New Mexico desert was startling -- to put it mildly. Thirteen pounds of the explosive caused the complete disintegration of a steel tower 60 feet high, created a crater 6 feet deep and 100 feet in diameter, knocked over a steel tower 1/2 mile away, and knocked men down 10,000 yards away. The explosion was visible for more than 200 miles and audible for 40 miles and more.

This weapon is to be used against Japan between now and August 10. I have told the Sec. of War Mr. Stimson to use it so that military objectives and soldiers and sailors are the target and not women and children. Even if Japs are savages, ruthless, merciless and fanatic, we as the leader of the world for the common welfare cannot drop this terrible bomb on the old capital or the new.

He and I are in accord. The target will be a purely military one and we will issue a warning statement asking the Japs to surrender and save lives.

Sources: Harry S. Truman Library, Papers of Harry S. Truman. Diary, July 17, box 333, president's secretary's files; diary, July 16, "Ross, Mr. and Mrs. Charles G. (handwritten)" box 322, president's secretary's files. (Taken from online version at PBS's American Experience.)

An experiment in the New Mexico desert was startling -- to put it mildly. Thirteen pounds of the explosive caused a crater six hundred feet deep and twelve hundred feet in diameter, knocked over a steel tower a half mile away, and knocked men down ten thousand yards away. The explosion was visible for more than two hundred miles and audible for forty miles and more. This weapon is to be used against Japan between now and August 10. I have told the secretary of war, Mr. Stimson, to use it so that military objectives and soldiers and sailors are the target and not women and children. Even if Japs are savages, ruthless, merciless and fanatic, we as the leader of the world for the common welfare cannot drop this terrible bomb on the old capital or the new. He and I are in accord. The target will be a purely military one and we will issue a warning statement asking the Japs to surrender and save lives.

There, amid the stately loops of Truman's cursive, students encounter the startling claim that "the Japs are savages." The high school student must pass judgment: Was Truman a racist, more so than the average American in 1945? How would we decide? And, did Truman really believe that the target would be a "purely military one" to be used as a "warning statement" that would ultimately save Japanese lives? Using online hints and navigation buttons, these are just some of the questions to which students would be directed, in order to help them develop ways of thinking about historical context and meaning. The web has made it easy to put needed contextual information (e.g., a timeline of key events, knowledge of the geography of Japan, the identity of Secretary of War Henry Stinson) at students' fingertips with the click of a mouse

In typical web-based materials for students, "extension activities" quickly depart from the textual evidence to tap students' emotions and role-playing capacities—common activities in social studies classrooms. For example, an otherwise excellent PBS site offers the following activities in the "Take it Further" activity list for teachers of this document:

- Imagine you are a soldier in the Korean War. Write a letter home describing your experiences and your feelings about the war. Write an outline (or a script) for an episode of M*A*S*H, the popular television series set during the Korean War.
- Margaret Truman has become a well-known mystery writer. Her novels are usually set in famous places in Washington, D.C. Write a short mystery story that involves Harry Truman and other figures in the government at the time.

- Research and report on the Manhattan Project, the secret U.S. project to develop an atomic bomb. Find out how it got started, the course of the project, and the fate of the various scientists involved.
- Watch the satirical movie *Dr. Strangelove* or the films *Fail Safe* or *On the Beach* and write a review.

Although these activities might be motivating and engaging for students—and conform to current conceptions of “best practice” in social studies—the feature that unifies them is how quickly each departs from the written text. The text is springboard to something else; the key ingredient is “student imagination” untethered to historical fact and detail. These exercises validate imagination, not close reasoning from evidence. No existing sites allow high school students to enter—in developmentally appropriate ways and with scaffolded text rewritten at appropriate grade levels—the thicket of historiographic controversy. In our site, Truman’s diary would be linked to excerpts from John Dower, the Pulitzer-prize winning author of *Embracing Defeat*, who points out the contradiction between Truman’s “desire” to save Japanese lives and haste in which a second bomb landed on Nagasaki. Dower’s reasoning would be contrasted with Paul Fussell’s arguments in *Thank God for the Atomic Bomb* that historians distant from a time period fail to understand the ethos of a historical moment, and that Americans in harm’s way viewed the bomb differently from armchair academics. But juxtaposing these two positions and expecting students to see the critical differences between them is naïve pedagogy; putting text on the web is a necessary but woefully insufficient first step. Dower and Fussell are important voices for students to hear, but numerous aids need to be in place, including, for example,

- Embedded questions and rollovers that alert readers to main idea and provide clues to major sources of disagreement.
- Rollovers for the entire text that provide translations into Spanish (easily achieved with such commercially available programs like *Babylon*).
- Biographical information on each author that alerts readers to their political stance and social commitments, the kind of information historians consider when trying to understand the interest of a particular author.
- Post-reading questions for students that provide teachers with immediate feedback on students’ developing understanding (for example, that most students believe that Truman’s use of “Jap” indicated a level of racism far beyond the average white American of the day, even after students have reviewed *Time Magazine* and *New York Times* articles that liberally used that epithet.) This feature is crucial in offering teachers on-going formative assessment of their students’ developing understanding.

- Practice exercises through which students will be able to test their developing skills in documentary analysis.

- Advice and templates for organizing documentary evidence into historical narratives that focuses on corroboration and synthesis across multiple documents.

Many students lack an appreciation for “close reading” —the ability to analyze each component of an argument, including not just its obvious claims but also the language used to make them. Perhaps the most important feature of the encounter with documentary evidence would be to actually see how historians from different persuasions and commitments interpret the same text that young people are assigned. To do this, prominent historians would be videotaped doing “think alouds” on the Truman diary, and streaming videos of these readings would be posted on the site. In this way, the web serves the goals of social justice in an educational system marked by inequity. Students’ understanding of history would no longer depend on listless textbook accounts or luck-of-the-draw teacher assignments. Rural or urban, black or white, well-heeled or needy, students could have access to the deep, close readings that are at the heart of historical study. By vivifying historical debate, and turning previously unproblematic issues into ones of burning concern, students will see history as a site of engagement and passion—a field in which one’s heart, not just one’s memory, comes into play. The goal is to engage student’s passion in doing history itself rather than through a series of displacements that characterize many online sites such as *American Experience*.

The Curriculum. We will focus the content around four core topics in the second half of the U.S. history survey course—Reconstruction, the Progressive Era, World War II, and the Cold War. We have resisted the temptation to focus on more exotic topics that instructors generally lack the time to incorporate. But we will, of course, take advantage of the latest scholarly approaches to these traditional staples of U.S. history. The same material is also taught in every community college, college, and university—often in mandated survey courses at state universities. Although we will focus particularly on high school classes, most of the same materials can be readjusted for use in community college and college survey courses, where the teaching challenges are often similar (although teachers generally have more advanced history degrees). One of the advantages of the web is that with relative ease we can create a separate interface geared to community college and college students and instructors.

Each of the four modules would have multiple document packages and will be divided into three parts: (1) models, (2) guided practice, and (3) do it yourself exercises. This structure provides the necessary models and scaffolding to allow students to become independent and sophisticated practitioners of the arts of historical reading and writing.

A critical feature of these modules is that they would be based on an open learning architecture that would allow other teaching materials to be grafted onto them in a

simple and compelling way. This architecture would be implemented using XML in a similar way to MIT's OpenCourseWare project. In this way the modules would be extensible. By promoting the fundamental information architecture underlying our project, we would encourage other educators to create their own document-compliant modules. We would maintain a centralized database of existing modules, which would allow teachers to create ad hoc lesson plans across the distributed network, and to combine pieces of different modules to satisfy a specific state's standards of learning. Navigation buttons would allow teachers to see how features of the modules address their state standards in both history and reading/literacy.

Teacher Resources. The site for teachers would provide a twist on the notion of a "teachers' edition" of a textbook. Building on the insights of the National Research Council's report *How People Learn*, the site would showcase examples of students' thinking: how young people at different reading levels and ages interpret primary sources and formulate written arguments based on them. In this sense, the web would be used to open up the "black box" of student cognition, and help teachers understand students' capabilities as well as their misconceptions.

The advantage of using student understanding for teacher professional development that it is less intimidating and more immediate than a brittle list of instructions for how to read a historical document. It is also more flexible. A video of a student generalizing from Truman's use of "Jap" could be linked to a structured web showing how historians put words into context and attempt to understand the past based on the world views of actors rather than on present-day conceptions. In this way, student misconceptions provide the opening for teachers (who may themselves lean toward the same interpretations) to experience different ways of thinking historically. It could also serve as a prototype for instructional materials at the preservice level of teacher education, where virtually no materials exist for teaching historical reasoning of the sort described here.

