

FINAL PERFORMANCE REPORT

Women in World History
(<http://chnm.gmu.edu/wwh>)

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Report covering from July 1, 2003 to June 30, 2006

During the three years of the grant, *Women in World History* has grown from an idea into a valuable resource for world history scholars, teachers, and students. *Women in World History* is now a full partner to *World History Sources* in our world history portal site *World History Matters* (<http://chnm.gmu.edu/worldhistorymatters/>) and remains committed to giving world history teachers and students a more sophisticated framework for understanding global women's history using online primary sources. Despite structural changes and initial setbacks in project personnel, we have reached and exceeded many of our goals, largely due to the efforts of dedicated project staff.

To assist with various parts of project responsibilities, we hired two new members of the project team in July 2004: Sharon Leon and Kristin Lehner. Leon is a Research Assistant Professor who recently completed her doctorate at the University of Minnesota. Her work focuses on gender and race in the history of science and religion. She served as the Associate Director of the project. Lehner helped with research and coordination of all parts of the project.

In the final six months of the project, we completed work on the remaining content and technical aspects of the site. In February and March we held the final two *Teaching Forums*, which were well received and attracted significant traffic to the site. We also completed work on the *Lesson Plan* and *DBQ* sections of the *Classroom Modules*, and added two new *Website Reviews*.

In addition, several technical changes were made to increase site usability. We redesigned the underlying structure of the site in CSS, making the site easier to maintain and update, more accessible for those with disabilities, and faster to load for users. Since the redesign is compliant with all current standards, it also insures long-term compatibility of the site. The *Advanced Search* function was completed, making all site material searchable by topic and time period. Finally, we hired an experienced copyeditor, Erik Moore of the North Carolina State University Libraries, to edit and standardize all text, bringing the site to completion.

Women in World History now offers world history scholars, teachers, and students a diverse body of resources for augmenting their study and curricula, and site usage has increased dramatically in the past six months. Below is a summary of what has been accomplished.

Project Content and Scope

Website Reviews (<http://chnm.gmu.edu/wwh/reviews.php>) offers essays on the best online primary source archives for studying women in world history. Finding quality websites that include primary sources on women is particularly challenging, as available

selections are limited in topical diversity, geographical area, and temporal depth. Through this feature, *Women in World History* minimizes these challenges and provides high school and college world history teachers with tools for locating sources, directing students to useful websites, and discerning quality.

Our two editors, Kirsten McKenzie and Nora Jaffary, wrote reviews that evaluate the teaching potential and assess the merits and limitations of each website's content and presentation. In the past six months, we added two new sites, bringing McKenzie's total to ten reviews and Jaffary's total to fifteen. See, for example, McKenzie's review of *Yorkshire Women's Lives Online* (<http://chnm.gmu.edu/wwh/d/28/wwh.html>) or Jaffary's recent reviews of *Tighsolas: Nicholson Family Letters* (<http://chnm.gmu.edu/wwh/d/239/wwh.html>) and *No Job for a Woman* (<http://chnm.gmu.edu/wwh/w/238/wwh.html>). Five reviews pertaining to women's history drawn from *World History Sources* are also accessible from the site, bringing the total number of reviews to 30. As we find more worthwhile sites, some of which are still being developed, we will attempt to secure additional funds that will allow us to keep expanding and updating this section of the site. Both Jaffary and McKenzie have agreed to write additional reviews in the future.

Primary Sources (<http://chnm.gmu.edu/wwh/sources.php>) gathers all of the primary sources available through individual *Classroom Modules* and *Teaching Case Studies* into one place on the site. Each primary source includes an annotation that provides context outside of the site section it is linked to, and offers a link back to the full *Module* or *Case Study* for interested readers. The primary sources are grouped by geographic region, which facilitates browsing. In the past six months, we moved this section to completion and there are currently 175 sources of all genres available. A "framing essay" (<http://chnm.gmu.edu/wwh/essay/essay.php>) accompanies this section. Nancy Wingfield, the author of this guide, teaches students how to analyze evidence specifically related to women and world history, with special emphasis on cultural contact and globalization. She discusses general approaches to studying gender and provides an overview of various source materials, such as personal accounts and travel narratives.

In the past six months, we've updated the Search function to make all 175 sources fully searchable. Users can conduct a keyword search from any page or a more advanced search from the Search page (<http://chnm.gmu.edu/wwh/searchwwh.php>). All sources are now searchable by type, region of the world, time period, and topic, making these materials accessible in multiple ways. This interface will allow teachers to use entire *Classroom Modules* to supplement their courses, or to create their own groupings of sources for students, to use individual sources in their classes, and to encourage students to pursue their own comparative and cross-cultural interests.

Classroom Modules (<http://chnm.gmu.edu/wwh/modules.php>) remains devoted to providing and analyzing primary sources in a way that will allow secondary level teachers, introductory college instructors, and students to gain knowledge of a particular topic as well as learn to apply specific strategies to analyze and interpret primary sources. These modules cover a range of topics, themes, geographic areas, and time periods. Each

includes several elements: a 1,000-word introductory essay that presents the topic, provides the context for the primary sources, and highlights key themes; a collection of ten to twelve primary sources with annotations; advice for instructors on the use of the sources and discussion questions; an annotated bibliography; a lesson plan appropriate for high school students created by an experienced high school teacher; and a document-based question (DBQ) that corresponds to the Advanced Placement examinations.

After identifying a group of qualified scholars to write the modules, we received fifteen submissions on topics ranging from “Bhakti Poets” to “British Empire” to “Health in Latin America.” All fifteen modules have been completed and are available online:

- “Bhakti Poets”
(<http://chnm.gmu.edu/wwh/lessons/lesson1/lesson1.php?s=0>) authored by Doris Jakobsh of the University of Waterloo, Canada
- “Writers of the Heian Era”
(<http://chnm.gmu.edu/wwh/lessons/lesson2/lesson2.php?s=0>) authored by Esperanza Ramirez-Christensen of the University of Michigan
- “Islamic Empire”
(<http://chnm.gmu.edu/wwh/lessons/lesson3/lesson3.php?s=0>) authored by Nancy Stockdale of the University of Central Florida
- “Early Modern Period”
(<http://chnm.gmu.edu/wwh/lessons/lesson4/lesson4.php?s=0>) authored by Maritere Lopez and Charles Lipp of California State University, Fresno
- “Sati”
(<http://chnm.gmu.edu/wwh/lessons/lesson5/lesson5.php?s=0>) authored by Barbara Ramusack of the University of Cincinnati
- “Doña Marina, Cortés Translator”
(<http://chnm.gmu.edu/wwh/lessons/lesson6/lesson6.php?s=0>) authored by Dana Liebsohn of Smith College
- “Cultural Contact in Southern Africa”
(<http://chnm.gmu.edu/wwh/lessons/lesson7/lesson7.php?s=0>) authored by Anne Good of the University of Minnesota
- “British Empire”
(<http://chnm.gmu.edu/wwh/lessons/lesson8/lesson8.php?s=0>) authored by Alison Fletcher of Kent State University
- “Imperialism in North Africa”
(<http://chnm.gmu.edu/wwh/lessons/lesson9/lesson9.php?s=0>) authored by Julia Clancy Smith of the University of Arizona

