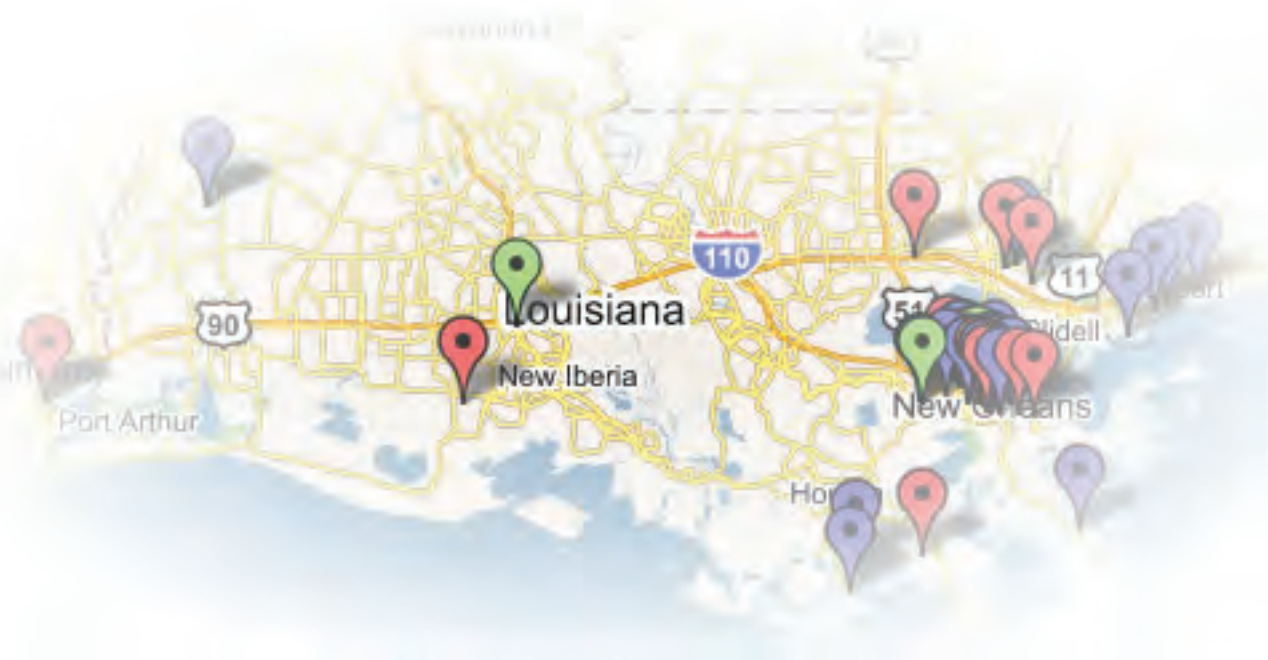




HURRICANE DIGITAL MEMORY BANK

*Preserving the Stories of Katrina, Rita, and Wilma
and Advancing the Practice of Digital Memory Banks.*

A Proposal to the Alfred P. Sloan Foundation



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The Hurricane Digital Memory Bank: Preserving the Stories of Katrina, Wilma, and Rita and Advancing the Practice of Digital Memory Banks

The Hurricane Digital Memory Bank (HDMB) seeks, first, to collect and preserve digital evidence of the devastating Gulf Coast hurricanes of 2005—Katrina, Rita, and Wilma. Such evidence will prove invaluable to future historians and analysts and the process of recording experiences of those affected by the storms will contribute to healing and rebuilding in their communities. Second, our work on this two-year project will further develop and disseminate the practice of collecting and preserving the past online. Not only will the *HDMB* provide an important example to other practitioners, it will also offer guidance, tools, and approaches that can be used in a wide variety of settings to reproduce similar digital collections.

1. Collecting and Preserving Hurricane Memories

1.1 What We Have Already Done

We have already made a good start at preserving the story of these hurricanes—three of the most deadly and devastating ever to hit the United States and part of the worst hurricane season ever recorded—through digital technology. On October 24, 2005, we received a program officer’s grant from the Alfred P. Sloan Foundation to create a pilot version of the *HDMB* (<http://hurricanearchive.org>). Two weeks later, we opened the site for contributions solicited through personal networks. In January we began publicizing the site, primarily through Gulf Coast local and regional media and networks.

In an innovative addition to the Digital Memory Bank form, we particularly encourage contributors to provide the geographic coordinates of either their location before the hurricanes hit or the location that best represents the content of their submission using our map-based interface. Visitors to the site can then browse these contributions by location as well as by type

of object or search by keyword. Even before the site was fully public, we collected more than 110 personal narratives—a number that we did not reach in the *September 11 Digital Archive* until nearly two months after the initial launch.

1.2 What Else Has Been Done

Our efforts to gather the collective memory of the 2005 hurricanes complement and build upon other projects. Many groups, especially those with academic ties, have organized conventional oral history projects. Folklorists working with the Library of Congress, for example, are gathering oral histories from Hurricane Katrina survivors in Texas and Louisiana. Other projects—at Middle Tennessee State University, the Southern Foodways Alliance, and the Historic New Orleans Collections—will seek out stories from evacuees in Tennessee, food industry workers, and New Orleans police officers and firefighters.

While some projects are sending people out with tape recorders to catch the story of the storm, others have sent out automated “spiders” to capture how the storm was reported on the web. The Internet Archive (IA), the pioneer in preserving web-based materials, has archived 25 million unique pages from more than 1,500 websites in its “Hurricanes Katrina and Rita Web Archive.” This invaluable resource offers an excellent sampling of the major political, institutional, and personal responses to the hurricanes, but it only covers the period from September 4 to October 26, 2005, and it heavily emphasizes Hurricane Katrina, leaving Rita largely untreated and Wilma entirely out of the archive. It also obviously focuses on websites rather than the plethora of other digital objects such as photographs or podcasts. The California Digital Library has also done web crawls, which are not yet public.

In addition to these institutional efforts, there have been spontaneous, and often individual, efforts to record the story of the storm online. For example, blogs and image sharing

sites, such as *Flickr* and *Buzznet*, became places where people communicated with relatives by telling their personal stories through pictures and struggled to deal with the aftermath. We hope to collect these “in-the-moment” blog postings and images, which are often not captured by mass web crawls, before their creators take them offline. In general, our goal with this project is not to duplicate other diverse and useful efforts at gathering popular memory. Rather we want to ensure that those memories and objects that are already gathered are not lost, to collect stories that might not otherwise be told, and to archive the full story of Hurricanes Katrina, Rita, and Wilma.

1.3 How We Will Build the Hurricane Digital Memory Bank

Our ideas for building the *HDMB* grow out of our experiences over the past several years in *Echo: Exploring and Collecting History Online—Science, Technology, and Industry* (<http://echo.gmu.edu>) and the *September 11 Digital Archive* (<http://911digitalarchive.org>). These projects have taught us that digital collecting is harder than it looks. A number of Digital Memory Bank projects have faltered or died, and we believe that a careful, multi-pronged strategy is needed to make the *HDMB* a full success.

Despite our extensive experience, it is difficult to predict how successful we will be. The *September 11 Digital Archive* greatly exceeded our expectations, but some other online projects have proved disappointing. Still, the September 11 project offers one benchmark in that we collected about 23,000 personal stories and images through our web interface, with about 85 percent of those stories coming from the 300 million residents of the United States. If we figure a similar ratio in relation to the approximately 30 million residents of the Gulf Region, we can say that if we reach our goal of collecting 3,000 personal narratives and images we will be 50 percent more successful than we were on the *September 11 Digital Archive*. (As in the 9/11 project, we also plan to collect other digital materials and through other means than our web interface.)

Another benchmark for the project will be traffic to the site and, based on prior work, we think we can attract one million page views in 2006. These are ambitious goals but we think we can reach them with the following seven-part strategy. (*See Appendix E for more on recruitment.*)

1. Networking: Work on other Digital Memory Bank projects has demonstrated the importance of starting with existing social networks (especially ones with which the organizers have connections) to build interest and a base of contributions, and we have already begun following that strategy with the *HDMB*. We have started most immediately with students at University of New Orleans (UNO), where Michael Mizell-Nelson, Director of Gulf Coast Outreach for the *HDMB*, teaches. Because UNO is an urban university with a highly diverse student body, it offers important connections into the local community.