Like students, teachers need to see expert historians reading documents, but even more, teachers need a sense of how to teach students to read analytically and historically. To do this, teachers must see such classrooms in action—how skilled pedagogues organize instruction around key documents and model for students key features of historical reasoning. We will videotape expert teachers and incorporate selections of their teaching into the teachers' edition of the site. In post-observation interviews with expert teachers we will investigate what experts were thinking during the heat of classroom action, and words from these post-interviews will be used as voiceovers during the clips of classroom instruction. Just as a director's cut of a DVD reveals the decision points of a master filmmaker, these clips will give viewers insight into how expert teachers choose from competing pathways during the heat of classroom instruction.

There are many variations on this idea (e.g., posting expert teachers' feedback on students' essays, along with the essays themselves, etc.) but the teachers' site would have five basic components:

- (1) Examples of students from different backgrounds, ages, and reading levels reading the same documents, with online commentaries from historians, cognitive psychologists and expert teachers, on the nature of these readings.
- (2) Examples of actual teaching by expert teachers—including their own commentary on their teaching.
- (3) A growing database of student responses to the online exercises. In effect, the site itself will become an engine for research on student learning by collecting diverse responses by actual students to actual exercises.
- (4) Ready-made materials that teachers can download and print to be used in direct instruction for helping students improve their reading of written historical material.
- (5) Interactive web-based examples of how a document might be broken into its components and read both deeply and closely.

Why now? The most important context for this proposal is the contradiction between the abundance of digital historical resources and the poverty of approaches that make effective use of them. We have turned the Internet into a distribution system—a massive printing press and library—but not into a place of learning and instruction. Computers have become engines of production and consumption. If they are to truly aid education, they must become engines of inquiry and learning.

But two other factors make this a compelling moment for this project. First, we are faced with an unforgivable crisis of literacy. According to 2003 NAEP data in reading, half of all 12th-graders in Los Angeles, the District of Columbia, and Atlanta are reading at the “Basic” level, or at about 4th grade. This is criminal. We need to refocus history instruction at the secondary level (and even in college) as *primarily* about teaching ways of reading and writing. We need to make the history curriculum an encounter with literacy-rich materials—a place of literacy. Thus, while this project incorporates important non-written sources (photographs, films, music), the emphasis is on the written word. As an educational system, we have made great strides in helping children learn to read. We have failed them, however, in helping them read to learn.

Second, this initiative is particularly needed at a moment of greatly renewed interest in the teaching of American history at both high school and college levels—partially a response to alarms over the lack of student knowledge of U.S. history as evidenced in standardized tests. Although we might question whether factual tests are the best indices of student understanding of the past, these concerns have focused unprecedented attention on high school history classrooms. The most concrete

manifestation is found in the Department of Education's massive funding (approximately \$350 million awarded and appropriated so far) for the "Teaching Traditional American History" (TTAH) program (see <http://www.ed.gov/programs/teachinghistory/funding.html>).

Although that program is currently funding many laudable professional development efforts, its narrow guidelines limit where and how federal funds may be spent. As a result TTAH supports neither the development of sophisticated teaching and curriculum materials nor research into how students learn. At the same time, the professional development activities are helping to improve teachers' historical content knowledge and, hence, make them more eager for the kinds of sophisticated teaching materials that we propose to develop. Many TTAH programs around the country assign teachers Sam Wineburg's *Historical Thinking and Other Unnatural Acts*. But none of these programs are producing teaching resources that build on that book's insights. Thus, the modules developed here would find a ready audience in TTAH workshops, which would provide an important avenue for national dissemination.

Why Us? This project brings together a team with unique credentials—spanning the disciplines of education, cognitive psychology, and history—to develop resources that we hope will permanently change the way U.S. history is taught and learned. It is a group that is well positioned to bring together the necessary alliance of historians, learning specialists, classroom teachers, and new media experts to bring off this project.

The PI is Sam Wineburg, Professor of Education at Stanford, who has conducted research on how students learn history for more than a decade and a half. A former history teacher who completed a Ph.D. in educational psychology at Stanford under Lee Shulman in 1990, Wineburg's research has appeared in venues as diverse as *Cognitive Science*, the *Journal of American History*, and the *Phi Delta Kappan*. A member of the task force that produced the report *How People Learn*, Wineburg's *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* won the Frederic W. Ness Award for the most "significant contribution to the understanding of the liberal arts" from the Association of American Colleges and Universities (AAC&U) in 2002. Newspaper articles describing his work have appeared in the *New York Times*, the *Washington Post*, and the *Philadelphia Inquirer*, and a story about his work was featured on NPR's *All Things Considered*.

Wineburg's research group will partner with Roy Rosenzweig, the Mark and Barbara Fried Professor of History & New Media at George Mason University. Rosenzweig's Center for History and New Media (CHNM) is internationally known for combining cutting edge digital media with high quality historical scholarship to promote an inclusive and democratic understanding of the past as well as broad historical literacy. CHNM's work has been recognized with major awards and grants from the American Historical Association, the National Endowment for the Humanities, the Department of Education, and the Sloan, Rockefeller, Gould, Delmas, and Kellogg Foundations. In 2003, CHNM's work was recognized by the Richard W. Lyman Award (awarded by the

National Humanities Center and the Rockefeller Foundation), given to CHNM's founder and director, Roy Rosenzweig, for his "outstanding achievement in the use of information technology to advance scholarship and teaching in the humanities." This was only the second time that the Award has been made.

CHNM maintains a wide range of online history projects directed at diverse topics and audiences, making them available at no cost through its website (<http://chnm.gmu.edu/>). Among these are *World History Sources* (<http://chnm.gmu.edu/worldhistory>) and the forthcoming *Women in World History*, which help teachers and their students locate, analyze, and learn from online primary sources; *ECHO: Exploring and Collecting History Online* (<http://chnm.gmu.edu/echo>), which collects, organizes, and preserves digital materials in the recent history of science and technology; and *History News Network* (<http://chnm.gmu.edu/hnn>), a web-based magazine that places current events in historical perspective. CHNM and the American Social History Project/Center for Media and Learning at The Graduate Center of The City University of New York have collaborated on several projects also presented through the CHNM website, including *The September 11 Digital Archive* (<http://911digitalarchive.org>), which has collected more than 135,000 digital objects related to the September 11th attacks; *Liberty, Equality, Fraternity: Exploring the French Revolution* (<http://chnm.gmu.edu/revolution>), an online archive and teaching resource, and *History Matters* (<http://historymatters.gmu.edu>), a resource center and portal for teachers of U.S. history. From July 2002 to 2003, CHNM's websites had 205 million hits and more than 6 million visitors—making it the busiest non-commercial history education site on the entire World Wide Web.

History Matters, which attracts more than three-quarters of a million visitors per year, is of particular relevance to this project because it not only serves as portal to the Internet for thousands of history teachers but also because it includes features that pilot concepts discussed here, including "Making Sense of Evidence," and "Scholars in Action." *World History Matters*, which is just being launched publicly this spring, includes a similar set of resources for teaching World History.

Work Plan. We propose a three-year project. Throughout the design process, we will test our materials in classrooms at *three* levels: (a) high school (in urban sites in San Francisco and East Palo Alto, and possibly Seattle), (b) community college (we have an ongoing relationship with North Virginia Community College, a system serving a heavily immigrant population); and (c) public university (we will use our materials in the required freshman U.S. history survey at George Mason).

Year 1 will focus on design and development of the project ideas and the website. The core of this effort will be a one-week intensive workshop that will bring together leading historians, veteran teachers, cognitive scientists, and technologists to sketch the basic contours of the site. This process will be unique in seating at the same table this broad-ranging team. The goals for this year will be to make choices about material selection and to begin the process of material creation (e.g., gathering the think-alouds from students and historians). Our deliverable for Year 1 will be a beta version

of one complete module, and outlines of the design and interface for the other three modules.

Year 2 will concentrate on prototyping and testing the site with diverse groups of teachers and students, at the high school, community college, and public university levels. We will continue work on the remaining three modules, and begin the process of videotaping expert teachers using these materials in their classrooms. By the end of Year 2, we will have beta versions of all four modules.