- “Western Views of Chinese Women”
(<http://chnm.gmu.edu/wwh/lessons/lesson10/lesson10.php?s=0>) authored by Cecily McCaffrey of Willamette University
- “Health in Latin America”
(<http://chnm.gmu.edu/wwh/lessons/lesson15/lesson15.php?s=0>) authored by Jadwiga Mooney of the University of Arizona
- “Puerto Rican Labor Movement”
(<http://chnm.gmu.edu/wwh/lessons/lesson16/lesson16.php?s=0>) authored by Milagros Denis of Rutgers University
- “Southeast Asian Politics”
(<http://chnm.gmu.edu/wwh/lessons/lesson12/lesson12.php?s=0>) authored by Mina Roces of the University of New South Wales
- “Soviet Dictatorship”
(<http://chnm.gmu.edu/wwh/lessons/lesson11/lesson11.php?s=0>) authored by Tom Ewing of Virginia Tech
- “Spanish Civil War”
(<http://chnm.gmu.edu/wwh/lessons/lesson13/lesson13.php?s=0>) authored by Jaclyn LaPlaca of Kent State University.

The modules are presented chronologically to help teachers locate them, but they can also be searched by region, type of primary source, or topic from the *Search* page.

In the past six months, the Lesson Plan and DBQ components of each Module have been added, bringing the *Classroom Modules* section to completion. Though we experienced early obstacles in recruiting authors for this section, in the past year we identified a diverse group of eleven qualified world history teachers to author these components of the modules and began receiving submissions. These educators produced Lesson Plans and DBQs that render the primary sources usable for high school teachers through a variety of teaching techniques. All fifteen Lesson Plans and DBQs are now available:

- “Bhakti Poets”
(<http://chnm.gmu.edu/wwh/modules/lesson1/lesson1.php?c=plans&s=0>) authored by Elizabeth Ten Dyke of Kingston High School in Kingston, New York
- “An Intimate Glimpse: Lives of Court Women in Japan”
(<http://chnm.gmu.edu/wwh/modules/lesson2/lesson2.php?c=plans&s=0>) authored by Angela Lee of Weston High School in Weston, Massachusetts
- “The Significant Contributions of Islamic Women to the Growth and Expansion of Islamic Civilization”
(<http://chnm.gmu.edu/wwh/lessons/lesson3/lesson3.php?menu=1&c=plans&s=0>) authored by Frances Patchett of Fairfax County Public Schools in Virginia
- “Visual Versus Written Sources in the Early Modern Period”

- (<http://chnm.gmu.edu/wwh/modules/lesson4/lesson4.php?c=plans&s=0>) authored by J. Nathan Campbell of The Episcopal School in Dallas, Texas
- “Perceptions of Sati: A Comparative Analysis”
(<http://chnm.gmu.edu/wwh/modules/lesson5/lesson5.php?c=plans&s=0>) authored by Janelle Collett of Springside School in Philadelphia, Pennsylvania
 - “Doña Marina /Malinche: Traitor, Victim, or Survivor?”
(<http://chnm.gmu.edu/wwh/lessons/lesson6/lesson6.php?c=plans&s=0>) authored by Harriett Lillich of Mobile, Alabama
 - “Women at the Crossroads: Khoi and Europeans at the Cape of Good Hope”
(<http://chnm.gmu.edu/wwh/modules/lesson7/lesson7.php?c=plans&s=0>) authored by Ryba Epstein of Rich East High School in Park Forest, Illinois.
 - “Women and the British Empire: A Talking DBQ”
(<http://chnm.gmu.edu/wwh/modules/lesson8/lesson8.php?c=plans&s=0>) authored by Catherine Snyder of the Niskayuna Central School District in New York
 - “Treatment of Women in Colonial North Africa”
(<http://chnm.gmu.edu/wwh/modules/lesson9/lesson9.php?c=plans&s=0>) authored by Bill Velto of the Cary Academy in Cary, North Carolina
 - “Western Missionary Views of Chinese Women: A Roundtable Discussion”
(<http://chnm.gmu.edu/wwh/modules/lesson10/lesson10.php?c=plans&s=0>) authored by Sharon C. Cohen of Springbrook High School in Montgomery County, Maryland
 - “Human Rights and Class in Latin America”
(<http://chnm.gmu.edu/wwh/modules/lesson15/lesson15.php?c=plans&s=0>) authored by Bill Velto of the Cary Academy in Cary, North Carolina
 - “Puerto Rican Women’s Labor Movement”
(<http://chnm.gmu.edu/wwh/modules/lesson16/lesson16.php?c=plans&s=0>) authored by Rachel Pooley of the University of Michigan
 - “Constructing Womanhood: Politics in 20th-Century Southeast Asia”
(<http://chnm.gmu.edu/wwh/modules/lesson12/lesson12.php?c=plans&s=0>) authored by Janelle Collett of Springside School in Philadelphia, Pennsylvania
 - “Soviet Women Under Stalin”
(<http://chnm.gmu.edu/wwh/lessons/lesson11/lesson11.php?c=plans&s=0>) authored by Elizabeth Ten Dyke of Kingston High School in Kingston, New York
 - “Women in War: Icons, Victims, or Warriors”
(<http://chnm.gmu.edu/wwh/lessons/lesson13/lesson13.php?c=plans&s=0>) authored by Ryba Epstein of Rich East High School in Park Forest, Illinois

Analyzing Evidence (<http://chnm.gmu.edu/wwh/evidence.php>) offers eight multimedia models of scholars discussing strategies for interpreting primary sources, with the aim of making more apparent the work of experienced historians or “expert learners.” The aim of this section is to ask “expert learners” to share their thinking and analytical process when using primary source material to write or teach history. Users simultaneously view a series of sources and listen to leading scholars interpret the sources and discuss strategies for overall analysis. As with *World History Sources*, we decided to use Flash to program these short movies. Production is labor intensive, but allows the project to guide viewers through a more sophisticated analysis of the various primary documents. We also

offer non-Flash versions for users with slower connections or older computer equipment.