We will follow similar approaches in seeking contributions from students and faculty at other schools in the affected areas. We will particularly target Delgado and Nunez Community Colleges, which were the only other undergraduate institutions besides UNO to open in fall 2005, but we will also work with the other colleges and universities such as Tulane, Xavier, Dillard, Loyola, Southern, and Louisiana State University. We will also recruit participation at other New Orleans area schools, including parochial and parish (county) school districts throughout the metropolitan area. Special effort will be made to work with private and public schools in the Louisiana parishes most affected by Katrina. As the project develops, we will work on recruiting faculty and students in the wider area affected by all three storms through existing contacts at such schools as Florida State University and through groups such as the Community College Humanities Association.

Starting with this base in the area colleges and universities, we will gradually expand our networking to a range of different institutions, individuals, and groups—public schools, PTAs,

parochial schools, volunteers, churches, and neighborhood and community groups (especially new groups that emerged in response to the rebuilding process). Our project manager, Sheila Brennan, has strong connections with the Coast Guard and will work on obtaining submissions from those first-responders from the three hurricanes. Her location in Port Arthur, Texas (at the heart of the area affected by Hurricane Rita) complements Michael Mizell-Nelson's deep roots in the New Orleans region.

2. *Alliances/Partnerships*: Our networking efforts will be greatly aided by a series of partnerships and alliances that we have already forged and that we will build further under the grant. (*See Appendix H for letters of support.*) For example, the Smithsonian Institution's National Museum of American History is joining us as a partner in this project as they did on the *September 11 Digital Archive*. They will link to the *HDMB* from their highly trafficked site and donate digital photos that they have collected. The Louisiana State Museum will also donate their collection of photographs taken immediately after Katrina devastated New Orleans and other parts of Louisiana. Similarly, the Louisiana Endowment for the Humanities will allow us to use their electronic mailings lists, which include more than 4,500 individuals as well as all Louisiana public libraries. Another key partner will be Tulane University's Southern Institute for Research and Education, which is run by Lance Hill, one of the few academics involved directly in rescue efforts. Other groups we will be working with include the Twomey Center for Peace Through Justice at Loyola University, the Crescent City Farmer's Market, the New Orleans Jazz and Heritage Festival Foundation Archive, and Tulane University's Special Collections.

Partnership development has so far focused largely on New Orleans, but we intend to seek out partners throughout Louisiana, Mississippi, Alabama, Florida, and Texas. The diverse organizations and institutions we intend to contact, include: the state humanities councils in

Mississippi, Texas, Alabama, and Florida; the Center for the Study of Southern Culture at the University of Mississippi; the Gulf South History and Humanities Association and other humanities centers throughout the region; the Southeastern Museums Conference; Hancock County (MS) Historical Society; the Museum of the Gulf Coast (TX); the Historic Naval Ships Association; the International Brotherhood of Electrical Workers; the American Red Cross; the Network for Good; Salvation Army; Americares; Southern Baptist Disaster Relief; and Catholic Charities. We will ask these partner institutions to help publicize the project by linking to the *HDMB* website, by distributing promotional materials, by informing their members about the project, and by organizing events that will publicize the project.

3. Stimulating contributions through local and national publicity: We hope to reach tens of thousands of individuals through networking and alliances, but to connect with the full 30 million residents of the Gulf region, we need to use the press and electronic media. We will start our efforts in the most directly affected areas, especially New Orleans. We will submit press releases and articles to media outlets serving the Gulf area and national media who spent time in the region following the hurricanes. We will target regional newspapers, such as the *Times-Picayune*, *Sun-Herald*, *Houston Chronicle*, and *Miami Herald* newspapers. Radio played an integral role throughout the three hurricanes in disseminating information and we plan to capitalize on its influence in the Gulf area. In particular, we will schedule interviews to be aired on WWL AM, a New Orleans-based station that reaches into Texas and Alabama and far inland from the coast. National television media sent correspondents to the Gulf areas by the dozens and we hope to connect with those reporters. KATC in Louisiana and WAMU in Washington have already covered the *HDMB*.

After we build effective local awareness and a significant level of contributions to the site, we will seek national publicity. PBS's "NewsHour with Jim Lehrer" program has already offered its cooperation through broadcasts and its website and is allowing us to use its video on our website. (*See Appendix H for letter of support.*) We will also work with the media relations offices of GMU and UNO as well as Patti Giglio, who does media work for the Sloan Foundation, and we will make use of the substantial list of media contacts that CHNM developed in work on the *September 11 Digital Archive*. CHNM also has considerable strength in online promotion. Operating one of the most visited history websites puts CHNM in an excellent position to promote the *HDMB* to national and international audiences. CHNM also excels at optimizing its sites for high visibility in search engines and directories.

4. Moments of Commemoration and Reflection: Moments of commemoration and reflection can powerfully motivate people to contribute their recollections of the 2005 Hurricanes as well as garner press attention. For example, the largest single number of contributions to the *September 11 Digital Archive* came on the first anniversary of the attacks. We think that two key moments of commemoration will attract contributions to the *HDMB*.

Carnival season in late February will bring renewed attention to the Gulf Region and offer an opportunity to reach tens of thousands of people gathered in public places. One of the most popular items tossed during Mardi Gras parades are plastic cups featuring Carnival themes, and we will join that tradition with cups promoting the *HDMB*. In addition, UNO student volunteers will distribute post cards along the parade route and answer questions about the project. Perhaps even more press attention will come with the first anniversary of the different storms—starting at the end of August 2006 and continuing till late October. We will particularly

focus publicity and press efforts around this period, offering media outlets stories on “how the hurricanes will be remembered in history.”

5. Dealing with the Displaced and Unwired: The displacement of so many New Orleans residents and the high levels of local poverty pose particular challenges for a project like ours that assumes access to Internet connectivity. Although it is no longer true that only the well to do use the Internet, we need to work to overcome the digital divide in our collecting of the past and ensure that we do not only gather the stories of affluent and white residents of the Gulf.

For those with no web access, we will offer phone numbers where people can call and leave digital audio recollections. We used this approach successfully in the September 11 project, but now Skype and other voice over Internet protocol providers make it much easier and cheaper to create a digital audio repository. Additionally, New Orleans became the first major U.S. city to offer free wireless access to its residents in late November. This innovation will allow us to use the city’s popular outdoor markets (two of them in the wireless zone) as collecting points. We will similarly work through public libraries, most of which offer free computer and Internet access, to promote the project.

We will also work with social service agencies and community activists dealing with the displaced populations. We will seek out these groups and inform them that their reports, press releases and other publications can be posted to the archive. Contacts with English as a Second Language instructors and program administrators throughout the metropolitan New Orleans area will help to reach stories of Latinos and Vietnamese-Americans. We will also work with literacy projects based in public libraries throughout Louisiana and Mississippi such as the Louisiana Endowment for the Humanities’ award-winning family-based program PrimeTime Family Reading Time, which will encourage families to read the stories of others as well as contributing

their own. Finally, we will send out non-traditional university students with digital recorders to gather recollections. Although this is more expensive than our more automated approaches, it costs considerably less than traditional oral history. This grassroots approach will also publicize the project in poorer communities.

6. *Automated Collecting*: We will take advantage of contemporary trends in the online world to facilitate both the automatic discovery and collection of born-digital objects such as photos, blog entries, and podcasts as well as to reach out to the authors of these objects for additional materials (as well as their own stories). On photo sharing sites like *Flickr* and *Buzznet*, users self-tag their own materials with categories, allowing us to build algorithms that will leverage these “folksonomies” and automatically collect relevant materials. Similarly, we can bootstrap off blog search engines like Technorati that use category tags as well as semantic analysis to build a set of relevant blog posts. Many of these digital objects come already “geocoded” with geographic information, and are also labeled with Creative Commons licenses (which helps to solve rights questions). Once ingested, the *HDMB* will send a query e-mail to the creator(s) of such digital objects that would explain the project, offer an opt-out, and invite further participation. Although these materials are already online, the Internet Archive crawls have captured only a fraction of the blogs and very few of the images, and, as a result, there is no guarantee of their preservation unless we are proactive. In addition, because they were passively collected (by a spider) the blogs and images captured by the Internet Archive do not have important metadata attached to them, such as where a blogger was located before the storms. As an active, contributor-driven project, the *HDMB* will have a much more detailed collection of these digital objects that will enable new kinds of research (as described below).

7. Workshop with Public Historians: Although the *HDMB* will undertake extensive collecting, we also want to stimulate other individuals and groups to undertake projects—either on their own or in alliance with us. To that end, we will organize a workshop for Gulf Region public historians on “Doing Digital History.” In order to leverage resources to make this possible, we will use a workshop already planned for Chicago under *Echo* and offer travel support for Gulf Region public historians. We will also add some additional sessions directed specifically at the needs of these public historians. One possible strategy that we might develop in alliance with them is to use the *HDMB* to collect digitized photos of flooded areas now “lost.”