Year 3 will be devoted to completing the site, and gathering formal evaluation data (treatment/control and pre-post experimental data) at the different sites. Another core activity in Year 3 will be dissemination. Beyond the conventional means (conferences, articles, mailings), we intend to hire a graduate student who will serve as the “evangelist” for the project. This evangelist will travel to the dozens of Teaching Traditional American History (TTAH) workshops across the country that are being conducted every summer. Because of the massive funding that the Department of Education has poured into TTAH, this innovation has emerged as a uniquely important venue for reaching large numbers of high school teachers. Finally, the Center for History and New Media (CHNM)—through its projects and websites—already has a large network (and an email list in the thousands) of teachers at high school, community college, and college levels that provide an important audience for these resources.

Beyond Year 3: We do not see our project as a short-term quick fix but a sustained effort at reforming the teaching of American history. CHNM has a \$2 million endowment and ongoing support from GMU, which will allow it to maintain, for the foreseeable future, any web-based resources created under this grant. (Significantly, other organizations are turning to CHNM to maintain their digital history projects. Harvard University recently gave CHNM its award-winning history website, *DoHistory*, because it felt that the site would be better maintained and expanded at CHNM.)

In addition to maintaining everything created under this grant, we intend to expand and build upon this work. Some efforts (e.g., creating new modules, running summer institutes with teachers based on the modules) will require additional funding. One of the most important avenues for further work is influencing teacher preparation in the nation’s 1,234 schools and departments of education. At present, there are no comparable materials for teacher preparation in history, and we are committed to filling this important gap. We see some other federal funding opportunities (e.g., NEH and FIPSE) for some of these efforts. Indeed, our hope is that the success of this project will lead NEH to increase funding opportunities for related projects.

Even without additional grant funds, we see possibilities for generating income that would support the expansion of the materials created under this project. For example, we could offer fee-based professional development workshops (both

online and in person) for school districts and use some of the income for developing new online resources. In addition, if the Department of Education continues funding the TTAH program, we would be able to offer fee-based workshops to school districts receiving federal funds. Another project that would both generate additional funds as well as disseminate the results of this work is a companion, print book that would include some of the documents and outline the approach to teaching that we are talking about here. But the truth is that we are wandering into relatively uncharted territory, and we are not completely sure what the future holds.

Why the Hewlett Foundation? Our team came together because of shared interests rather than because of any request for proposals from a funder. Nonetheless, we see a convergence between the interests of the Hewlett Foundation (as articulated in “2004 Budget Memorandum of the Education Program”) and the work we propose. In particular, our project contributes significantly to three of the five component areas laid out by the Foundation: (1) increasing student achievement, particularly in literacy, by improving instruction in urban school system and community college classrooms; (2) using information technology to increase access to high quality academic content; and (3) improving the quality and equality of California schools and community colleges.

The greatest intersection may be in “using information technology to increase access to high-quality academic content.” Indeed, the most important goals articulated by the Foundation—using information technology to “help equalize the distribution of high-quality knowledge and educational opportunities” and “creating exemplars of academic content that are free and accessible to all on the web”—are also the most important goals for us.

Moreover, we share with the Hewlett Foundation, the desire to “move beyond the creation and dissemination of [open] content to address impediments to use and adaptation of the content by local users” and to create “user tools [that] can overcome obstacles to the use and reuse of freely available content.” As already noted, our key motivation here is our concern that the free content that has emerged on the web in the past decade is not being effectively used by teachers and students in most classrooms.

These concerns have animated the work of the Center for History and New Media since at least 1997 when it first conceptualized *History Matters: The U.S. Survey Course on the Web* as the first portal to web materials for high school and college teachers of American History. One of the key features of that site (funded by the Kellogg Foundation, NEH, and Atlantic Philanthropies) has been the development of the kind of “web-based consumer guide” as a strategy for ensuring “content of the highest quality,” discussed by the Hewlett Foundation. Subsequently, *History Matters* added features to that site (“Making Sense of Evidence” and “Scholars in Action”) that draw on Sam Wineburg’s work on

historical thinking and pilot some of the strategies for teaching students how to use online resources effectively and critically proposed here.

Conclusion. The results of this project will be substantial. We will produce innovative, but tested, materials for the teaching of key topics in the basic U.S. History survey course, as taught at every high school, community college, and college in the United States. These will be lasting materials that will be used repeatedly by tens of thousands of teachers and students across the country and—we believe—will change the way history is taught. And these materials—unlike almost all other curriculum materials in history education—will be rooted in serious research on how students learn. The site will be unique in addressing both student and teacher understanding on the same site and in exploiting the learning and teaching capabilities of the web in ways that goes beyond its distributive qualities.

Equally important, we will produce replicable models that others can borrow and develop (or that we might extend ourselves in other projects) as well as an open architecture that will make it easy to incorporate that further work. Developing materials for every aspect of U.S. history is more than any single project can accomplish. Even if it were possible, it would be preferable to have a diversity of producers. But those diverse producers need models to work from. We will create those models.

Still no change can come from even the best and most innovative resources and tools. The materials need to be complemented by high quality professional development. In this, we can only make a start with smaller workshops during the year. But we will generate professional development models that can be adopted and adapted elsewhere. We will also explore the implications for this work for pre-service teacher education. Sam Wineburg teaches the methods course for history at Stanford, and will test these materials with his Stanford teacher candidates. The field of teacher education is ripe for new approaches to help teachers teach the literacies we seek to develop in this project.

Finally, we see this project as an investment in building intellectual and working relationships among historical scholars, scholars in learning and cognitive science, and veteran classroom teachers. Too often, these groups have proceeded along separate tracks. This is a unique opportunity to foster their collaboration and transform the teaching of American history in the process.

Principal Investigators

Sam Wineburg is Professor of Education at Stanford University. His work stands at the interdisciplinary crossroads of education, cognitive science, and history. He studied religion and history at Brown and Berkeley. He taught high school in public and private settings, and in 1989 completed a doctorate in Psychological Studies in Education at Stanford. He spent twelve years at the University of Washington, where he was Professor, Cognitive Studies in Education, and Adjunct Professor, Department of History. In 2002 he returned to Stanford. His book, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* won the 2002 Frederic W. Ness Award from the Association of American Colleges and Universities, for its contribution to the “improvement of Liberal Education and understanding the Liberal Arts.” He was a member of the 1999 National Research Council/National Academy of Science blue-ribbon commission that produced the report, *How People Learn: Brain, Mind, Experience, and School*. His work on teacher community (with Pam Grossman) won the 2002 “Exemplary Research on Teaching and Teacher Education Award” from the American Educational Research Association. He is married to Susan Monas and father of Shoshana (17), Michael (14), and Raffi (13).

Roy Rosenzweig is Mark and Barbara Fried Professor of History & New Media at George Mason University, where he also heads the Center on History and New Media (CHNM). He is co-author, with Elizabeth Blackmar, of *The Park and the People: A History of Central Park*, which won the 1993 Historic Preservation Book Award and the 1993 Urban History Association Prize. He also co-authored (with David Thelen) *The Presence of the Past: Popular Uses of History in American Life*, which won prizes from the Center for Historic Preservation and the American Association for State and Local History. He co-authored the CD-ROM, *Who Built America*, which won James Harvey Robinson Prize of American Historical Association for “outstanding contribution to the teaching and learning of history.” His other books include *Eight Hours for What We Will: Workers and Leisure in an Industrial City, 1870-1920* and edited volumes on history museums, history and the public, history teaching, oral history, and recent history. He has been the recipient of a Guggenheim Fellowship and has lectured in Australia as a Fulbright Professor. He is currently Vice-President for Research of the American Historical Association. Founder and director of CHNM, he is involved in a number of different digital history projects including the Web site, *History Matters: The U.S. Survey Course on the Web* as well as projects on the French Revolution, the history of science and technology, world history, and the September 11, 2001 attacks. His work in digital history was recognized in 2003 with 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.”