All eight interviews continue to be available on the site:

“Census Data,” (<http://chnm.gmu.edu/wwh/analyzing/data/dataintro.php>) based on an interview with T. Mills Kelly (Assistant Professor of History and Art History at George Mason University and Project Co-Director for *Women in World History*), analyzes census records from the Hapsburg Monarchy in the late nineteenth and early twentieth centuries, focusing specifically on national identity. Kelly discusses several types of quantitative data, including data on literacy, occupation, language, and disease, and shows how this data can be used to uncover insights about women’s daily lives—information that is usually difficult to uncover from other sources in this time and place.

“Commission Records,” (<http://chnm.gmu.edu/wwh/analyzing/records/r.intro.php>) based on an interview with Meredith McKittrick (Associate Professor of History at Georgetown University), discusses court transcripts from the “Women’s War” in southeastern Nigeria in 1929 and 1930. McKittrick addresses issues of colonial rule, women’s lives in a changing culture, and the conflict of cultures displayed in the testimonies. These ideas are illustrated with photographs drawn largely from the Smithsonian Institution’s Eliot Elisofon Photographic Archives at the National Museum of African Art.

“Inquisition Documents,” (<http://chnm.gmu.edu/wwh/analyzing/documents/docs.intro.php>), based on an interview with Joan Bristol (Assistant Professor, Latin America, Social and Cultural History, GMU), discusses a seventeenth-century Inquisition document from Mexico. These records illuminate prevalent social values, political concerns, and economic relationships of colonial Latin America. Bristol suggests ways in which these sources could also be used to chart the history of resistance and discusses issues of production, audience, and timing for using these sources to reconstruct the past.

“Literary Sources,” (<http://chnm.gmu.edu/wwh/analyzing/literarysources/lit.intro.php>), based on an interview with Maureen Miller (Associate Professor, European History, UC Berkeley), discusses Medieval *lais*, a collection of court stories on romance from the European Middle Ages. She highlights one particular story believed to have been written by Marie, a French court woman during the eleventh and twelfth centuries. Miller describes the cultural milieu within which the *lais* were created and shares differing scholarly views on their significance and interpretation. Christopher K. Gardner, a Western Civilization Post-Doctoral Fellow at GMU, provided advice on appropriate images.

“Manifest Records,” (<http://chnm.gmu.edu/wwh/analyzing/manifest/man.intro.php>), based on an interview with Wendi Manuel-Scott (Assistant Professor, GMU), uses ship manifest records to discuss West Indian immigrants arriving in New York City in the early twentieth century, addressing issues of gender, class, work, racial identity, and bureaucracy.

“Oral History,” (<http://chnm.gmu.edu/wwh/analyzing/oral/oral.intro.php>), based on an interview with Ellen Fleischmann (Assistant Professor, Middle East and Western Civilization, University of Dayton), illuminates gendered concepts of history, issues of political organization and activity, and the importance of education through the life history of a twentieth-century Palestinian woman. Fleischmann also reflects on the challenges and rewards of gathering and using oral histories as a source for writing historical narrative.

“Paintings and Prints,” (<http://chnm.gmu.edu/wwh/analyzing/prints/prints.intro.php>), based on an interview with Brian Platt (Assistant Professor, Japan and East Asia, GMU), analyzes Japanese prints from the seventeenth and eighteenth centuries. These popular woodblock prints, known as *ukiyo-e*, represent images of women as seen through the eyes of artists. The creators and consumers of this genre of art were Japanese urban commoners who, through this shared visual imagery, contributed to emerging notions of gender and national identity.

“Religious Texts,” (<http://chnm.gmu.edu/wwh/analyzing/religious/rel.intro.php>), based on an interview with Sumaiya Hamdani (Associate Professor, Islamic history, Middle East, Women’s Studies, Global History, GMU), discusses Islamic religious texts known as *hadiths*. These were reports on the social and political context of Prophet Mohammed’s life and the impact of his teachings. The specific *hadiths* Hamdani discusses were created after Mohammed’s death by women who were close to him and were recorded in writing several generations later. They represent an example of an acceptable, authorial role for women in Islam.

Teaching Case Studies (<http://chnm.gmu.edu/wwh/casestudies.php>) offers case studies in which experienced classroom teachers offer a look “behind the scenes” into planning and teaching primary sources in world history. Authors select a primary source they commonly use in teaching world history and discuss how they analyze it and how they hope students will analyze it, reflecting on strengths and weaknesses and describing successful teaching strategies. Though we initially planned to include eight essays in this section, we located nine qualified high school and college teachers from around the country to author these case studies. They chose diverse topics dealing with a wide range of primary sources, such as a cartoon from Restoration Japan, letters written by a Czech politician just before her execution by the Communists in 1950, and the personal narrative/oral history of a South African woman. All nine essays are available, accompanied by the sources they focus on.

Forums (<http://chnm.gmu.edu/wwh/forum.php>) offers the archives of four month-long online discussions designed to help educators insert considerations about women and gender into their existing curricula and provide support for teachers using online materials. An experienced world history teacher and a leading scholar of women in world history co-moderated each forum. We held two of the four forums in October and November of 2005 and the final two forums in February and March of 2006. Now, the archives of these four discussions are accessible from the site.

In October, Women in World History (<https://listserv.gmu.edu/cgi-bin/wa?A0=WOMENINWORLDHISTORY-L>), moderated by Merry Wiesner-Hanks of the University of Wisconsin-Milwaukee and Heidi Roupp, had 199 registered participants and active discussion surrounding topics such as the search for good primary sources, student resistance in class to difficult topics in women's history, and approaches to incorporating women's issues into the world history classroom. In November, Women in Africa (<https://listserv.gmu.edu/cgi-bin/wa?A0=WOMENINAFRICA-L>), moderated by Jean Allman of the University of Illinois and Marjorie Bingham, had 137 registered participants and lengthy discussions on good websites for finding African women's history online, handling common students stereotypes of African women, and competing models for approaching issues surrounding African womanhood in the world history classroom. Though the forum was scheduled to end on November 30, the discussions extended well into December.

In February, Women in Latin America (<https://listserv.gmu.edu/cgi-bin/wa?A0=WOMENINLATINAMERICA-L>) moderated by Donna Guy of Ohio State University and Sharon Cohen of Montgomery County Public Schools in Maryland, had 129 registered participants—both scholars and teachers from around the country—who engaged actively in discussions about good resources and strategies for teaching, as well as more theoretical discussions about Latin American feminism, sexuality, and women and work. Participants shared and critiqued their own research and syllabi, and one participant created and distributed a bibliography of all the resources shared through the Forum. In March, Women in Asia (<https://listserv.gmu.edu/cgi-bin/wa?A0=WOMENINASIA-L>) moderated by Dorothy Ko of Barnard College and Kurt Waters of Fairfax County Public Schools in Virginia had 157 registered users who discussed combating stereotypes of and incorporating sources about Asian women in their courses, focusing on footbinding, masculinities, and the differences between an emphasis on East Asia and South Asia [see Appendix A for Forum Threads].