1.4 What We Hope to Learn

Although we cannot yet assess fully the social, cultural, economic, and political implications of these storms, we do know that previous natural disasters have had profound and long-lived consequences. After the Galveston Flood of 1900, for instance, development shifted north to Houston and the city experimented with a “commission” form of government that was imitated elsewhere. Similarly, the 1927 Mississippi River Flood further fueled the great black migration to the North, undercut the power of the white planters, and paved the way for federal intervention in the South during the New Deal. Whatever the outcomes, historians, policy makers, geographers, and environmentalists will be studying and debating the hurricanes of 2005 for many years to come. This project is directed, in part, at ensuring that they will be able to do so based on as full a historical record as possible. We believe that the *HDMB* will provide a vital resource for future students of the 2005 hurricanes for four key reasons. (*See Appendix D for further discussion.*)

First, the very massive displacement caused particularly by Hurricane Katrina undercuts one of the most traditional sources of documentation—retrospective oral histories. Attempts to

document the experiences of survivors of earlier storms such as Hurricanes Betsy (1965) and Camille (1969) started years later but benefited from the region's tendency for natives to remain in place. Future historians will not be able to count on a stable population; they require new—digital and decentralized—methods to reach a widely dispersed population of witnesses.

Second, traditional oral history approaches cannot capture the immediacy of responses to the hurricanes that we can collect digitally. Consider, for example, the series of emails that the Christmann family has already uploaded into our collection that document their day-by-day movements to Florida, Mississippi, Baton Rouge, and finally back to their flooded home in New Orleans. We can glimpse the heartbreak of their daughter “crying and talking to her one stuffed animals” at the news that they are not returning home soon as well as their elation at learning that their house is not as badly damaged as they thought. Historians will turn to such stories both to document the unfolding drama but also for rich insight into topics like racial division, family tensions, and relationships between citizens and public officials. Noted cultural historian David Roediger has already told us he plans to use the *HDMB* for researching a new book on race in the Deep South, and we expect that other scholars will use the collection for such purposes both in the near and more distant future. Indeed, the very open-endedness of digital collecting (the fact that contributors are able to decide the theme or topic they wish to pursue rather than our setting parameters beforehand) makes it hard to anticipate the range of future uses. In some cases the unstructured nature of the collecting may result in reflections that researchers today consider irrelevant, but in other cases, it will offer unanticipated commentary that future researchers will value highly.

Third, while some scholars will value the *HDMB* for reflecting the rich particularity of human experience (the essence of humanities scholarship), others will use it as part of a more

social scientific approach, seeking out patterns and generalizations. Here, the depth and breadth of a large digital collection has great advantages over more traditional oral history collecting, which is inevitably limited in scope. In this, scholars will be aided by our geocoding of data, which will allow them, for example, to compare not just responses to Rita, Wilma, and Katrina, but even the responses from different zip codes.

Moreover, because of a digital collection's superior manipulability compared to a physical collection, historians can search electronic documents in revealing and novel ways. On the web, the speed with which one can do this sort of analysis can enable both quick assessments of historical collections as well as more substantive investigations. For instance, when historian Michael Kazin used search tools to scan our *September 11 Digital Archive* for the frequency of words such as "patriotic" and "freedom," he came to some important conclusions about the American reaction to the terrorist attacks. Kazin discovered that fewer Americans than we might imagine saw September 11 in terms of nationalism, radical Islam versus the values of the West, or any other abstract framework. Instead, most saw the events in far more personal and local terms: the loss of a friend, the effect on a community, the impact on their family or job. The ultimate quality of a digital collection may have more to do to with the forest than the trees, so to speak. Scholars will use the *HDMB* in similar ways—to assess, for example, the patterns of response to the storm and to the relocation effort and how that varied over time and space.

Fourth, we will be gathering much more than personal stories—we will also be archiving digital photos and any other born-digital materials, including PDFs, Flash files, digital video, and digital audio. Such digital data is highly fragile and will be only be preserved through pro-active efforts. We expect that the rich visual record of the storms that we are already beginning to

gather will be crucial not just to scholars seeking to document the storms effects but also to public historians who want to illustrate those effects to future generations.

1.5 Sustaining the Hurricane Digital Memory Bank

Any digital collection project needs to have a responsible plan for long-term preservation of the digital assets gathered. CHNM has considerable experience with issues of digital preservation from working with the Library of Congress to preserve the *September 11 Digital Archive*. In addition, CHNM has joined with the University of Maryland in a grant from the Library of Congress's National Digital Information Infrastructure and Preservation Program (NDIIPP) on preservation strategies for records of the Dot-Com era.

We believe that the *HDMB* should be preserved within the region that was most directly affected by the storms. Fortunately, the University of New Orleans has established a DSpace repository in collaboration with Louisiana State University (LSU) and we will work with them . to set up a long-term repository for the *HDMB*. In addition, many digital preservationists argue that we can best ensure the persistence of digital records with multiple copies. As a result, we will also deposit a second copy in the GMU's digital repository, MARS. CHNM has worked closely with the GMU Library on developing MARS; indeed, it grows directly out of a meeting on digital preservation of web-based materials that the Sloan Foundation organized in collaboration with the Council on Library Information and Resources. MARS will also be the repository for other historical material generated by the *Echo* project, and so it seems logical to have a copy of the *HDMB* as part of this larger collection of Digital Memory Banks focused on the history of science, technology, and industry. GMU has made a long-term commitment to this DSpace installation, hiring a full-time digital librarian to manage it. (*See Appendix H.*)

2. From the Hurricane Digital Memory Bank to the Memory Bank Movement

The *Hurricane Digital Memory Bank* offers a second major opportunity—albeit a less immediate one than stimulating and preserving the social memory surrounding the hurricanes of 2005. That is to foster the general movement toward using the Internet to collect and preserve the past through what we are calling “Digital Memory Banks.” Our work on the *HDMB* will promote that process in two major ways—by creating tools, templates, and approaches that will assist people in developing their own Digital Memory Banks and by offering a persuasive example and model that will inspire and instruct others.

2. 1 Digital Memory Banks, the first decade

Over the past decade, the Sloan Foundation has taken the lead in developing a new practice—collecting, documenting, and disseminating the recent history of science, technology, and industry through the new electronic media. CHNM has played a key role in those efforts to create these Digital Memory Banks through the *Blackout History Project*, the *Echo* project, and the *September 11 Digital Archive*, which has been the single most successful effort to collect and preserve digital materials related to a historical event. In 2004, the Sloan Foundation provided additional funding to CHNM to build upon the successes of *Echo* and the *September 11 Digital Archive*. Under *Echo 2*, we have been organizing further workshops with digital history practitioners, providing consulting help to those who want to get started with online collecting, developing further digital tools for historians of science, technology, and industry, and experimenting with new modes of online collecting in a case study focused on the history of the open source movement.

At the same time that our own efforts have expanded (and, indeed, in part due to our efforts), others have launched projects in the online collecting of history. For example, the British Broadcasting Corporation’s two-year online project to gather the stories of Britain’s

World War II veterans and survivors of the London Blitz, entitled *WW2 People's War*, has gathered more than 1,200 narratives. In the United States, the National Park Foundation, the National Park Service, and the Ford Motor Company are using the Internet to collect first-hand narratives of life during wartime for a planned Rosie the Riveter/World War II Home Front National Historical Park in Richmond, California. More than 500 people have recorded their personal stories and artifacts of the civil rights movement on a site co-sponsored by the AARP, the Leadership Conference on Civil Rights, and the Library of Congress.

Growing numbers of online collecting efforts have also emerged outside of formal institutional contexts. The photo sharing website, *Flickr*, for example, has become a place to self-document and to document shared events. “The Gates: An Experiment in Collective Memory” recently used *Flickr* to gather more than 3,600 photos about the Christo Gates in Central Park. Even more recently, people associated with *Wikipedia* have launched *MemoryWiki*, which they describe as “a place for you, or anyone, to store your memories and share them with others.”