Center for History and New Media

Since 1994, the *Center for History and New Media* (CHNM: <http://chnm.gmu.edu>) has used digital media and computer technology to change the ways that



people—scholars, students, and the general public—learn about and use the past. We do that by bringing together the most exciting and innovative digital media with the latest and best historical scholarship. We believe that serious scholarship and cutting edge multimedia can combine to promote an inclusive and democratic understanding with a broad historical literacy that fosters deep knowledge of the most complex issues about the past and present. CHNM's work received major awards from the American Historical Association and other national organizations, as well as with grants from the Sloan, Rockefeller, Gould, Delmas, and Kellogg foundations and the National Endowment for the Humanities (NEH) and the Department of Education. Many CHNM projects are undertaken in collaboration with the *American Social History Project (ASHP)*, *Center for Media and Learning* (<http://www.ashp.cuny.edu>) at The Graduate Center of The City University of New York (CUNY).

Although CHNM's projects are largely grant funded, it has established a long-term institutional base for its work. With the help of an NEH challenge grant, it has raised a \$2 million endowment. In addition, George Mason University has made a major commitment to supporting CHNM. The university has provided tens of thousands of dollars in equipment and 2500-square feet of office space. The Center is also slated to move into the university's new research building, where it will be the only unit from the humanities to receive this sought-after space. The university also provides significant staff support to the Center, funding the positions of webmaster and administrative assistant. In addition, five tenure or tenure-track faculty are closely affiliated with the Center; GMU is unrivaled in the number of faculty with backgrounds in history and new media. Finally, CHNM benefits from its close association with GMU's doctoral program in history, which is the only doctoral program in the United States to feature work in new media and new technology. Four to five Graduate Research Assistants, funded by the university, are assigned to work at CHNM.

In 2003, CHNM's work in New Media was recognized by the Richard W. Lyman Award (awarded by the National Humanities Center and the Rockefeller Foundation), which was given to its founder and director, Roy Rosenzweig, for his "outstanding achievement in the use of information technology to advance scholarship and teaching in the humanities." This was only the second time that the Award has been given.

Current Projects

History Matters: The U.S. Survey Course on the Web (<http://historymatters.gmu.edu>) is an award-



winning site directed at teachers of the U.S. History Survey course. It offers resources for survey instructors including: primary documents in text, image, and audio; an annotated guide to relevant websites; guides for analyzing primary sources with interactive exercises; model teaching assignments; sample syllabi; and moderated discussions about teaching. This project is directed jointly by CHNM and ASHP and has received support from NEH and the Kellogg Foundation.



The September 11 Digital Archive (<http://911digitalarchive.org>) uses electronic media to collect, preserve, and present the history and memory of the September 11, 2001, attacks in New York, Virginia, and Pennsylvania, and the public responses to them. Funded by a grant from the Alfred P. Sloan Foundation, the Digital Archive has collected more than 135,000 digital objects related to September 11th, including first-hand accounts of the attacks and the aftermath, emails, and digital images. It also organizes and annotates the most important web-based resources on the subject and develops materials to contextualize and teach about these events.

Liberty, Equality, Fraternity: Exploring the French Revolution

(<http://chnm.gmu.edu/revolution>) is a combination book, CD-ROM, and web-based project that uses more than 600 primary images and documents to examine, demonstrate, and explain the complex actions and legacies of the French Revolution and to provide a detailed survey of this crucial and groundbreaking event. Developed in collaboration with ASHP, this project has received support from NEH and the Gould Foundation.



World History Sources (<http://chnm.gmu.edu/worldhistory/>) offers an online resource center to help world history teachers and students locate, analyze, and learn from online primary sources and further their understanding of the complex nature of world history, especially the cross-cultural issues of cultural contact and globalization.



Women and World History helps high school and college world history teachers and their students locate, analyze, and learn from primary sources dealing with women in world history. Funded by NEH in the summer of 2003, it will begin to be available in the Spring of 2004 and will feature five primary sections: Women in World History Curriculum Modules, Finding Women in World History on the Web, Reading Women in Documents, Analyzing Documents of Women in the World, and Teaching Women in the World Through Primary Sources.



The Lost Museum (<http://www.lostmuseum.cuny.edu/>) is an ambitious project to recreate one of the most intriguing places in American history—P. T. Barnum's American Museum. This “game-like” exploration of a lost historical landscape is being developed primarily by staff at ASHP with support from NEH.

ECHO: Exploring and Collecting History Online—Science and Technology



(<http://echo.gmu.edu>) is designed to promote and improve the history of science and technology on the Web. Funded by the Alfred P. Sloan Foundation, ECHO provides a directory that collects, categorizes, and reviews the spectrum of existing sites on the history of science and technology; assists other historians who wish to explore the ways the Internet can aid and expand their work; and collects the reminiscences of those who took part in and experienced the scientific and technological advances of the twentieth century.

The Blackout History Project (<http://blackout.gmu.edu/>) reconstructs the dramatic social responses to the 1965 and 1977 blackouts by using the World Wide Web as both a research platform and a historical forum.



History News Network (<http://hnn.us>), a web-based magazine featuring articles by historians of all political persuasions, places current events in a historical perspective. Edited by Rick Shenkman, HNN is regularly read by tens of thousands of historians and people interested in the intersection of the past and the present.

Who Built America? From the Great War of 1914 to the Dawn of the Atomic Age (<http://whobuiltamerica.org>) is a sequel to our prize-winning CD-ROM, *Who Built America? From the Centennial Celebration of 1876 to the Great War of 1914*. This disk focuses on the years 1914 to 1946. It was funded with support from the Rockefeller Foundation and NEH and is available from CHNM.

Interpreting the Declaration of Independence by Translation

Declaration (<http://chnm.gmu.edu/declaration/>) is a website developed in cooperation with the *Journal of American History* that presents translations of the Declaration into multiple languages and commentaries on those translations.

Teaching American History: CHNM is the lead partner in two major Teaching Traditional American History grants funded by the Department of Education—one in the urban school district of Alexandria and the other with a consortium of rural school districts centered on Fauquier County, Virginia. CHNM is also a participant in a third TTAH project organized by Fairfax County.

Hypertext and American Studies Scholarship (<http://chnm.gmu.edu/aq/>) considers the possibilities and problems of presenting scholarship online by offering four innovative articles published in collaboration with *American Quarterly*.

New Media in the Classroom: CHNM and its staff have worked closely with

efforts—including the [New Media Classroom](#)—to help teachers make effective use of new technology. It was also one of the co-sponsors of [Advancing the Humanities through Technology at Community Colleges](#), a national project funded by NEH. In addition, CHNM is working in collaboration with the Center for New Designs in Learning and Scholarship (CNDLS) at Georgetown University. [Visible Knowledge Project](#) is a five-year, four million dollar project aimed at improving the quality of college and university teaching through a focus on both student learning and faculty development in technology-enhanced environments.

Other Web-based Projects

CHNM hosts a number of other history-related websites, including:

[DoHistory](#)

[The Journal of Social History](#)

[The Hard Hat Riots](#)

[Before the Web](#)

[Building the Washington Metro](#)

[Business Plan Archive](#)

[Stories: Greek American Experiences Between Two Cultures](#)

[The Presence of the Past](#)

[English Matters](#)

[American Women's Dime Novel Project](#)

Online Resources and Tools

CHNM maintains a number of databases and resources that are useful to historians and history teachers, including a collection of essays on history and new media, a list of 1,200 [History Departments Around the World](#) a comprehensive directory of 2,000 [websites in the history of science and technology](#), and a remarkable set of [free software tools](#) useful for historians and teachers, including [Poll Builder](#), [Web Scrapbook](#), [Scribe](#), [Survey Builder](#), and [Syllabus Finder](#). CHNM has also made substantial contributions to teaching at GMU through its work with [Technology Across the Curriculum](#) and the [Information Technology minor](#).

Center for History and New Media, Website Traffic Report

June 2002-July 2003

September 11 Digital Archive

Hits: 79,636,363

Visits: 1,636,363

History News Network

Hits: 34,581,818

Visits: 1,090,909

Exploring the French Revolution

Hits: 26,181,818

Visits: 387,272

ECHO

Hits: 1,636,363

Visits: 162,545

History Matters

Hits: 13,090,909

Visits: 771,272

Center for History and New Media (Tools and Resources)

Hits: 49,636,363

Visits: 2,181,818



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Academic Appointments

2002-	Stanford University Professor, School of Education
1998-2002	University of Washington Professor, Cognitive Studies in Education, College of Education Adjunct Professor, Department of History
1997-98	University of Haifa (Israel), Visiting Professor
1989-96	University of Washington Assistant to Associate Professor, College of Education, Adjunct Associate Professor, Department of History

Education

Stanford University	1990 Ph.D. Psychological Studies in Education
University of California/Berkeley	1983 B.A. History of Religion <i>Summa cum laude, Phi Beta Kappa</i>
Brown University	1976-1977

Awards & Honors

- *Exemplary Research in Teaching & Teacher Education Award*, 2003

Awarded by the *American Educational Research Association*, for “Toward a Theory of Teacher Community,” Pam Grossman, Sam Wineburg, & Stephen Woolworth (2001). *Teachers College Record*, 103, 942-1012.