Outreach and Publicity

With the content in place, we began to publicize actively in the final year of the project, markedly increasing our audience of high school and university teachers around the world. This has included postings to listservs and websites; email announcements; conference presentations; postcard mailings; distributing flyers; presentations to teachers; the preparation of an article; and word-of-mouth.

In April 2005, we mailed more than 3,000 postcards to high school and college educators around the world advertising *World History Matters*, the portal to our two NEH-funded world history websites. The postcards included specific information about *Women in World History's* new content and brought a dramatic increase in site usage [see Appendix B for Outreach and Publicity].

In addition, as *Women in World History* neared completion, we began to share the site on its own with colleagues. Project Co-Director Kelly Schrum presented on *Women in World History* at the Berkshire Conference in June 2005. The presentation was entitled,

“Breaking Boundaries: Online Primary Sources on Women and Gender in World History Classrooms.” Also in June 2005, Project Associate Director Sharon Leon made a presentation on teaching with online primary sources for the participants of the ECHO project workshop, *Doing Digital History Online: An Introduction for Historians of Science, Technology and Industry*. She foregrounded the *Women in World History Classroom Modules* as a replicable model architecture for framing and presenting primary sources in ways that are useful for history teachers, regardless of their field of specialization. In July 2005, pre-doctoral fellow Stephanie Hurter presented *World History Matters* to the World History Institute, a seminar at George Mason University for high school AP World History teachers, and included detailed information on *Women in World History*. In October and November 2005, Project Associate Kristin Lehner shared *Women in World History* with world history educators across Virginia, presenting first at the Southeast World History Association conference in Lexington, and then at the Virginia Social Studies Educators conference in Roanoke. Lehner and Hurter also presented on *World History Matters* at teachers development conferences in Fairfax County and Loudon County, Virginia, in August 2005, and distributed flyers with detailed information about *Women in World History* [see Appendix B for Outreach and Publicity]. Finally, in January 2006, Hurter presented *Women in World History's Classroom Modules* at the American Historical Association annual meeting as part of a panel entitled “Putting it all Together: Developing *Classroom Modules* for the Internet.”

Our additional outreach and publicity planned in the months leading up to the first *Forum* in October 2005 proved successful. This outreach included another postcard highlighting the four upcoming forums which was mailed in September 2005 [see Appendix B for Outreach and Publicity], and email announcements to various H-Net lists and the AP World listserv that reaches high school world history teachers across the country. Furthering our efforts, several prominent online history hubs have noticed *Women in World History*. The *WWW Virtual Library for Women's History* (<http://www.iisg.nl/w3v/womenshistory/chronological.html>) provides a short description of the site, and Stanford University's "African History on the Internet" site (<http://library.stanford.edu/africa/history/hislavery.html>) annotates *Women in World History's* content on Africa and provides a link to our *Forums* page. The history blog *Early Modern Notes* (<http://www.earlymodernweb.org.uk/emn/index.php/archives/2005/09/>) also posted information about *Women in World History's Forums* in September 2005. In March 2006, *Hsozkult*, an active, important site for the history community in Germany, favorably reviewed *Women in World History* [see Appendix C for Reviews].

Reflecting this publicity, *Women in World History's* site traffic has increased significantly in the past year. Between July and December 2005, the number of visits more than tripled. After our wave of outreach before the October 2005 forum, the number of visits more than doubled. Finally, since December 2005, the number of visits has more than doubled again, peaking at 13,450 unique visitors in February 2006 during our third *Forum* and staying at that level for the remainder of the school year. In sum, in the past year, visits to *Women in World History* have grown tenfold and we have tangible evidence that our outreach has found a receptive audience.

We plan to continue our outreach efforts in the months after the grant ends. Pre-doctoral fellow Stephanie Hurter is preparing an article for publication in *The History Teacher* based on *World History Matters* tentatively titled “Web + the History Classroom = More Learning?” We have also found a dedicated group of users who are recommending the site to colleagues. In May 2006, an AP World History teacher in Lexington, Massachusetts, and contributor to the site wrote, “I have noted that the website is looking fantastic. I look forward to talking about it at summer institutes.” Recently, *Women in World History* was mentioned on the AP World History College Board listserv. Candice Slobdonik, who teaches World History in Prince Georges County Public Schools in Maryland, sent the link to *Women in World History* to the listserv on August 28, 2006, and wrote, “This website may have been noted in a previous email, but I found the primary sources useful.” Bill Everdell of St. Ann’s School in Brooklyn, New York, replied to the list, writing, “Thanks. Women and gender roles is a general theme specifically noted in the Acorn Book for AP World History. It’s on the exam, men.”

Summary

In sum, we believe that the grant was a success. After developing material for the *Women in World History* website and implementing technical updates that will ensure the site’s long-term welfare, we expanded our base of regular visitors, reached out to new audiences, and instituted the mechanisms to continue developing, improving, and publicizing the site after the grant period ends.

We would, of course, be delighted to provide more detailed information on our work and would be happy to meet with NEH staff at any convenient time.

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Appendix A: Forums Threads

Women in World History (October 2005)

Date: Thu, 27 Oct 2005 10:54:56 -0500
From: Merry Wiesner-Hanks <merrywh@UWM.EDU>
Subject: Resistance?

Hi All--

We've had such helpful suggestions this month about materials, approaches, resources, and topics; I hope you have gained as much from this discussion as I have. But before we end our month on general issues involving women in world history, and begin the next month on Africa (moderated by Jean Allman and Marjorie Bingham), I'd like to bring up an issue we haven't touched on—student disinterest and resistance. Are there issues you have tried to introduce or integrate that students resist or seem bored with? Put their pens down and stare off into space? Are these different at the high school and college level?

What's your strategy when this happens? I don't mean to end the month on a negative note, but feel this might also be something we can benefit from discussing.

I would also like to invite any of you who happen to be going to the NCSS meeting in Kansas City later in November to join Heidi and me at the World History Interest Group breakfast meeting on Saturday morning; I'll be giving a brief talk reflecting on women in world history (including some of the issues that have come up on this list) and the discussion is sure to be lively, even at that dreadful early hour.

Merry Wiesner-Hanks

Date: Thu, 27 Oct 2005 11:40:25 -0700
From: Pamela Stewart <Pamela.Stewart@ASU.EDU>
Subject: Re: Resistance?