2.2 Encouraging the Creation of Digital Memory Banks

How can our work on the *HDMB* further this growing, but still nascent, practice of using the Internet to gather and preserve historical evidence, especially in relation to natural disasters like Hurricanes Katrina, Rita, and Wilma? The most important way, we believe, is through the power of example. If the *HDMB* attracts contributors and readers, it will also attract imitators. That has already been the case with our other successful projects, especially the *September 11 Digital Archive*. Indeed, the partnership underlying the *HDMB* grows precisely out of the example set by the 9/11 project. In the aftermath of Hurricane Katrina, Michael Mizell-Nelson contacted CHNM for assistance because he knew about the *September 11 Digital Archive* and he wanted to do something similar on Katrina.

But, as with Mizell-Nelson, many people who are interested in collecting projects do not have the technical skills or resources to get started—or at least believe that they don't. We hope that one legacy of the *HDMB* is to simplify the process of launching a Digital Memory Bank and to make it possible for others to undertake a project quickly, easily, and cheaply. Our primary vehicle for this will be a *Guide to Building a Digital Memory Bank* that we will make freely available through the *HDMB*, *Echo*, CHNM, and other websites.

Naturally, no easy cookbook can satisfy every project and every digital historian given the enormous range of skills, goals, and resources among those attracted to such projects. Rather than a fixed recipe, our *Guide* will offer a menu of different options and a range of different resources and advice. While we develop new materials for the *Guide*, we will also take advantage of a number of resources and assets already developed by CHNM under the *Echo* and *September 11 Digital Archive*.

As in many appliance and software manuals, the *Guide* will include both detailed advice and a “quick start” guide. We will write the latter specifically for those who want to get started immediately and don't have the time (or interest) to plan out every aspect of the project. It will offer some quick and practical advice that can be read in ten minutes or less. Others, however, will want a more thoroughgoing introduction to building a Digital Memory Bank. The core of that will be a supplement to the chapter on “Collecting History Online” in the book, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*, which is also available online in its entirety. We will supplement the existing text with information on the latest trends in digital collecting, new lessons learned in our work on *HDMB*, and more technical advice on such matters as metadata. We will also provide links to other relevant chapters in *Digital History* on such topics as copyright, preservation, and publicity.

In terms of the digital tools and templates needed to launch a project, we will also point potential Digital Memory Bank builders to a menu of options rather than assuming one size fits all. For example, we will recommend some commercially available packages (especially blogs and wikis) for those with limited time, budgets, and skills. More tech savvy readers may want to build their own systems or customize existing packages, and for them we will offer advice on such things as user interface design, site navigation, and data management based on our own experiences. Still others may want to use the easy-to-use Survey Builder tool that we have created under *Echo*, which has already had more than 4,000 users. Survey Builder makes it possible in less than fifteen minutes to launch a Memory Bank project that can gather both text-based narratives and files such as digital images.

We will also enhance Survey Builder to expand its usefulness and usability for those undertaking Memory Bank projects, especially those focused on natural disasters like the hurricanes of 2005. In particular, the explosion of map-based web applications and Application Programming Interfaces (APIs, such as the one for Google Maps) and the growth of Geographic Information Systems (GIS) make it increasingly attractive to add geographical coordinates to Survey Builder, since historical events and especially natural disasters generally have a geographical dimension. These geographical metadata fields could then be instantly mapped onto a Google, Yahoo, Microsoft, or GIS map. Adding this geographic dimension will both make Memory Bank sites attractive to contributors and more useful to future researchers, allowing them, for example, to zero in on the experiences of a particular neighborhood or to compare the views of wealthy and poorer areas of New Orleans. We have done this in an *ad hoc* way in the *HDMB*, and contributors have greeted this feature enthusiastically. But we need to add these

elements to our standard Survey Builder template, as well as provide advice to those using other tools (such as commercial wikis) how they might reproduce this geographical interface.

Although CHNM is a sizable operation with a \$2 million endowment and a substantial track record of a dozen years, we still need to be mindful of the difficult issues of sustainability and dissemination of tools like Survey Builder. We remain committed to making it available to users for the foreseeable future, and, in fact, the ongoing maintenance costs are actually fairly modest. Nevertheless, we have three other strategies to make sure users are not dependent on us to build and maintain their Memory Banks. First, we have made Survey Builder an open source project, which means that any user with moderate technical skill can modify or upgrade it and we will make it available on open source sites such as Sourceforge. Second, we will create a downloadable version of Survey Builder that can be easily installed on any server running standard open source software such as Linux, Apache, MySQL, and PHP.

Third, we will take advantage of newly emerging opportunities to offer Survey Builder on free (advertiser supported) commercial services. The most prominent of these is Ning, which has been launched by Marc Andreessen (the original developer of Netscape) and other commercial investors. It provides free hosting for “social software” based on PHP and MySQL. To take advantage of this, we will upload a version of Survey Builder to Ning (and other similar sites that are likely to emerge), which users can then easily “clone” for their own application (on Ning this takes only a single click and requires no knowledge of PHP or MySQL). This enables us to not only offload the hosting of Memory Banks on a commercial company, it also provides an easy and attractive way of disseminating the practice of Memory Banks. (Another benchmark of our success will be the cloning of Survey Builder and the download of our package; we hope to see at least fifteen clones or installations in the next two years.)

We believe that the example of the *HDMB*, if successful, will stimulate others to undertake similar projects. But no matter how successful, we cannot rely entirely on the power of any particular example, and we need to actively disseminate the work undertaken within this project. We propose six straightforward dissemination strategies. First, as already noted, we will offer the Survey Builder software through open source download sites and through social software sites like Ning. Second, we will make at least four presentations to conferences and other groups of scholars and public historians about the *HDMB* to spread awareness of the project in the historical community. Third, we will write about the project and related Memory Bank materials in at least five newsletters or articles. Fourth, we will send information about the new *Guide to Building a Digital Memory Bank* to CHNM's email list of more than five thousand people. We will also do at least eight electronic mailings to the recipients of *History News Network's* bi-weekly newsletter, which goes to 11,000 historians—academic, public, and amateur. Fifth, although these electronic promotions are valuable and inexpensive, it has become increasingly necessary to do publicity through regular mailings to break through the digital clutter. Thus, we will do a mailing on “Building Digital Memory Banks” to 5,000 academic and public historians to spread awareness of the practice. Sixth, we will publicize the *Guide* and the enhanced Survey Builder through the “Doing Digital History” workshops that we are organizing under the *Echo* grant. As noted above, we will specifically recruit historians from the Gulf Region for one of those workshops. Although it is difficult to predict the results of our efforts (particularly when they rely on the volunteer work of others and events like disasters that we hope will not occur), we hope that our work on disseminating the *HDMB* and the memory bank concept will result in at least four similar projects in the next two years.

3. Project Team

The team at CHNM and UNO that will undertake this project possesses a mix of historical, educational, production, and technical talent and expertise as well as dense local connections that make us uniquely well qualified to carry out this project. (*See Appendix A for detailed work plan, Appendix B for details on partners, and Appendix C for a list of staff and management responsibilities.*) CHNM is internationally known as a leader in using digital media to collect, preserve, and present the past. For the past decade CHNM (with the active encouragement and support of the Sloan Foundation) explored the potential of the Internet to collect and preserve the past online. Our work in the history of science and technology responds particularly to the dilemma that the output of science and technology is growing at a much faster rate than the means of collecting and documenting that history. As testified by the Library of Congress's accession of the *September 11 Digital Archive* and by the alliances of *Echo* with major institutions such as NASA, NIH, and the Smithsonian Institution's National Museum of American History, we believe that we have become important leaders in an online historical movement that is now moving into the mainstream. CHNM also has substantial experience in website development, online promotion, tools development, and grants management—all things essential to complete this project successfully.

UNO is Louisiana's premier urban university, and its history department and urban studies program are recognized worldwide as central to the study of New Orleans. UNO's project leader (and New Orleans native) Michael Mizell-Nelson first worked with the CHNM in the 1990s to develop a digital history project in New Orleans social history for community college students. His subsequent work as public historian for the NEH Deep South Regional Humanities Center gave him a wide acquaintance with folklorists, teachers, and public historians throughout much of the region affected by Katrina, Rita, and Wilma.