- *Distinguished University Lecturer*, 2003

University of Akron, March 2003, Visiting Distinguished Lecture, *Forrest Gump and other Keys to Young People’s Historical Understanding*.

- *Frederic W. Ness Book Award*, 2002

From the *Association of American Colleges and Universities* (AAC&U) for the book published in a calendar year that “best illuminates the goals and practices of a contemporary liberal education” to *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*.

- *American Association of State & Local History* ‘Book of the Season,’ 2002

Selected as the “Book of the Season” by the AASLH, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (Temple 2001).

<http://www.aaslh.org/ambooks.htm>

- *Outstanding Contribution Relating Research to Practice*, 2000

Awarded by the *American Educational Research Association* to article that best exemplifies the relationship between research and educational practice, for “Historical Thinking & Other Unnatural Acts,” *Phi Delta Kappan*, 1999. www.pdkintl.org/kappan/kwin9903.htm

- *Exemplary Research Award*, National Council for the Social Studies, 1999

Awarded biannually to “exemplary research that promotes new social knowledge.”

<http://www.ncss.org/about/releases.html>

- Member *NRC/National Academy of Science panel*, Science of Learning, 1996-99

Named to fifteen-member commission of the National Research Council/National Academy of Science to produce report, *How People Learn: Brain, Mind, Experience & School*. (NRC Press, 1999). <http://books.nap.edu/books/0309065577/html/index.html>

- *Outstanding Scholarship on Teacher Education Award*, February 1992

From the *Association of Colleges and Schools of Education & Land Grant Colleges* for research that “creates knowledge about the processes of teacher education” for “A Case of Pedagogical Failure—My Own.” *Journal of Teacher Education*, 42, 273-280, 1991.

- *Distinguished Teaching Award of the University of Washington*, 1990-91

One of four professors from a faculty of 2000 to receive award representing “the highest praise for teaching abilities and contributions to the University.”

- *National Academy of Education Spencer Fellow*, 1991-93

Fellowship awarded to “outstanding researchers at the post-doctoral stage who pursue work on topics related to education.”

- *Spencer Foundation Predoctoral Fellow*, 1988-89

Fellowship for “dissertation research that promises to make a significant contribution to education and its allied disciplines.”

National Service

Associate Editor (2000-)	<i>International J. of History Teaching & Learning</i>
Editorial Board (1996-99)	<i>Educational Psychologist</i>
(current)	<i>Cognition and Instruction</i>
(1995-98)	<i>American Educational Research Journal</i>
(current)	(Section on Social and Institutional Analysis)
(current)	(Section on Learning & Development)
	<i>World History Connected</i>
Member, National Advisory Board (1996-99)	<i>The College Board</i>
Member, Committee on Teacher Education (2001)	<i>National Academy of Education</i>
Member, Publications Committee (1990-93)	<i>American Educational Research Association</i>
Chair, P. O. Johnson Award Committee (2000-)	<i>American Educational Research Association</i>
Member, Scribner Award Committee (1999-01)	<i>American Educational Research Association</i>
Member, Distinguished Contributions to Educational Research Award Committee (2001-)	<i>American Educational Research Association</i>
Member, Selection Committee (2000)	Spencer Foundation

Member, National Advisory Boards

Program on *Institutional Conferences*

Board of Visitors, LRDC
University of Pittsburgh

National Research Council/National Academy
“How People Learn: Report for Teachers”

Center for the Development of Teaching
Educational Development Center, Newton MA

Center for the Study of Historical Consciousness
Univ. of British Columbia, Vancouver, BC

American Hebrew Academy
Greensboro, North Carolina

Visible Knowledge Project
Georgetown University, Washington DC

History Laboratory and Museum,
WA State Historical Society

Knowledge Society Network
University of Toronto, Toronto, Ontario

Technical Assistance Group (1994-97)

National Board of Professional Teaching Standards

Grants

- **\$967,300** “A Comparative Psychology of School Subjects: Promoting Epistemological Sophistication in Elementary Science through the Study of History” (with Reed Stevens, Leslie Herrenkohl, & Philip Bell). *National Science Foundation*, 1999-2003.
<http://www.nsf.gov/cgi-bin/showaward?award=9980536>
- **\$50,000** “Examining Discourse and Multiple Methodologies in Research: Support for Postdoctoral Fellow,” *Mandel Foundation*, 2001-2003.
- **\$25,000** “Youth and Historical Learning: An International Conference,” *Spencer Foundation Officers’ Grant* (with Peter Seixas & Peter Stearns), 1998-2000.
- **\$50,000** “Historical Sense Making—The Next Phase: Support for Postdoctoral Fellow,” 1998-2000 (*anonymous donor*).

- **\$18,000** “Youth and Historical Learning: An International Conference,” *Carnegie Foundation for Advancement of Teaching* (with Peter Seixas & Peter Stearns), 1998-2000.
- **\$150,000** “Studying a Community of Teacher-Learners,” *John D. and Catherine T. MacArthur Foundation/Spencer Foundation Professional Development Research and Documentation Grant* (with Pam Grossman), 1997-2000.
- **\$493,681** “A Community of Learners for Teachers,” *James S. McDonnell Foundation* (with Pam Grossman), 1995-1998. <http://www.jsmf.org/programs/csep/csep/CSEP%20AWDS.htm>.
- **\$156,800** “Historical Sense-Making: Intergenerational Study,” *Spencer Foundation*, 1995-1999.
- **\$16,000** “Fostering a Community of Learners—Extension into History/Social Studies,” *Andrew W. Mellon Foundation* (subcontract to Ann Brown/Joseph Campione, principal investigators), 1994-95.
- **\$30,000** “The Qualitative Turn in Psychological Research in Education,” *Spencer Foundation*, 1992-93.
- **\$6,788** “Using Performance-Based Exercises to Assess the Teaching of History,” *Graduate School Research Fund*, University of Washington, 1989.
- **\$12,500** “Historical Problem-Solving: A Study of the Cognitive Processes Used in the Evaluation of Documentary Evidence,” *Spencer Foundation*, 1987-88.

Reviewer/Consultant

Journal of Educational Psychology
Research on the Teaching of English
Educational Psychologist
Teaching and Teacher Education
Review of Educational Research
Educational Researcher
American Educational Research Journal
Teachers College Record
Journal of Social Psychology
Pacific Quarterly Review
 Mandel Foundation
 Spencer Foundation
 State of Washington
 State of Maryland
 Ministry of Education, British Columbia
 National Research Council

Journal of Curriculum and Supervision
Journal of Teacher Education
Contemporary Educational Psychology
Written Communication
Historical Studies in Education
Educational Research and Evaluation
American Journal of Education
Qualitative Studies in Education
Handbook of Research on Teaching
Social Education
 James S. McDonnell Foundation
 State of Connecticut
 National Science Foundation
 State of California
 US Department of Education
 Teaching American History (TAH) Grants

books

Wineburg, S. (2001). *Historical Thinking & Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia, PA: Temple University Press. [4th printing, as of 1.1.04]
http://www.temple.edu/tempress/titles/1518_reg.html

Reviewed: *New York Times*, March 6, 2002. <http://www.nytimes.com/2002/03/06/education/06LESS.html>
Seattle Post-Intelligencer, June 1. 2001 http://seattlepi.nwsourc.com/books/25496_book01.shtml
Social Education, v. 89, Sept. 2001.
American J. of Education, v. August 2002
Teachers College Record, v. 104 (5), 2001
History Teacher, v. 35 (4), 2002
J. of American History, March, 2003.
History News, Winter 2003
Thought & Action: NEA Higher Education Journal, Fall 2002
Anthropology & Education Quarterly, v. 33, Dec. 2002
The Historian, v. 65, June 2003
Indiana Review of History, v. 50, Sept. 2003

Wineburg, S., & Grossman, P. (Eds.). (2000). *Interdisciplinary Curriculum: Challenges to Implementation*. New York: Teachers College Press. <http://store.tcpres.com/0807739871.shtml>

Stearns, P. N., Seixas, P., & Wineburg, S. (Eds.). (2000). *Knowing, Teaching and Learning History: National and International Perspectives*. New York: NYU Press.
[http://www.nyupress.nyu.edu/authbook.msql?\\$string&book=081478142X](http://www.nyupress.nyu.edu/authbook.msql?$string&book=081478142X)

Reviewed: *Educational Researcher*, 2003.
History & Theory 104 (5), 2001.
History Teacher, v. 89, Sept. 2001.
Teachers College Record, June 1. 2001.
Canadian Historical Review, May, 2001.

articles & chapters

Stevens, R., Wineburg, S, Herrenkohl, L., & Bell, P. (in press). Toward a comparative understanding of school subjects: Past, present, & future. *Review of Educational Research*.