After teaching year-long seminars for honors students, which, in my case, amounted to a world-history course (from the ancient world to the present) conducted with only primary sources, I presented the fact that only about 30% of the sources they had read that year had been by or fundamentally about women. I employ a margins-to-center approach in all my classes, which ultimately includes significantly more sources and questions regarding women, slaves, religious minorities, etc., than many who teach similar classes. I therefore regularly ask questions and organize discussion that encourage students to look at laws, military endeavors, religious doctrine, etc., from the viewpoints of those affected by them, not only from the viewpoints of those creating the texts. When presenting the statistics about their required readings for the semester/year, I also told students the ratio of texts produced by those not of white, European background. For the first "half" of the year, which took them into the 16th c., the % of women-oriented sources was naturally even lower than for the second semester.

We then had a discussion about why their perceptions included the idea that "everything" had been about women. This led to some excellent insights, including one by a chemistry major about how adding a few drops of a colored material into a clear liquid could make the liquid appear that it was only made up of the few drops. Some of the most "resistant" students really opened their eyes. Certainly, as students observed, my questions had directed their attention to the experiences of women and other more marginal groups, even in texts where that was not the intent of the writer. As about 10 other professors taught the same course - but with different texts/approaches - students also could make comparisons with what their roommates and friends were learning in other corresponding sections of the course - most of which included little if any discussion of women's lives and ideas. The discussions therefore, also engaged corresponding, broader issues of historical exclusion.

The discussions were enlightening for me, for students, and I can add that more than one has emailed me since, letting me know how much of an impression that made on them. Since they had the "evidence" right in their syllabus and had read the many primary sources themselves, they didn't have to take my word for it. I find this discussion useful in a variety of classroom situations earlier in the semester, especially since I am no longer teaching the same course, but the "surprise" at the end of the semester made a particular impact.

Pam

Date: Thu, 27 Oct 2005 18:46:05 -0400
From: Elizabeth Ten Dyke <etendyke@EARTHLINK.NET>
Subject: Re: Resistance?

Rather than resistance I find fascination and a very high level of interest. Studying primary sources on women, and discussing women's lives and issues of gender, also shifts the balance of discursive power in the classroom, if you will. With 10th graders today--discussion of Mary Wollstonecraft and her (critical) comment in "A Vindication" about women striving to be nothing more than "alluring mistresses . . ." While some of the males jokingly shouted "yeah! yeah!" many actually said they wouldn't want girlfriends or wives who weren't something more . . . Of course the women were startled into thinking about how much they take for granted the rights and freedoms they have in American society. I recall another discussion about Athens/Sparta--polling the students about their preference. Where would they prefer to live? I expected the textbook response--Athens with its philosophical, intellectual, artistic, and political culture. One by one almost every woman in the class said Sparta! (We'd read and discussed Aristotle's "Oh a Good Wife" and material from Pomeroy's *Spartan Women* among other sources). This opened up a wonderfully frank, energized, and, it seemed to me, empowering conversation for the young women (9th graders) about their priorities, dreams, and goals.

Resistance? Never.

Liz Ten Dyke

Elizabeth A. Ten Dyke, Ph.D.
Kingston, NY
etendyke@earthlink.net

Date: Sun, 30 Oct 2005 08:57:02 -0800
From: ben anderson <tbanderson1980@YAHOO.COM>
Subject: Re: Resistance?

Hello,

This is my first posting as well. On "student disinterest and resistance" I teach 9th grade World History and have come up against many students who would rather be doing most anything other than sitting in class. For these students, there are multiple "hands on" approaches that seem to work for me. If you can pull any literature on "cooperative learning" or "the jigsaw method" these are group work teaching methods that put the responsibility on the student to produce something rather than just straight lecture notes. Anything that can get them "up and moving" is also suggested. Games, timelines, role play, or other processing activities that allow them to apply their primary sources to a given situation or present day situation will help. Also, if you have a higher level of student any interdisciplinary lessons would be engaging for them. Thanks for your suggestions thus far.

Ben Anderson

Special Education, Oakton High School, Vienna, VA

Women in Africa Forum (November 2005)

Date: Sun, 13 Nov 2005 16:13:35 -0500
From: "Moorman, Marissa J" <moorman@INDIANA.EDU>
Subject: Re: Women in Africa Websites

I wanted to, in a small way, take up one of the sets of issues that Jean Allman introduced in her opening thoughts - that of cultural baggage.

I have noticed that students come to class with an image of oppressed African women based on the image of the oppressed US housewife (and never mind that this doesn't even fit for the majority of women in the US!). In a sense, they collapse the "beast of burden" image with US iconography of the stymied housewife. And it seems to persist despite my attempts (apparently unsuccessful!) to show them images and talk about women engaged in politics, market trades, and popular cultural practices.

Does anyone have any suggestions on how to work through this?

Best wishes,

Marissa Moorman

Date: Mon, 14 Nov 2005 09:51:37 -0600
From: Jean Allman <jallman@UIUC.EDU>
Subject: Re: Women in Africa Websites

Hi, Marissa:

And thanks for posing this issue again. I'm anxious to hear what insights/thoughts people might have or what strategies they have developed to address the "baggage" that students bring with them. I often start my AFrican history classes with an exercise in which students write down, anonymously, on a piece of paper, what they "think of" when they "think of AFrica." I then shuffle the papers up and redistribute, and then students read out from the paper they hold. We then collectively "map" the answers on the board and then talk about the images that emerge. This works in some ways, but perhaps more as an icebreaker than anything else. Other thoughts?

Jean

Date: Sun, 27 Nov 2005 23:39:08 -0800
From: Maria Raymond <mariaraymond@AFES.COM>
Subject: Re: Women in Africa Websites

Hello Marissa,

I have several essays I wrote w/in past year on gender roles in African families (pre-colonial (US) and w/in reconstruction), African women and tribal communities; women and early Atlantic slave trade..and some other things. I'd be glad to e-mail to you. Not sure how helpful they may be, but who knows? At my advancing age my next question seems a little silly, but is certainly plausible....have your students seen "Roots", or "The Autobiography of Miss Jane Pittman". Did they see "Beloved" , read The Making of "Mammy Pleasant:" A Black Entrepreneur in Nineteenth Century San Francisco by Lynn Hudson at CalPoly? Obviously some of these resources start in Africa and move out of the area, but they have bits and pieces of use. One other book I'll mention, only because you are at Indiana.<s>_Homeless. Friendless, and Penniless: The WPA Interviews with former slaves living in Indiana_ by Ronald J. Baker. Oh...did you X-Post to H-Africa. Their subscribers have been great to work with.

OK...here's some websites I've used but can't guarantee each one is still up and running.

Africabib..Biblio data on African Women and Af.Women lit., www.africabib.org/

African Women's Database and Resource Directory,
www.sul.stanford.edu/depts/ssrg/africa/women.html

All Africa -Women and Gender, www.allafrica/women/

African Women's Media Center, www.awmc.com/

African Women as Heroine: Great Black Women in History,
www.cwo.com/~lucmil/women.html

African Studies Center,
www.sas.upenn.edu/African_Studies/About_African/ww_women.html

Jenda: A Journal of Culture and African Women's Studies, www.jendajournal.com

APC-Africa-Women, www.apcafricawomen.org

There may be African films(documentaries?)at the following site,
www.globetrotter.berkeley.edu/GlobalGender/africafilm.html

Hope I have the URLS correct. Have problems w/them..pls. don't hesitate to send me a note.