Appendix A: Work Plan

Year 1: June 2006 – May 2007

- Solidify partnerships and working relationships with organizations in the Gulf Coast and Florida region (e.g. universities, elementary and secondary schools, churches, YMCA, Red Cross, local historical societies, state humanities councils; museums, libraries, and neighborhood and community groups);
- Distribute regional and national press releases and work with media and local community contacts to coordinate publicity campaigns (e.g. press releases in regional newspapers and on radio shows; PBS on-air announcement; historical and museum publications);
- Implement online promotion strategies, including establishing cross-linking arrangements with other hurricane-related websites and posting in online newsgroups and forums;
- Plan and conduct three direct outreach and collecting campaigns in New Orleans at Mardi Gras (February), Jazz Fest (April), and the first anniversary of Katrina (August);
- Upload institutional contributions, including images from Smithsonian, Louisiana State Museum, The NewsHour with Jim Lehrer, and other partners;
- Conduct first automated collecting crawl and contact content creators to explain the project, offer opt-out, and invite further participation;
- Establish and maintain VoIP voicemail accounts so that users without access to the Internet can contribute stories via telephone;
- Work with libraries, social service agencies, and community activists to conduct additional outreach for displaced and unwired users;
- Bring public historians from Gulf Coast region to our Chicago digital history workshop;
- Write at least two articles/reports for print journals or newsletters;
- Present on HDMB and/or Digital Memory Banks, in general, at two conferences;
- Continue collecting feedback from user groups about the current website, including the design, usability, and structure;
- Modify website as necessary based on feedback;
- Begin discussions about long term preservation with partners at UNO, LSU, and GMU libraries.
- Reach out to poorer communities with mobile digital technology and dissemination of digital phone numbers.

Year 2: June 2007 – May 2008

- Continue working with organizational partners and regional networks to build online contributions base;
- Conduct publicity and collecting campaigns at second anniversary of Katrina (August);
- Distribute paper mailing on “Building Digital Memory Banks” to 5,000 academic and public historians to spread awareness of the practice;
- Write *Guide to Building A Digital Memory Bank*;
- Publicize *Guide to Building A Digital Memory Bank* (including at least eight online mailings to HNN and CHNM mailing lists);

- Modify Survey Builder to allow for geocoding and links to maps;
- Create one-click clone version of Survey Builder to upload to Ning and similar sites;
- Post free downloadable version of Survey Builder on Sourceforge and other open source software outlets;
- Write at least three articles/reports for print journals or newsletters;
- Present on HDMB and/or Digital Memory Banks, in general, at three conferences;
- Do print mailing on Building Digital Memory Banks;
- Catalogue and index all collections with proper metadata tags as well as traditional library designations;
- Work with UNO, LSU, and GMU libraries to finalize plans for long-term preservation and dSpace archiving.

Appendix B: More Information on CHNM and UNO

Since 1994, CHNM (<http://chnm.gmu.edu/>) has used digital media and computer technology to democratize history—to incorporate multiple voices, reach diverse audiences, and encourage popular participation in presenting and preserving the past. CHNM combines cutting edge digital media with the latest and best historical scholarship to promote an inclusive 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 Humanities Center, the National Endowment for the Humanities, the Virginia Foundation for the Humanities, the Department of Education, the Library of Congress, the Institute of Museum and Library Services, and the Sloan, Hewlett, Rockefeller, Gould, Delmas, and Kellogg foundations. CHNM maintains a wide range of online history projects directed at diverse topics and audiences, making them available at no cost through its website. In 2005, CHNM’s websites had 250 million hits and 10 million visitors—making it one of the busiest non-commercial history education sites on the entire World Wide Web.

CHNM has been a leader both in using digital media to improve the public understanding of history and in developing innovative, easy-to-use digital tools for accessing historical content. In terms of public understanding, CHNM maintains several very popular and award-winning web-database projects, including educational projects such as *History Matters* and *World History Matters* and public history projects like the *September 11 Digital Archive* and *Liberty, Equality, Fraternity*. CHNM is also the lead partner in three major Teaching Traditional American History grants from the Department of Education and a partner in two others. In collaboration with the Stanford University Graduate School of Education (and with funding from the Hewlett Foundation), it has just launched a major new initiative called *Historical Thinking Matters*.

Through the *Echo* project as well grants from NEH and the Institute of Museum and Library Services (IMLS), CHNM has also established itself in the past few years as a developer of scholarly information tools for historians of science and technology, and in 2004 received a second wave of funding from Sloan to continue this work. A key prong of the tool-based efforts in *Echo 2* has been to develop sophisticated tools for use by researchers and students in the

history of science, technology, and industry. In 2004-2005, we determined—based on a survey of the field and workshops—that it would be particularly fruitful to concentrate our efforts on building open source web browser tools, which will enhance scholars' access to and use of digital library and museum collections. (We are building a open source community around this project to insure sustainability.) What we are calling *Firefox Scholar* operates within the browser window and allows users to recognize and capture metadata from online objects, collect documents, images, and citations from the web. Our *Echo 2*-based work on Firefox Scholar has also won significant additional support from a recently awarded grant from IMLS.

The University of New Orleans, part of the Louisiana State University System, is a major urban land-grant institution serving the metropolitan New Orleans region. UNO is the second largest university in Louisiana, with 13,000 undergraduate and 4,000 graduate students. It is among the most diverse major public universities in the nation, with a minority student population of 44 percent.

From the founding of the university, its history faculty, including the late Dr. Stephen Ambrose, the late Dr. Joseph Logsdon, Dr. Gordon Mueller and Dr. Arnold Hirsch, has proven its strength as researchers, authors, and teachers of local and regional history. Drs. Ambrose and Mueller's professional association and shared research interests led directly to the development of the National D-Day Museum and the Eisenhower Center for American Studies. Department member Dr. Guenter Bischof serves as Director of Center Austria, which runs one of the nation's largest programs for studying abroad. The faculty is widely published, and includes authors of some of the major works on the region, American history, urban history, Latin American history, and Contemporary European history.

The department has been a center for the dissemination of rigorous research on New Orleans, through a variety of projects: Plessy Decision Centennial Conference, Midlo Lecture Series, Louisiana Purchase Bicentennial Lecture series, Louis Armstrong Centennial Conference, and a visiting scholar program. The Midlo Center for New Orleans Studies was established within the history department in 1990. Since its inception, the Center has coordinated and circulated scholarship about the history, culture, and public policy issues of the New Orleans area. The Center sponsors projects to write new general histories of New Orleans and Louisiana based on new research and findings, and promotes understanding of New Orleans history through sponsored events and coordination of interdisciplinary courses and seminars at the University of New Orleans. Visiting scholars from around the world are given an academic home at the Midlo Center, where their work can be invigorated with exposure to local resources, and the community can benefit by these outstanding scholars leaving their work for the community to use in teaching, research, and public projects. Senior urban historian Arnold Hirsch, Director of the Midlo Center for the Study of New Orleans, will serve as an advisor to this project.

Facing massive challenges following Hurricane Katrina, UNO resumed its Fall 2005 semester in early October with a combination of on-line and on-site courses. UNO was the only New Orleans university to reopen in 2005. Building upon its rich academic research tradition, UNO quickly sponsored a group of projects to identify, record, and alleviate the effects of Katrina on the citizens of Louisiana. An important goal of the university is to provide appropriate physical and electronic venues for storing and disseminating the collected data as the Gulf Coast

rebuilt. The administration offers its full support to the Digital Memory Bank Project. (See Appendix H.)

UNO Assistant Professor of History Michael Mizell-Nelson has previously worked with the CHNM in developing a website for student oral history projects. One of his projects during his work for the NEH Deep South Regional Humanities Center at Tulane University involved creating a short broadcast video documentary and an internet-based walking tour of New Orleans slave market sites led by NYU professor Walter Johnson. Another of his projects developed into Egghead Tours, a collection of specialty tours created from research conducted by graduate students, professors, and independent scholars. Mizell-Nelson is a native of New Orleans, an expert in New Orleans history, and the author of a forthcoming book on New Orleans public transit system titled *Race and Democracy in Transit: Slavery to Gentrification on New Orleans Streetcars*.

Appendix C: Management Plan and Staff Biographies

Principal Investigator: Roy Rosenzweig is the Mark and Barbara Fried Professor of History & New Media at George Mason University, where he also heads the Center for History and New Media (CHNM). He is the author, co-author, and co-editor of numerous books, including *A Companion to Post-1945 America*; *The Park and the People: A History of Central Park*; *The Presence of the Past: Popular Uses of History in American Life*; *Eight Hours for What We Will: Workers and Leisure in an Industrial City, 1870-1920*; *History Museums in the United States: A Critical Assessment*; *Presenting the Past: Essays on History and the Public*; and *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. He was the second recipient of 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.” As **Principal Investigator**, Dr. Rosenzweig will take overall responsibility for project completion, including setting strategic vision, allocating resources, meeting project deliverables, and reporting project results.