Wineburg, S. (in press). Must it be this way? Ten rules for effective conference presentations. *Educational Researcher*.

Wineburg, S. (in press). *The cultural commons of Forrest Gump*. *Cineaste*.

- Wineburg, S., & Grossman, P. (in press). A community of teacher-readers. In M. Nisan & O. Shemer (Eds.), *Theory into practice: Essays in honor of Seymour Fox* (tentative title). Jerusalem: Acadamon Press.
- Wineburg, S. (in press). The centrality of subject matter knowledge in the assessment of teachers. In L. Ingvarson (Ed.), *Teacher evaluation for professional certification*. Orlando, FL: JAI Press.
- Wineburg, S. (2004). Crazy for history. *Journal of American History*.
- Wineburg, S. (2003, Nov.). Power Pointless. *American School Board Journal*. p. 11
- Wineburg, S. (2003, April). Teaching the mind good habits. *Chronicle of Higher Education*. B20.
- Reprinted:** *Stanford Report* June 11, 2003.
- Wineburg, S. (2002, June 7). Still crazy after all these years. *Arizona Tribune*, p. 24. [also appeared, *Tallahassee Democrat*; *Pittsburgh Tribune Review*; *Lexington (KY) Herald Leader*, and over two dozen Knight-Ridder newspapers] distributed by the *History News Network* . <http://historynewsnetwork.org/articles/article.html?id=761>
<http://ed.stanford.edu/suse/contents05-07.html>
- Wineburg, S. (2002). Review of Natalie Zemon Davis, "Slaves on Screen: Film and Historical Vision." *Journal of Social History*, 36, 218-220.
http://muse.jhu.edu/journals/journal_of_social_history/v036/36.1wineburg.html
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- Wineburg, S. (2001). Social memory and issues of education. In Harald Welzer (Ed.), *Das Soziale Gedächtnis* (Social Memory): *Geschichte, Erinnerung, Tradierung* (pp. 179-204). Hamburger: Hamburg.
- Wineburg, S. & Grossman, P. (2001). Affect and effect in cognitive approaches to education. In D. Klahr and S. Carver (Eds.), *Cognition and Instruction: Twenty-five years of progress* (pp. 479-492). Mahwah, NJ: Erlbaum. <http://www.psy.cmu.edu/cognition+instruction>
- Wineburg, S., Mosborg, S., Porat, D. (2001). *Forrest Gump* and other keys to students' historical understanding. *Social Education*, 65, 55-59.
- Grossman, P., & Wineburg, S. (2001). Lee Shulman, educator. In Joy A. Palmer (Ed.), *Fifty major thinkers on education* (pp. 256-263). London: Routledge.
- Wineburg, S. & Grossman, P. (2000). Scenes from a courtship: Some implications of interdisciplinary humanities curricula in the comprehensive high school (pp. 57-73). In S. Wineburg & P. Grossman (Eds.), *Interdisciplinary Curriculum: Challenges to implementation*. New York: Teachers College Press.

- Paxton, R. J., & Wineburg, S. S. (2000). History teaching. In B. Moon, S. Brown, & M. Ben-Peretz (Eds.), *Routledge International Companion to Education*. London: Routledge.
- Wineburg, S. (2000). Making historical sense. In P. Stearns, S. Wineburg, & P. Seixas (Eds.), *Knowing, Teaching and Learning History: National and International Perspectives* (pp. 301-318). New York: NYU Press.
- Wineburg, S., & Porat, D. (1999, Dec.19). Left out of the debate (Hebrew). *Ha-Aretz*, p. 20.
- Wineburg, S. (1999). Historical thinking & other unnatural acts. *Phi Delta Kappan*, 80 (7), 488-499 (cover article). <http://www.pdkintl.org/kappan/kwin9903.htm>
- Reprinted:** *History Matters: Newsletter of the National Council of History Education*, 7, 1, 6.
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- Wineburg, S. (1998). Reading Abraham Lincoln: An expert/expert study in the interpretation of historical texts. *Cognitive Science*, 22, 319-346.
- Wineburg, S. (1998). A partial history. (Essay review of *Teaching and Learning History in Elementary School* by Jere Brophy & Bruce VanSledright). *Teaching and Teacher Education*, 14, 233-243.
- Wineburg, S. S. (1998). *Die psychologische Untersuchung des Geschichtsbewusstseins* ("The empirical study of historical consciousness"). In J. Straub (Ed), *Erzählung, Identität und historisches Bewußtsein, (Erinnerung - Geschichte - Identität, vol.1)*, Frankfurt a.M., Germany: Suhrkamp.
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- Wineburg, S. (1997). Beyond "Breadth and Depth": Subject matter knowledge and assessment. *Theory into Practice*, 36, 255-261.
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- Fournier, J., & Wineburg, S. S. (1997). Picturing the past: Gender differences in the depiction of historical figures. *American Journal of Education*, 105, 160-185.

Wineburg, S. S. (1996). The psychology of learning and teaching history. In R. C. Calfee & D. C. Berliner (Eds.), *Handbook of Educational Psychology* (pp. 423-437). New York: Macmillan.

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Wineburg, S. S. (1994). The cognitive representation of historical texts. In G. Leinhardt, I. L. Beck, & C. Stainton (Eds.), *Teaching and learning in history* (pp. 85-135). Hillsdale, NJ: Erlbaum.

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Reprinted: (1993). *History News*, 48, 26-27.

Wineburg, S. S. (1992). Probing the depths of students' historical knowledge. *Perspectives of the American Historical Association*, 30, 20-24 <http://users.ju.edu/~jclarke/wizzau.html>.

Wineburg, S. S. (1991). On the reading of historical texts: Notes on the breach between school and academy. *American Educational Research Journal*, 28, 495-519.

Wineburg, S. S. (1991). A case of pedagogical failure—My own. *Journal of Teacher Education*, 42, 273-280.

Wineburg, S. S. (1991). Historical problem solving: A study of the cognitive processes used in the evaluation of documentary and pictorial evidence. *Journal of Educational Psychology*, 83, 73-87.

Wineburg, S. S. (1991). Factors affecting philanthropic behavior of Jewish adolescents. *Journal of Social Psychology*, 131, 345-354.

Wineburg, S. S., & Wilson, S. M. (1991). Subject matter knowledge in the teaching of history. In J.E. Brophy (Ed.), *Advances in Research on Teaching* (pp. 303-345). Greenwich, CN: JAI.

Wineburg, S. S. (1991). Jewish ethics. In J. Carman & M. Juergensmeyer (Eds.), *A Bibliographic Guide to the Comparative Study of Ethics* (pp. 309-336). New York: Cambridge University Press.

Wineburg, S. S., & Shulman, L. S. (1990). The self-fulfilling prophesy: Its genesis and development in American education. In J. Clarke, C. Modgil, & S. Modgil (Eds.), *Robert K. Merton: Consensus and controversy* (pp. 261-281). Hants, England: Falmer.

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Wineburg, S. S., & Wilson, S. M. (1988). Models of wisdom in the teaching of history. *Phi Delta Kappan*, 70, 50-58.

Reprinted: *The History Teacher: Journal of Society for History Education* (1992) 24, 395-412.

Wilson, S. M., & Wineburg, S. S. (1988). Peering at history through different lenses: The role of disciplinary perspectives in teaching history. *Teachers College Record*, 89, 525-539.

Wineburg, S. S. (1987). The self-fulfillment of the self-fulfilling prophecy. *Educational Researcher*, 9, 28-37.

Reprinted:

a) J. Kretovics, & E. J. Nussel (Eds.). (1994). *Revitalizing urban schools*. Boston: Allyn & Bacon.

b) D. A. Anderson & B. J. Biddle (Eds.). (1991). *Knowledge for policy: Improving education through research* (pp. 276-290). London, England: Falmer.