At one time I owned a decent size collection of 'black memorabilia' ...hate that term. I gathered it while my sons were very little and used it every chance I had to teach them how hurtful, degrading, humiliating these items were, and how they were used as much to incite rear and ignorance in European and North Americans as for any other purpose.
Sometimes when students see and can touch and handle items they can have more immediate reaction.. And I always put it in the context that these were the types of things their great-grandparents, grandparents and parents, et al by which they were informed.
And if you have pieces which were made in Germany and/or Japan those can create discussion on scope of hatred and ignorance.

Women in Latin America (February 2006)

Date: Thu, 9 Feb 2006 13:00:15 -0600
From: Luz Triana-Echeverria <lctriana@STCLOUDSTATE.EDU>
Subject: Latin American Feminism

Hi to everyone again,
I have had this question for years, and I finally find a forum of wonderful people who might be able to help me. I see it as a big problem that a lot of critics use Latin American women issues through American or French theories of feminism. Does anyone know a book(s) about Latin American Feminism(s) an its history? I have looked for a book with this content in different countries of Latin America and Spain and have not found want yet. Does anyone have an answer?

Luz Consuelo Triana-Echeverria
St. Cloud State University, Minnesota

Date: Thu, 9 Feb 2006 15:38:56 -0500
From: Laura BalbuenaGonzalez <balbl116@NEWSCHOOL.EDU>
Subject: Re: Latin American Feminism

Dear Luz, the Centro para la mujer peruana Flora Tristan recently edited a book on 25 years of Peruvian feminism. Also CENDOC-Mujer has materials on that (I have used them during my undergrad years here when I made a presentation on Peruvian feminism). They should have more on Latin America. I just recently came back from the States (to write my dissertation), so I haven't had time to stop by and see.

Best,

Laura

Dorothy Marchus Senesh Fellow, Intl Peace Research Association
PhD Candidate, Political Science Department, Graduate Faculty, New School for Social Research

Date: Fri, 10 Feb 2006 08:29:05 -0700
From: DONNA GUY <donna.guy.60@GMAIL.COM>
Subject: Re: Latin American Feminism

Dear Laura and Luz,
I know that there are Mexican feminists who have been writing theory. Could our Mexico specialists help us out? Donna

Date: Fri, 10 Feb 2006 13:20:25 -0500
From: "Auchter, Craig" <auchter@BUTLER.EDU>
Subject: Re: Latin American Feminism

Hello Everyone,

I come to this conversation as a political scientist interested in issues of popular participation in Latin America in which gender, class, race and ethnicity are intermingled. I also am part of an interdisciplinary group of four faculty at Butler University that is beginning to work on a Global and Historical Studies core course, Frontiers in Latin America, in which we will seek to introduce our sophomores to (1) conquest and colonialism in the Amazon basin, (2) the promise of modernization in the 19th and 20th century Southern Cone, and (3) modern and contemporary global cross currents especially between Mexico and the U.S., including Mexican migration to Central Indiana. I expect that gender will be interwoven across the three units. Donna already knows about our efforts since she has graciously agreed to serve as one of our consultants should we receive the grant that we have applied for to support this work. I'm attaching a pdf file of a review of Mexican feminist scholarship that looks very interesting. I've enjoyed reading everyone's messages.

Date: Fri, 10 Feb 2006 12:18:00 -0800
From: K Lehman <lehmannz28@YAHOO.COM>
Subject: Re: Latin American Feminism

Dear Donna and others,

Thank you very much for these intriguing questions and answers. It has been wonderful reading these postings.

The matter of Latin American feminist theory is a very interesting and important one, but to be properly understood, I believe it should be placed in the larger context of theory and philosophy originating in Latin America (and the third world) in general. If we take a look at the history of "theory/philosophy" we find that what counts as theory is often ignored in Europe or the US until intellectuals in those locations take the ideas and systematically explain them and circulate them.

Here are my examples:

Derrida and Foucault, along with many other theorists of what came to be known as postmodernism read, studied and cited Jorge Luis Borges in many of their works. Borges came to be known as the first postmodernist, or at least one of the authors who was most influential in stimulating an analysis of multiple temporalities, or a critique of European philosophy (logocentrism) more generally. Borges, living in Latin America but well versed in European thought, showed that philosophy was as much a linguistic construction as a referential field of knowledge. His stories served as excellent texts for poststructuralists to understand the critique of European philosophy.

In economics, the work of Latin American sociologists influenced economists such as those with CEPAL in developing what came to be known as dependency theory, the idea that third world countries could not "develop" like the first world because of the international economic structures developed through colonialism. This became a very influential theory in the US, (now discredited in that location), but still serves an important function in other places, especially now, when globalisation has become nearly universally denounced as inequitable.

In film, many of us know that Solanas, Guzman, Rocha and other filmmakers had, and still have a highly original approach to filmmaking (Cine Liberacion, Nuevo Cine Latinoamericano, Cinema Novo) that was later theorised abroad as "third cinema", the only film theory to have originated outside of the US or Europe. Once again, the praxis came first, the theory later, with a term applied to it from outside.

The same thing happened in religion: the Bishops Conference in Medellin in 1968 declared that Jesus had a "preferential option for the poor", and many parish priests put their lives on the line, siding with movements for social justice and shaking the Church hierarchy from below. This movement later was theorised both in Latin America and abroad as "liberation theology". One of the priests I interviewed explained that "we in Bolivia have done the liberating and you in the US have done the theology". In other

words, one of the most influential movements in religion started in Latin America, but has not really been understood as a theoretical/philosophical change in the understanding of religion. It has been described as a “social movement” instead of a theoretical change in our way of understanding religion.

In philosophy, Enrique Dussel (an Argentinean-Mexican), has been highly influential and innovative in attempting to explain why it is so frequently thought that “there is no theory or philosophy in Latin America”. He has very convincingly demonstrated that Latin American philosophy (and often this idea can be expanded to the third world), is tied to an ethos of practical knowledge rooted in liberation. In this way, often what happens as a social movement is not considered “theoretical” or “philosophical” enough until a US or European theorist systematically explains it and circulates the ideas in those locations. This is what Walter Mignolo is getting at when he talks about the geopolitics of knowledge production or knowledge communities. Dussel himself, along with many other philosophers in Latin America, is changing the idea of philosophy itself, but his work may not make the textbooks or canon in the US or Europe for some time.