Co-Director: Daniel Cohen is Assistant Professor of History at George Mason University and Director of Research Projects at CHNM. He is the co-author of *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (University of Pennsylvania Press) and the author of the forthcoming *Heavenly Symbols: Mathematical Idealism in the Victorian Age* (Johns Hopkins University Press), an examination of the values and social motivations of the Victorian mathematicians who created the logical systems at the heart of modern computing (winner of the George Washington Egelston Prize at Yale). He received his bachelor's degree from Princeton University, his master's degree from Harvard University, and his doctorate from Yale University. As **Co-Director**, Dr. Cohen will direct all technical, archival, and historical work on the project.

Co-Director: Tom Scheinfeldt is Assistant Director of CHNM and Research Assistant Professor of History at George Mason University. He received his bachelor's degree from Harvard College and his master's and doctoral degrees from Oxford University, where his doctoral thesis

examined inter-war interest in science and its history in diverse cultural contexts, including museums, universities, World's Fairs and the mass media. A research associate at the Smithsonian Institution Archives, he has lectured and written extensively on the history of popular science, the history of museums, and history and new media. As **Co-Director**, Dr. Scheinfeldt will be responsible for project administration, including overall management of human and budgetary resources.

Project Manager: Sheila Brennan is a PhD candidate in history at George Mason University where she is examining popular collecting practices in the U.S. Her research interests include online history museums, material culture, and cultural memory. She earned her Bachelor's degree from Bates College and Master's from the University of Notre Dame. Prior to coming to George Mason, she worked as the Director of Education and Public Programs at the U.S. Navy Museum in Washington, DC for five years. Brennan recently co-authored "Taking a Byte Out of the Archives: Making Technology Work for You," published in the American Historical Association's *Perspectives*. As **Project Manager**, Ms. Brennan will coordinate staffing, outreach and collecting (both online and through direct efforts in the Gulf Region), collections management, publicity, and project evaluation.

Director of Gulf Coast Outreach: Michael Mizell-Nelson is an Assistant Professor in the Department of History at the University of New Orleans and the Content and Outreach Lead for the Hurricane Digital Memory Bank. His research interests focus upon the social and cultural history of New Orleans, and he is completing his first book, a study of race relations on New Orleans public transit system titled *Race and Democracy in Transit: Slavery to Gentrification on New Orleans Streetcars*. As **Director of Gulf Coast Outreach**, Dr. Mizell-Nelson will set and implement collecting strategy, develop institutional alliances, direct outreach efforts in the Gulf Region, and develop and edit online historical content.

Technical Lead: Jim Safley is a Web Programmer and Digital Archivist for CHNM. He received his bachelor's degree in history from George Mason University and is currently working towards his master's degree in American history. His archival career includes posts at the National Archives and Records Administration, records manager at Phi Beta Kappa national headquarters, and archivist assistant at GMU's Special Collections and Archives. As **Technical Lead**, Mr. Safley will be responsible for database architecture, collections management, and archival preservation.

Creative Lead: Nate Agrin is a Web Programmer for CHNM. He received his bachelor's degree in molecular biology at Clark University in Massachusetts, and has published research on protein sequencing and data storage. As **Creative Lead**, Mr. Agrin will be responsible for website and user interface design.

Project Assistant: Olivia Ryan is the Echo Project Manager at CHNM. She received her bachelor's degree in history and political science from the State University of New York at Brockport and is currently working toward a master's degree in U.S. history at George Mason University. As **Project Assistant**, Ms. Ryan will assist the Project Manager with online collecting and the Technical Lead with collections management.

Project Assistant: Allison Meyer O'Connor an Online History Associate at CHNM and is working toward her PhD in history at George Mason University. She earned a bachelor's degree in history and Italian from University of Wisconsin - Madison and a master's degree in liberal studies from Georgetown University. Prior to joining CHNM she taught web design at the college level, and worked in the publishing industry for several years. As **Project Assistant**, Ms. O'Connor will contribute to web and user interface design.

Project Assistant: Roger Mellen a research assistant at CHNM and is currently working on his dissertation on history of print culture at George Mason University. His undergraduate degree is in journalism from Hampshire College, his master's is in mass communication from the University of Denver, and he is former Assistant Professor of Journalism at American University and GMU. As **Project Assistant**, Mr. Mellen will assist with project publicity and outreach.

Appendix D: More on Historical Significance of HDMB

In early January, the *New York Times* released its list of the ten most read stories of 2005—six of them concern Hurricane Katrina. This should not surprise us; Katrina's initial impact and subsequent breach of the New Orleans levees made it the worst natural (and man-made) disaster in U.S. history. Current damage estimates range from \$100 to \$200 billion—probably double that of Hurricane Andrew and, thus, by far the most expensive natural disaster ever to hit the United States. It has also been one of the deadliest, with the official death toll now close to 1,400 and more than 5,000 people still missing; on the Gulf and Atlantic coasts, only the hurricanes in Galveston (1900) and Okeechobee (1928) killed more people. The storm displaced more than a million people and created an unprecedented humanitarian crisis that will not quickly subside.

Hurricane Katrina was only one (albeit the most destructive) of fourteen hurricanes and twelve tropical storms that hit the United States (and the Caribbean) in 2005—the worst hurricane season ever recorded. Less than three weeks after Katrina, Hurricane Rita—an even more powerful storm and, indeed, the strongest hurricane ever in the Gulf of Mexico—struck Louisiana and Texas. Although Rita did not destroy refineries and ports in the Texas Gulf as originally feared, the storm still caused close to \$10 billion in damages. Nearly one month later, Wilma became the third Category 5 hurricane of this disastrous season. It too set records, causing approximately \$20 billion in damages (largely in Florida), killing as many as 60 people, and becoming the fifth costliest storm in U.S. history.

Like prior catastrophes such as September 11 and the great 1927 Mississippi Flood, the impact of these natural disasters continues to reverberate across the country. Communities throughout the South that have sheltered the greatest number of evacuees now endure congested schools and traffic as well as overtaxed social services. Almost every mile of Louisiana and Mississippi coastline from Texas through to Alabama suffered terribly from the combined impact of Rita and Katrina. Not merely scale alone, but the significance of one of the world's most important cultural regions, the Deep South, demands that we record the experiences of those affected by the storms as well as the still unfolding effects upon whole communities.

Traditionally, most hurricane- and weather-related scholarship came from scientists and geographers, and focused more on nature itself rather than the tremendous and long-lasting impact of natural events on society and culture. Environmental historians have more recently brought a broader range of social, political, and economic concerns to their analyses in such works as John M. Barry's *Rising Tide: The Great Mississippi Flood of 1927 and How It Changed America*, Donald Worster's *Dust Bowl: The Southern Plains in the 1930s*, and Ted Steinberg's *Acts of God: The Unnatural History of Natural Disaster in America*.

The HDMB seeks to foster this kind of broad-based environmental history of the 2005 Hurricanes by creating the wide range of primary sources that are necessary to put these storms in their full social, cultural, and political contexts. Naturally, future historians of these hurricanes will need more than the resources of the *HDMB*; they will rely as well on government documents, press and mass media reports, and their own interviews. But we aim to make the *HDMB* a key source for these researchers and, indeed, one that their predecessors writing on the floods of 1927 or the dust storms of the 1930s lacked.

One way it will do this is by incorporating a broader range of voices into the historical record. Historians examining the earlier disasters, particularly hurricanes and earthquakes, often have had to rely most heavily upon the reports of newspaper journalists whose coverage was influenced by their publishers' interests in protecting the economic health of the area more than accurate depictions of the disaster and what similar disasters in the future might bring. The *HDMB* will help to ensure that individuals from throughout the area have the opportunity to report their observations regardless of any real or perceived local bias and even respond to any seeming lapse in coverage exhibited by the local media.

One example is the early spread of rumors regarding violence in the New Orleans Superdome. Following weeks of rumors regarding teenage African-American males disrupting what was officially supposed to serve as an evacuation center for those with special needs, a New Orleans daily newspaper responded with an investigative report debunking almost all of these accounts as rumors. The city's police superintendent resigned shortly afterwards, in large part because of his role in spreading such reports. Since then, many in New Orleans have suggested that while certainly exaggerated, some of those original claims were valid. The *HDMB* allows the opportunity for multiple viewpoints to survive into the future when scholars might be better able to tease out some semblance of what actually took place during those several days of panic.