Wineburg, S. S. (1987). Does research count in the lives of behavioral scientists? A reply to Rosenthal and Rist. *Educational Researcher*, 9, 42-44.

Wineburg, S. S., & McGraw, L. L. (1987). What do educational psychologists do? An institutional case study. *Educational Psychologist*, 22, 43-53.

Wineburg, S. S. (1987). When good intentions aren't enough. *Phi Delta Kappan*, 68, 544-545.

Reprinted: J. Kleinfeld & S. Yerian (Eds.) (1995). *Gender tales* (pp. 161-164). New York: St. Martins Press.

National Media Exposure

Print

<i>Washington Post</i>	The Real Past	(2004, March 9)
<i>Houston Chronicle</i>	HISD Wary in Deal with Bush Brother.	(2003, December 14)
<i>Philadelphia Inquirer</i>	The Future of History.	(2003, July 13)
<i>St. Petersburg Times</i>	Nation's Future Lets Past Slip Away	(2003, November 2)
<i>New York Times</i>	Going Beyond Mere Facts in the Study of History	(2002, March 6)
<i>Seattle Post</i>	Questioning Minds Make Study of the Past Alive	(2001, June 1)
<i>Washington Post</i>	Brain Research Oversold, Experts Say	(2001, March 13)
<i>New York Times</i>	On Education: Making the Past Come Alive	(1988, September 2)

Radio/TV

Connecting With Kids (syndicated TV show in 103 markets). "Kids, Parents, and History."

(2003, November 12) including *WKGET* Bakersfield

NPR, *All Things Considered*, "Remembering the Past," (2002 September 10)

KQED-Seattle Public Radio interview, "Sam Wineburg: Why Thinking Historically Is Hard to Do," (2002, September 2)

WBUR-Boston Public Radio interview, "Sam Wineburg: Creating a Historical Revolution in Teaching," (2002, May 29).

Curriculum Vitae

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EDUCATION

B.A., magna cum laude, Columbia College, N.Y., 1971.
Research student in history on Kellet Fellowship, St. John's College of Cambridge Univ. (England), 1971-73.
Ph.D., History, Harvard Univ., 1978.

ACADEMIC EMPLOYMENT

Mark and Barbara Fried Professor of History & New Media; College of Arts and Sciences Distinguished Professor of History; Director of Center for History and New Media, George Mason Univ., 1981 to present (Asst. Prof., 1981-85; Assoc. Prof., 1985-92; Prof. 1992-98).
Mellon Post-Doctoral Fellow, Center for the Humanities, Wesleyan Univ., 1980 to 1981.
Assistant Professor of History and Humanities, Worcester Polytechnic Institute, 1978 to 1980.

GRANTS AND AWARDS

Forrest G. Pogue Award for Excellence in Oral History, March 2004.
Richard W. Lyman Award (presented 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," 2003.
Vice-President, Research Div., American Historical Association, 2003-5.
State of Virginia Outstanding Faculty Award, 1999.
"Edsitement" selection by NEH for "History Matters" Web site.
Historic Preservation Book Prize for Best Book of 1998 from Center for Historic Preservation, Mary Washington College and Award of Merit from American Association for State and Local History for *The Presence of the Past*.
James Harvey Robinson Prize of American Historical Association for "outstanding contribution to the teaching and learning of history" and finalist, Interactive Media Festival Award for *Who Built America?* CD-ROM.
Urban History Association Prize for Best Book in North American Urban History; Abel Wolman Prize for Best Book in Public Works History; Abbott Cumming Lowell Prize for Best Book of 1992 from Vernacular Architecture Forum; Historic Preservation Book Prize for Best Book of 1992 from Center for Historic Preservation; New York Historical Association Award for Best Manuscript on New York History, 1991 (for *The Park and the People*).
Fulbright Commission, Senior Scholar, Australia, June-July, 1990.
John Simon Guggenheim Memorial Foundation Fellowship, 1989-90.
Forrest G. Pogue Award for Excellence in Oral History, November, 1987.
Albert J. Beveridge Research Grant from the AHA, 1987.

NEH Research Grant for "Central Park: A Social History," 1986 to 1988.
Distinguished Faculty Award, GMU, 1986.
American Association for State and Local History Research Grant, 1985.
NEH Fellowship for College Teachers, 1984 to 1985.
Research Grant from NEH for Oral History of Government-Sponsored Arts
Projects, 1983 to 1985.
Mellon Post-Doctoral Fellowship, Center for the Humanities, Wesleyan Univ.,
1980 to 1981.

PUBLICATIONS

Books, CD-ROMs, Films

A Companion to Post-1945 America (Oxford: Blackwell, 2002), co-editor with J-C Agnew.

The Presence of the Past: Popular Uses of History in American Life (New York: Columbia Univ. Press, 1998), co-author with D. Thelen.

Liberty, Equality, Fraternity: Exploring the French Revolution (Penn State University Press, 2001), co-producer of interactive CD-ROM and of website (<http://chmn.gmu.edu/revolution>).

Who Built America? Working People & the Nation's Economy, Politics, Culture & Society (New York: Worth Publishers, 2000), co-author of Volume two of this two-volume text and supervising editor of both volumes.

Who Built America? From the Great War of 1914 to the Dawn of the Atomic Age in 1946, a multi-media CD-ROM (New York: Worth Publishers, 2000), lead author and executive producer.

Who Built America? From the Centennial of 1876 to the Great War of 1914, a multi-media CD-ROM (New York: Voyager, 1993), co-author with S. Brier and J. Brown (vis. ed.)

The Park and the People: A History of Central Park (Ithaca: Cornell Univ. Press, 1992), co-author with E. Blackmar.

History Museums in the United States: A Critical Assessment (Urbana: Univ. of Illinois Press, 1989), co-edited with W. Leon.

Presenting the Past: Essays on History and the Public (Philadelphia: Temple Univ. Press, 1986), co-edited with S.P. Benson and S. Brier.

Eight Hours for What We Will: Workers and Leisure in an Industrial City, 1870-1920 (Cambridge and New York: Cambridge Univ. Press, 1983).

Government and the Arts in Thirties America: A Guide to Oral Histories and Other Research Materials (Fairfax: George Mason Univ. Press, 1986), chief editor.

Water and the Dream of the Engineers (Boston: Cine Research Associates, 1983), co-writer and researcher for this eighty-minute historical documentary film, which was produced by R. Broadman and J. Grady.

Mission Hill and the Miracle of Boston (Boston: Cine Research Associates, 1979), co-producer of this sixty-minute historical documentary film with R. Broadman, J. Grady, and J. Pennington.

Experiments in History Teaching (Cambridge, Massachusetts: Harvard-Danforth Center, 1977), co-edited with S. Botein, W. Leon, M. Novak, and G.B. Warden.

Articles

"Scarcity or Abundance: Preserving the Past in a Digital Era," *American Historical Review* (June 2003).