If we then think of the ways in which women in Latin America have formed social movements and their relations to feminism, we find a similar trend. When I first went to Argentina with a head full of Anglo and French feminism, I could not find what I was looking for, because women were doing other things, and often rejected the whole notion of feminism, particularly Anglo Feminism. This is no longer the case for a series of important reasons. However, at the same time that I could not find feminists, the Madres de Plaza de Mayo were changing the representation of women, motherhood, politics and the way in which women acted in the public space. Their innovation has had repercussions in many other locations in the world, such as Turkey, where women now wear white headscarves as they protest against government actions that affect them. This movement and others like it, tend not to be placed in the realm of theory or philosophy, but in the area of ‘social movements’. Even today, some of the Madres/Abuelas/Hijos may not consider themselves feminist even as they change the ways in which women are represented in the public space.

There are so many important social movements going on in Latin America, in which women have been instrumental not only in organising, but in theorising what they are doing. It is only later when others describe their work in professional journals that these new ideas begin to be thought of as theory.

In recent years, feminist ideas and women’s movements have come closer, in my opinion. One example that comes to mind is the Argentine journal and publisher *Feminaria*, edited by Lea Fletcher. The goal of the journal has been to make Anglo and French feminist ideas circulate widely among women in Latin America, and to make Latin American women’s theory, philosophy, and creative work (usually feminist but not always self-defined as such) circulate more widely abroad. The achievement of this journal has been to establish a dialogue among feminists and women’s groups to lessen the divide that used to exist. I think it has been successful in this endeavour.

Similar journals, such as Fem in Mexico, and many other groups in many other countries have served a similar important function, so that the gap that used to divide US/European feminists from Latin American women is less than was previously the case. However, it is important for those who are just beginning to analyse these issues to realize that many feminists in Latin America who work for social justice and women's rights may not identify themselves as feminist per se.

We now see indigenous movements offering highly innovative ways of organising for a new social praxis, (largely in Mexico, Bolivia, Chile, Ecuador, Guatemala), and the Bolivarian Revolution is using a Latin American icon to press for a different set of international economic relations. Once again, the praxis has initiated a new social movement, but it will be some time until this is theorised.

I guess my point is that we need to enlarge our idea of what constitutes theory, philosophy, and feminism and find these in locations that we might not have anticipated.

Kathryn Lehman
The University of Auckland New Zealand

Date: Fri, 10 Feb 2006 16:41:41 -0700
From: DONNA GUY <donna.guy.60@GMAIL.COM>
Subject: Re: Latin American Feminism

Dear Kathryn,
Thanks for joining us. Your observations about women in social movements are right on target. There has been a debate about this because originally Maxine Molyneux suggested that generally women involved in social movements did so for specific concrete reasons (medical care, housing, food), and not for feminist reasons. Lynn Stephen's 1997 oral histories of women involved in social movements *Women and Social Movements in Latin America : Power from Below *argues that such behavior can lead to feminism and hence, forces us to rethink feminist theory.

Donna

Women in Asia (March 2006)

Date: Mon, 6 Mar 2006 08:50:58 -0500
From: "Fischler, Lisa C" <fischler@MORAVIAN.EDU>
Subject: combatting stereotypes

Hi, I am hoping this forum is as full of ideas as the forum for Women in Latin America was. I am always looking for pedagogical tools for combating stereotypes, sexism, and racism in class while teaching about women in contemporary East Asia. Any links or ideas that might be helpful? Thank you,
Lisa Fischler, Assistant Professor, Political Science Dept., Moravian College

Date: Mon, 6 Mar 2006 22:00:02 -0500
From: dk2031@COLUMBIA.EDU
Subject: Re: combatting stereotypes

Hi Lisa,

Thank you for being the first one to post on the Women in Asia forum! Indeed combating stereotypes is a most important task for teachers. May I ask you and others who have experience in teaching women in Asia to share with us what common stereotypes do you encounter in your classrooms?

Several come to my mind:

--Everybody married by arranged marriages in India and China;

--Many Japanese women are geishas;

--All Chinese women had bound feet.

I'd like to invite others to share web and printed resources.

dk.

Date: Tue, 7 Mar 2006 04:02:40 -0500
From: "Waters, Kurt" <Kurt.Waters@FCPS.EDU>
Subject: Re: combatting stereotypes

Lisa,

Whenever stereotypes, sexism, or racism surface in class, I remind students to view the comment from multiple perspectives. At the beginning of every course, I show the students an illusion. I use the image that can be found at:

<http://www.bonheurlpourtous.com/illusion/2femmes.jpg>

Inevitably one half of the class sees an old woman, the other half a young woman. I ask students if there is a "right" way to view the drawing or a "wrong" way and we usually come to the conclusion that seeing one image and not the other is not dumb, but different. That becomes the class motto.

When discussing foot binding, sati, or arranged marriages for the first time, there's always a comment about how "dumb" the practice seems. I remind students of the old woman and the young woman. "Not dumb, class, but different." Then we try to talk about why the custom might have been appropriate for that time and that place.

Does anyone else use similar techniques to get students to think about multiple perspectives using sources more closely related to Women in Asia?

Date: Tue, 7 Mar 2006 08:33:14 -0800
From: Dana Lightstone <danalightstone@HOTMAIL.COM>
Subject: Re: combatting stereotypes

I am currently teaching a course on women in S. and Southeast Asia. The very first reading I assigned was Chandra Mohanty's "Under Western Eyes". Most of the students really seemed to like it and understood it. Then with each subsequent reading I have brought up the Mohanty article, and asked the students what they think Mohanty, or someone with similar views would think of the particular article, book, or historical figure.

Dana Lightstone

Date: Tue, 7 Mar 2006 17:42:17 +0000
From: nirmal kumar <kumarnirmal42@YAHOO.CO.UK>
Subject: Re: combatting stereotypes

I think stereotypes of women emerge because we see our world as unipolar and culturally exclusive. Women in South Asia have been revered and exploited at the same time, punished and valorised at the same time. So non western models of seeing social things have to be fostered.

Nirmal

Date: Tue, 7 Mar 2006 14:52:13 -0800
From: Jennifer Hubbert <hubbert@LCLARK.EDU>
Subject: Re: combatting stereotypes
Hi everyone,

When this discussion arises, as it invariably does, I ask them to think about the ways individuals in the west modify their bodies to conform to cultural ideals of beauty and gender. The discussion usually gets to comments about breast implants and we typically have a discussion about choice vs. being "forced" to get feet bound. I then read them a quote from a former president of the association for plastic surgery in which he calls small breasts a deformity and insists that patients suffering from this "illness" need implants. It's been fairly effective.