Already contributors to the *HDMB* have commented on a range of highly sensitive topics—racism, gunshots, violence, and sexual exploitation—that will interest future historians. The ability to contribute anonymously has resulted in greater candor than might have been true with standard interviews. Of course, that anonymity makes these more treacherous sources for the historian to evaluate. But our past experience suggests that most online contributions are “authentic,” and that in addition to assessing a contribution's internal evidence to determine its validity there are technical methods (such as capturing a contributor's IP address) that can bolster the authenticity of a digital collection. Unlike any previous group of hurricanes, researchers will not have to rely solely upon whatever historical materials might be collected by individuals and under funded community groups spread throughout this region. And given the especially

complicated social history of New Orleans, where almost any action taken by the government officials is met with skepticism, the *HDMB* will offer a rich evidential base for divining exactly what went on in terms of aid.

Another unique value of the *HDMB* lies in the breadth of contributions we hope to attract. Because these materials will be stored in a standardized, machine-readable, geographically located format, the potential for new kinds of research will emerge. Simple keyword searches will reveal what percentage of residents heard gunshots, for instance. More complicated map-based analyses will show patterns of problems, such as a lack of emergency response in certain areas, and will enable historians to make comparisons of such issues with earlier natural disasters. Environmental historians generally agree that the poor are disproportionately affected by natural disasters. The 2005 hurricanes likely prove this rule but there may be many exceptions. Although the uprooting of the poorer residents of New Orleans received much more media attention at the outset, increasing numbers of middle-class residents experience similar dispersion as businesses continue to close, downsize, or relocate. The most flooded neighborhoods in New Orleans included the wealthiest suburb in the entire state (Old Metairie), the celebrated Lower Ninth Ward, and almost every socio-economic group in between. The traditionally close proximity between many wealthy and poor neighbors in the city has led to yet another area of strife as New Orleanians debate the location of FEMA trailers. A comprehensive digital archive would allow us to assess much more comprehensively than a paper-based archive these and other important issues.

Already, a number of scholars have indicated that the collection will be of great value to them. Upon hearing about the *HDMB*, University of Illinois Professor David Roediger (one of the nation's leading historians of race and someone who has previously done research in New Orleans) immediately expressed interest in mining our collection. His review of the initial submissions to *HDMB* suggests that there is fertile material for scholars with diverse interests. Another scholar who has indicated interest in working with us and in making use of the collection is Jeanine Gillespie, Professor of Spanish at the University of Southern Mississippi. Gillespie has studied New Orleans' *Islenos* population (descendants of the Canary Islanders brought to Louisiana during the Spanish colonial period), including their responses to the 1919 hurricane. She will use the *HDMB* (and aid us in collecting) to bring their story to the present as well as to research more broadly on the experience of Latinos (both long term residents and recent arrivals) in the wake of the storm. (*See Appendix H for Letters of Support.*)

Appendix E: More Details on Recruiting and Promotion Strategies

Previous experience has taught us that any successful collecting project needs to move quickly to take advantage of promotional and publicity opportunities that emerge. Thus, it is difficult to map out precisely all of our plans. Nevertheless, in addition to the general strategies suggested in Section 1.3, we hope to employ many of the following approaches to winning contributions to the site:

1. *Networking at UNO*: As noted above, we will work with faculty and students at UNO—for example, encouraging students to deposit in the archive reflections already written as part of class assignments as well encouraging faculty to assign these historical reflections to their students in subsequent courses. UNO administration will provide a direct link from the university's home page in order to encourage its 17,000 (pre-Katrina) students to contribute.

2. *Networking at the University of Southern Mississippi*: Our most important initial connection with Mississippi will begin through our contacts at the University of Southern Mississippi at Hattiesburg as well as its Gulf Coast satellite campus. USM is the only four-year research university serving the region of Mississippi devastated by Katrina, and it offers a range of scholars from a number of different disciplines. Our main contact is Spanish professor Jeanne Gillespie, who is well connected to USM's regional study centers as well as faculty teaching in many different disciplines.

3. *Southern Institute*: The Southern Institute runs teacher-training workshops on civil rights and tolerance throughout the affected region. Lance Hill and his staff will provide access to teachers already trained and committed to working on project-based learning in their classrooms. Students reached by the Institute will provide access to the stories of whole families affected by the hurricanes. This alliance will be a key part of the school outreach program, and we are discussing working with the Southern Institute to develop the teaching supplements for the website through another funding agency. In addition, the Institute has the mailing addresses for every grade 6 through 12 private and parochial school in Louisiana, Mississippi, Alabama, and parts of Texas and Florida. They will allow us access to this database without any charge.

4. *Church-based outreach*: To reach volunteers affiliated with religious relief groups, we plan to establish contacts in those organizations. Mailings, visits, and staff membership will widen the scope of our outreach. Among others, we will target Catholic Charities, Southern Baptist Disaster Relief, and the Salvation Army.

5. *Network for Good*: We hope to establish a partnership with the Network for Good (“an e-philanthropy site where individuals can donate, volunteer and get involved with the issues they care about”), which maintains a list of more than 300 organizations providing hurricane relief services. Through their contacts, we plan to mail publicity materials to each organization and ask for contributions from their members.

6. *Mardi Gras*: Launching the regional publicity campaign on Twelve Night, January 6, will coincide with the beginning of the Mardi Gras season in the Gulf Coast, allowing the outreach efforts to build and reach deep into the affected communities. Targeting major Mardi Gras celebrations (New Orleans, Port Arthur, Texas, Mobile, Alabama, and Galveston, Texas), project staff and UNO students working with Mizell-Nelson will distribute thousands of postcards and plastic cups emblazoned with the HDMB URL at many of the parades.

7. *Crescent City Farmer's Market*: Establishing an alliance with the Crescent City Farmer's Market provides an excellent public space to publicize HDMB. Because of the city's new WiFi initiative, project staff can bring laptops to the market to demonstrate HDMB and

allow passersby to browse the collection. Our alliance also gives us access to small growers, commercial shrimpers, and oystermen from the areas outside of New Orleans also affected by Katrina. Loyola University's Twomey Center for Peace Through Justice runs the market, and their institutional connections provides HDMB with further promotional potential.

8. *Print Publicity Materials*: Colorful postcards will announce the new site to the general public. CHNM and UNO will use their own publicity mailing lists for initial contacts, and HDMB partner sites will make cards available to their visitors and researchers. CHNM will distribute postcards to all teachers participating in their Teaching American History grants and mail them to Gulf area social studies coordinators.

9. *Yahoo banner*: Project staff will develop a banner advertisement to be released at the time of the Mardi Gras national publicity campaign, which we hope to persuade Yahoo to run as contribution to the project. With more than 411 million unique users worldwide each month, we hope to tap into Yahoo's power as an online tool.

10. *Louisiana Endowment for the Humanities*: The Louisiana Endowment for the Humanities (LEH) will promote the HDMB through its various publications and community outreach programs. For example, LEH will include notices about the HDMB in *Louisiana Cultural Vistas* magazine with a readership of 50,000 and the LEH monthly e-newsletter with a readership of more than 2,000. LEH will also reach out to its list of more than 4,000 Louisiana teachers and to partner organizations such as the Louisiana Historical Association, the Louisiana Library Association, and Louisiana Public Broadcasting.

Appendix G: Vitae

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EDUCATION

George Mason University

Doctoral program, History, 2002-present

Major field: American History; Minor fields: History and New Media and Material Culture

Notre Dame Master of Arts

American Studies, May 1996

Major concentration: History; Minor concentration: Material Culture

Bates College

Bachelor of Arts, May 1994

Major: American Cultural Studies

PROFESSIONAL EXPERIENCE

- *Project Manager*, Hurricane Digital Memory Bank, Center for History and New Media
George Mason University, Fairfax, VA
October 2005-present
- *Research and Grant Assistant*, Center for History and New Media, George Mason University,
Fairfax, VA
January – September 2005
- Director of Education and Public Programs, *U.S. Navy Museum, Washington, DC*
August 1999-October 2004
- *Assistant Director of Education and Public Programs*, U.S. Navy Museum, Washington, DC
June 1997-August 1999
- Research Assistant, Smithsonian Institution, National Museum of American History:
Dorothy and Jerome Lemelson Center for the Study of Innovation and Invention, Washington, DC
February-May 1997

AWARDS AND CONFERENCE PRESENTATIONS

- Webber Outstanding Graduate Student Award, George Mason University, 2003
- “Community Partnerships at The Navy Museum,” presentation, Biennial Naval History Workshops, Washington, DC, May 2001.
- “Constructivist Theories at Work in Navy Museum Education Programs,” presentation, Biennial Naval History Workshop, Washington, DC, May 1999.
- “Teaching Critical Thinking Skills through Museum Education,” presentation, 3rd Annual Cherry Blossom Conference on Critical Thinking, Rockville, MD, April 1998.