- "The Road to Xanadu: Public And Private Pathways on The History Web," *Journal of American History* (September 2001).
- "Rewiring the History and Social Studies Classroom: Needs, Frameworks, Dangers, and Proposals," (co-author with Randy Bass), in *Journal of Education* (2000) and *Computing in the Social Sciences and Humanities*, ed. by Vernon Burton.
- "The Riches of Hypertext for Scholarly Journals," *Chronicle of Higher Education*, March 17, 2000.
- "Crashing the System: Hypertext and American Studies Scholarship," *American Quarterly* (June 1999), author of introductory essay and guest editor of special section in journal and Web site: <http://chnm.gmu.edu/aq>.
- "Live Free or Die? Death, Life, Survival, and Sobriety on the Information Superhighway," *American Quarterly* 51(March 1999): 160-74.
- "Wizards, Bureaucrats, Warriors, and Hackers: Writing the History of the Internet," *American Historical Review* 103 (December 1998): 1530-52.
- "American Memories: What a National Survey Tells Us About How Americans Use the Past," *The Long View* 4 (Spring 1998):87-100.
- "Brave New World or Blind Alley? American History on the World Wide Web," *Journal of American History* (June 1997), 132-155, co-author with M. O'Malley.
- "Historians and the Web: A Guide," *AHA Perspectives* (Jan. 1996), 11-16, co-author with M. O'Malley and A. McMichael.
- "The Best of Times, The Worst of Times," *Journal of Social History* 29 (1995), 99-108.
- "New Media, Old Politics" *History Microcomputer Review* (Fall 1995), 53-58, co-author with S. Brier and J. Brown.
- "So, What's Next for Clio?" CD-ROM and Historians," *Journal of American History* (March 1995), 1621-1640.
- "Historians and Hypertext: Is it More Than Hype?" *AHA Perspectives* (March 1994), 3-6, co-author with S. Brier. [Another version published in Lawrence Dowler, ed., *Gateways to Knowledge* (MIT Press, 1997).]
- "Why Read a History Book on a Computer? Putting *Who Built America?* on CD-ROM," *History Microcomputer Review*, 9 (Fall 1993), 9-14, co-author with S. Brier.
- "Digitizing the Past: A History Book on CD-ROM," *Information Services and Use*, 13 (1993), 35-40.
- "Government and the Arts: Voices from the New Deal Era," *Journal of American History* (Sept. 1990), 596-608, co-author with B. Melosh.
- "Radical History Review und linke amerikanische Historiker," *Gesichtswerkstatt* (Aug. 1989), 15-24.
- "American Labor History: A Conspiracy of Silence?" *Monthly Labor Review*, 110 (Aug. 1987), 51-53.
- "The Battle of the Parks," *Seaport: New York's History Magazine*, 21 (Summer 1987), 36-43, co-author with E. Blackmar.
- "From Rum Shop to Rialto: Workers and Movies," in *The Private Side of American History*, ed. by Thomas B. Frazier (Harcourt Brace Jovanovich, 1987), 107-136.
- "Marketing the Past: American Heritage and Popular History in the United States, 1954-1984," in *Presenting the Past* (Philadelphia: 1986). A condensed version of this essay is in *Radical History Review*, 32 (1985), 7-29. A translated version appears in *movimento operaio e socialista*, 9 (May-Sept. 1986), 213-34.
- "'People's History' in den Vereinigten Staaten," in *Geschichte entdecken* [History Discovered], ed. by Hans Heer and Volker Ullrich (Rowohlt, 1985), 46-57.

“Una Cultura Alternativa: Il Saloon Della Classe Operaia in America Alla Fine Del XIX Secolo” *Movimento operaio e socialista* 7 (April 1985), 127-142.

“Automating Your Oral History Program: A Guide to Data Base Management on a Microcomputer,” *International Journal of Oral History*, 5 (Nov. 1984).

“United Action Means Victory: Militant Americanism on Film,” *Labor History*, 24 (Spring 1983), 274-288.

“Working-Class Struggles in the Great Depression: The Film Record,” *Film Library Quarterly*, 13, no. 1 (1980), 5-14.

“Middle-Class Parks and Working-Class Play: The Struggle over Recreational Space in Worcester, Massachusetts, 1870-1910,” *Radical History Review*, no. 21 (Fall 1979), 31-46. Other versions of this essay appear in *The New England Working Class*, ed. by H. Gutman and D. Bell (Univ. of Illinois Press, 1987) and *Life and Labor: Dimensions of American Working-Class History*, ed. by R. Asher and C. Stephenson (State Univ. of New York Press, 1986).

“‘Socialism in Our Time’: The Socialist Party and the Unemployed, 1929-1935,” *Labor History*, 20 (Fall 1979), 485-509.

“The Lower Middle Class in a Divided Society: Boston Masons, 1900-1935,” *Journal of Voluntary Action Research*, 6 (July-Oct. 1977), 119-26.

“Organizing the Unemployed: The Early Years of the Great Depression, 1929-1933,” *Radical America*, 10 (July-Aug. 1976), 37-60. Reprinted in *Workers’ Struggles, Past and Present*, ed. by J. Green (Temple Univ. Press, 1983), 168-89.

“Radicals and the Jobless: The Musteites and the Unemployed Leagues, 1929-1936,” *Labor History*, 16 (Winter 1975), 52-77.

PROFESSIONAL ACTIVITY

Editorial

Co-Editor, “Critical Perspectives on the Past,” a book series at Temple Univ. Press, 1985 to present (more than 30 volumes published).

Editorial Advisory Board, *American Quarterly*, 2000 to 2003.

Managing Editorial Board, *American Quarterly*, 1987 to 1990.

Co-Editor, “Teaching and Texts” section of *Journal of American History*, 1990-95.

Advisory Board, *America: History and Life*, 1996 to present.

Editor, “Newsnotes,” *Labor History*, 1979 to 1987.

Co-Editor, *Federal One*, a newsletter on 1930s America, 1981 to 1990.

Editorial Board, *Radical History Review*, 1977 to 2000.

Editorial Board, *American Communist History*, 2002 to present.

Editorial Board, George Mason Univ. Press, 1985 to 1990.

Public History and New Media

Co-organizer and Executive Producer of *September 11th Digital Archive* (<http://911digitalarchive.org>), funded by the Sloan Foundation.

Co-organizer and Executive Producer of *World History Matters*—website for teachers of World History (<http://chnm.gmu.edu/whm>).

Co-organizer and Executive Producer of *History Matters*— website (<http://historymatters.gmu.edu>) on teaching U.S. History survey on Web, funded by Kellogg Foundation.

Executive producer and project director of *ECHO: Exploring and Collecting History Online—Science and Technology*, website, <http://chnm.gmu.edu/echo>.

Co-executive producer, *The Lost Museum: Exploring Antebellum Life and Culture* (<http://www.ashp.cuny.edu/LM/>).

Co-organizer and leader, "New Media Classroom" seminar for high school and college teachers, Summers 1996, 1997.

Web Review Editor, *Journal of American History*, 2000 to present.

Editorial Board, *History Computer Review*, 1996 to present.

Editorial Board, *Journal of Multimedia History*, 1997 to present.

Guest Editor, Special Section on Hypertext and American Studies, *American Quarterly*, 1998-99.

Contributing Editor, CD-ROMs, *Journal of American History*, 1996 to 2000.

Advisory Board, Crossroads: American Studies On-Line Project, 1995 to present.

Co-founder and Member of Steering Committee, Committee on Historymaking in America

Member, Interdisciplinary Taskforce, Common Agenda for Museums project, sponsored by AASLH, NEH, and the Smithsonian Institution.

Consultant for the following documentary films and radio series: *Savage Acts, Up South, Heaven Protect the Working Girl, The Grand Starvation Army ; Paul Cadmus: Enfant Terrible at 80; Down the Project*; "Steinway Piano Workers Film; Radio Series on Fiorello H. LaGuardia

Consultant for the following museums and exhibits: New Introductory Exhibit and "On Time" at National Museum of American History; "Before Central Park: The Life and Death of Seneca Village" at NYHS; "History Through Deaf Eyes;" National Museum of American Art; National Museum of American Jewish History; Chinatown History Museum; Worcester Historical Museum, National Museum of American History (Smithsonian Institution); Long Island Historical Society; American Museum of the Moving Image; Rhode Island Historical Society; Uncle Sam's Company Town.

Consultant, Community History Projects: Queens (New York) Community History Project, LaGuardia Community College, 1980 to 1983; Waterbury (Connecticut) History Project, 1983 to 1986.

Board of Directors, American Social History Productions, 1984 to present.

Board of Directors, Cine Research Associates, 1978 to 1990.

Organizer and Coordinator, Northern Virginia Oral History Project, 1982-95.

Co-Director, Oral History of New Deal Arts Projects, funded by NEH, 1983-86

Academic Advisory Board, Teacher Training Institute, sponsored by Old Sturbridge Village and NEH, 1984 to 1987.

Other Professional Activity

Organization of American Historians (Executive Board, Nominating Committee; Program Committee; Program Committee Co-Chair; Chair, Technology Committee); American Studies Association (National Council, Nominating Committee, Chair, Rourke Prize Committee, Electronic Projects Committee). American Historical Association (Vice-President for Research; Membership Committee); Oral History Assoc. (Membership Committee, Technology Committee); OHMAR (Executive Board; Program Committee Co-chair); National Capital Labor History Society (Academic Advisory Board)

NEH: Panelist, Archives and Libraries, Museum, Media, Special Projects, and Travel to Collections programs; Reviewer: interpretive research, libraries, media, museum, and research materials programs.

Library of Congress: Panelist, Ameritech Grants Program.

National Science Foundation: Panelist, Science and Technology Studies, Information Technology Research.