PUBLICATIONS

- “Bob Steele,” “Holy Land USA,” and “Waterbury, Connecticut,” *Encyclopedia of New England* (New Haven: Yale University Press, 2005).
- “Taking a Byte Out of the Archives: Making Technology Work for You” *Perspectives*, (January 2005) with Douglas Mudd, Kirklin Bateman, and Paula Petrik. Unabridged version available at: <http://archiva.net/electronicresearcher/>.
- “The Vindex Special: Learning about Technology Through Advertising,” *Magazine of History*, (Winter 1998)

Daniel J. Cohen
Department of History and Art History
Center for History and New Media
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Education

- » 1992-1999 Yale University, New Haven, CT
Graduate School of Arts and Sciences, Department of History
Ph.D. awarded May 1999, winner of the George Washington Egleston Prize
- » 1990-1992 Harvard University, Cambridge, MA
Harvard Divinity School
M.T.S. awarded 1992
- » 1986-1990 Princeton University, Princeton, NJ
Princeton College
B.A. awarded 1990

Publications

Books

- » *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. Philadelphia: University of Pennsylvania Press, 2005. Co-authored with Roy Rosenzweig.
- » *Heavenly Symbols: Mathematical Idealism in the Victorian Age*. Baltimore: The Johns Hopkins University Press, forthcoming.

Articles

- » "Web of Lies? Historical Knowledge on the Internet," *First Monday* 10 (December 2005). Co-authored with Roy Rosenzweig.
- » "Reasoning and Belief in Victorian Mathematics," in Martin Daunton, ed., *The Organisation of Knowledge in Victorian Britain* (Oxford: Oxford University Press/The British Academy, 2005), 139-158.
- » "The Future of Preserving the Past," *CRM: The Journal of Heritage Stewardship* 2 (Summer 2005), 6-19.
- » "By the Book: Assessing the Place of Textbooks in U.S. Survey Courses," *Journal of American History* 91 (March 2005), 1405-1415.
- » "History and the Second Decade of the Web," *Rethinking History* 8 (June 2004), 293-301.
- » "Digital History: The Raw and the Cooked," *Rethinking History* 8 (June 2004), 337-340.

Reviews

- » "Making the Macintosh: Technology and Culture in Silicon Valley," Web site review, *Journal of American History* 89 (December 2002), 1183-1184.

Awards and Fellowships

- » George Mason University Faculty Fellowship, 2007-8
- » George Washington Egleston Prize, awarded for "Symbols of Heaven, Symbols of Man: Pure Mathematics and Victorian Religion," 1999
- » Charlotte W. Newcombe Doctoral Dissertation Fellowship, awarded by the Woodrow Wilson Foundation, 1996-1997
- » Whiting Dissertation Fellowship winner, 1996
- » Pew Charitable Trusts Fellowship, 1996
- » Mellon Dissertation Research Fellowship, 1996
- » John F. Enders Grant, 1995-1996
- » Yale University Fellowship, 1992-1997
- » Harvard University Fellowship, 1990-1992

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EDUCATION

Tulane University, New Orleans, Louisiana
Ph.D. United States and Latin American History, 2001
M.A. American Studies, 1990
B.A. *cum laude*, Classics and American Studies, 1987

ACADEMIC EMPLOYMENT

University of New Orleans, New Orleans, LA
Assistant Professor of History 2004-present
Delgado Community College, New Orleans, LA
Assistant Professor of History and English 2000-2004
Instructor of History and English 1992-2000
NEH Deep South Regional Humanities Center, Tulane University
Public Historian 2000-2002

SELECTED PUBLICATIONS

Race and Democracy in Transit: Slavery to Gentrification on New Orleans
Streetcars, manuscript revising for publication
"Barker, Danny" and "Christian, Marcus," *African-American National Biography*,
Oxford Press, 2007, forthcoming
"Treated as Lepers: The Patient-led Reform Movement at the National
Leprosarium, 1931-1946," *Louisiana History*, Summer 2003.

SELECTED PAPERS

Social Science History Association, Nov. 2005, "Jim Crow meets Black Power: African-American unionism and the 1974 New Orleans Transit Strike," panel organizer.
North American Labor History Conference, Oct 2004, "Still working for Jim Crow': Street Railway Maintenance Workers in 1970s New Orleans."
North American Labor History Conference, Oct 2003, "Women on the Line: White Women Policing Racial Segregation on New Orleans streetcars, 1943-46"
Modern Language Association, Dec. 2001, "Teaching writing using local history and archival research," panel
North American Labor History Conference, October 2001, "Interracial Unionism Meets the Open Shop Drive: African-American Membership in the New Orleans Street Carmen's Union"

SELECTED GRANTS AND AWARDS

Woodrow Wilson Innovation Awards, "A New Kind of Cultural Tourism: Public History Funding Scholarly Research," Project Director, 2000-2
National Park Service video production grant, 1996
Louisiana Endowment for the Humanities video production grants, 1993-95
American Association for State and Local History, Certificate of Commendation, 1996, *Streetcar Stories*
National Educational Media Network, Silver Apple, 1996, *Streetcar Stories*
Louisiana Endowment for Humanities, Media Grant Reviewer 1997- present

SELECTED DOCUMENTARY AND NEW MEDIA PRODUCTION

Short Documentaries: broadcast on New Orleans PBS affiliate, WYES-TV, and Louisiana Public Broadcasting network: *Return of the Canal Line*, 2004; *Slave Trade Scholar*, 2001.
Feature Documentaries: *Streetcar Stories*, 1995; *Danny Barker: The Jazz Musician as Writer*, 1993.

ROY ROSENZWEIG

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EDUCATION

B.A., magna cum laude, Columbia College, N.Y., 1971.
Ph.D., History, Harvard Univ., 1978.

ACADEMIC EMPLOYMENT

Mark and Barbara Fried Professor of History & New Media; 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).

PUBLICATIONS (selected)

Digital History: A Guide to Presenting, Preserving, or Gathering the Past on the Web (U. of Penn. Press, 2006), co-author with D. Cohen.

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.

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? Working People & the Nation's Economy, Politics, Culture & Society (New York: Worth Publishers, 2000), co-author and supervising editor.

Who Built America? From the Centennial of 1876 to the Great War of 1914, a multi-media CD-ROM (New York: The Voyager Company, 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).

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

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

GRANTS AND AWARDS (selected)

Virginia Foundation for the Humanities Award for Excellence in the Humanities, Dec. 2004.

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 Division, American Historical Association, 2003-5.

State of Virginia Outstanding Faculty Award, 1999.

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.

TOM SCHEINFELDT

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EDUCATION

University of Oxford

D.Phil. in Modern History. 1999-2003.

University of Oxford

M.Sc. in History of Science: Instruments, Museums, Science, and Technology. 1998-1999.

Harvard University

A.B. *cum laude* in History and Science. 1992-1996.

EMPLOYMENT

George Mason University

Assistant Director of the Center for History & New Media and Research Assistant Professor in the Department of History & Art History. 2002-present.

Colorado Historical Society

Assistant Coordinator, Colorado State Roadside Interpretation Program. 1997-1998.

University of Northern Colorado

Research Coordinator, Hewitt Institute, *Doing History, Keeping the Past* project. 1996-1997.

SELECTED EXHIBITIONS AND COLLABORATIVE PROJECTS

Gulag: Many Days, Many Lives, Center for History and New Media, George Mason University.

Critical Infrastructure Oral History and Digital Archive Project, Center for History and New Media, George Mason University.

Echo: Exploring and Collecting History Online - Science, Technology, and Industry, Center for History and New Media, George Mason University.

September 11 Digital Archive, Center for History and New Media, George Mason University; American Social History Project, CUNY Graduate Center.

Cosmographia: A Close Encounter, Museum of the History of Science, Oxford.

There Was a Time, Rocky Mountain Public Television.

SELECTED RECENT PUBLIC PRESENTATIONS AND LECTURES

"Exploring and Collecting History Online: Working with Businesses and Nonprofits", Oral History Association Annual Meeting, Providence, November 2005.

"The Century of Progress: The History of Science and The History of the Smithsonian on Display at Chicago's Second Fair", Association for Museum History, Washington, October 2005.

"Technology and Collaborative Exhibition: Prospects for the Bracero History Project", Smithsonian Affiliations National Conference, Washington, June 2005.