Best, Jennifer Hubbert, Department of Sociology and Anthropology, Lewis & Clark College

Appendix B: Outreach and Publicity

[attached WHM Card]

[attached WWH Card]

WOMEN



in WORLD



HISTORY

Women in World History is an online resource center designed to help high school and college world history teachers and students locate, analyze, and learn from primary sources dealing with women and gender in world history.

Primary Sources

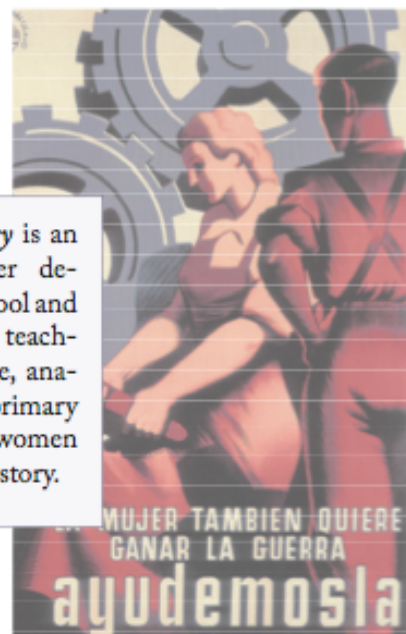
More than 200 primary sources related to women in world history, plus an essay on analyzing gender through primary sources.

Curriculum Modules

Twenty curriculum modules for high school and college with an introductory essay, primary sources, discussion questions, and lesson plans.

Teaching Forum

A world history teacher and a leading scholar of women in world history moderate online discussions that focus on teaching strategies, practical classroom applications, and integrating scholarship into classroom work.



Analyzing Evidence

Multimedia case studies model strategies for interpreting primary sources and placing them in historical context.

Website Reviews

A guide to the best online primary source archives on women in world history with a review of each site's merits, limitations, and teaching potential.

Appendix C: Reviews

Web-Site: Women in World History - Teaching Forums (CHNM)
<http://chnm.gmu.edu/wwh/forum.php>

Herausgeber: [Project Co-Director] Kelly, T. Mills <wwh@chnm.gmu.edu>,
Women in World History, Center for History and New Media (CHNM)
<chnm.gmu.edu/wwh/>

Weitere Informationen: [Clio-online Webverzeichnis]

Rezensiert für Clio-online und H-Soz-u-Kult von: Eva Bischoff, Anglo-Amerikanische Abteilung des Historischen Seminars, Universität zu Köln E-Mail: <ebischoff@uni-koeln.de>

„World History“ ist ein vergleichsweise neuer Teil des Curriculums in US-amerikanischen High Schools, Colleges und Universitäten, der seit den 1980er Jahren eingeführt wird, um die traditionelle Fokussierung auf die Geschichte Europas und Nordamerikas aufzubrechen und stattdessen eine vergleichende, kulturüberschreitende und globale Perspektive zu verfolgen.[1] Der Kurs wird heute ergänzend zu demjenigen über „Western Civ“(ilization) – liebevoll auch „From Plato to Nato“ genannt – angeboten und umfasst die Weltgeschichte von ca. 4000 v.Chr. bis zur Zeitgeschichte.

Das Ziel von „Women in World History“ ist es, Lehrenden Ressourcen zur Verfügung zu stellen, die ihnen dabei helfen sollen, Frauen- und Geschlechtergeschichte in den Lehrplan einer solcherart verstandenen transnationalen und globalen Geschichte zu integrieren. Ausgangspunkt ist die Überlegung, dass die Geschichte von Frauen in diesem Bereich bislang unterrepräsentiert sei, weil es vielen Lehrenden schwerfiele, Frauengeschichte in das neue, unkanonisierte und daher etwas sperrige Themenfeld der „World History“ einzuarbeiten. Um hier Abhilfe zu schaffen, stellt die Homepage Materialien sowie ganze Unterrichtsreihen zusammen, die alle auf der Auseinandersetzung mit „primary sources about women and gender throughout world history“ basieren.

Frauengeschichte und Geschlechtergeschichte wird dabei relativ umstandslos ineingesetzt. So formuliert beispielsweise Nancy Wingfield in ihrem „Framing Essay“ zu den auf der Homepage veröffentlichten Quellen: „Using *gender* to analyze the past has resulted in asking new questions about history and in reframing traditional areas of historical inquiry – economic, diplomatic, and political history. When we begin looking for *women* in history, they are there. And, they have long played important roles in all parts of their societies.“ (Hervorhebung EB) Mit dieser Gleichsetzung, die bereits 1986 von Joan Scott in ihrem wegweisenden Artikel „Gender: A Useful Category of Historical Analysis“ kritisiert worden ist, da sie die analytische Perspektive der Gender Studies auf den relationalen und konstruierten Charakter von Geschlecht ebenso verstellt wie auf das Verständnis von Geschlecht als „primary way of signifying relationships of power“, [2] bewegt sich „Women in World History“ konzeptionell auf dem Stand einer klassischen Frauengeschichte im Sinne von „Her-Story“. Dies wird besonders deutlich an der

fehlenden Thematisierung von *queeren* Identitäten, wie sie in anderen Forschungszusammenhängen, die sich mit Geschlecht aus einer transnationalen Perspektive beschäftigen, bereits üblich ist.[3] Im Gegenzug brilliert das Angebot allerdings durch seine didaktisch gut durchdachten und vielfältigen Angebote (dazu unten mehr) und durch einen Fokus auf diejenigen Aspekte der Frauengeschichte, welche Grenzüberschreitung und Kulturkontakt im weitesten Sinne thematisieren.

Die Homepage ist ein Projekt des *Center for History and New Media* (CHNM)[4] an der George Mason University (USA) und wird finanziell unterstützt durch die *National Endowment for the Humanities*. Die Arbeiten an der Seite werden voraussichtlich im Juni 2006 abgeschlossen sein. Das CHNM hat bereits 1994 damit begonnen, Materialien unterschiedlichster Art für den Geschichtsunterricht ins Netz zu stellen. Es ist mehrfach mit Preisen für seine Arbeit ausgezeichnet worden und betreut zurzeit rund ein Dutzend Homepages. Materialien zur „World History“ bilden unter dem Stichwort „World History Matters“ einen eigenen Schwerpunkt im Angebot des CHNM. Hierzu gehört neben der vorgestellten Homepage auch eine zu „World History Sources“.[5]

„Women in World History“ kann über zwei Pfade erschlossen werden. Zum einen über eine Taskleiste, die stets mit angezeigt wird, und zum anderen über eine Suchfunktion, die sowohl eine allgemeine als auch eine detaillierte, nach Kategorien geordnete Suche beinhaltet. Das Angebot umfasst zum einen „Website Reviews“ von Online-Angeboten, die Archivmaterialien oder Vorschläge zur Gestaltung von Unterrichtseinheiten zur Frauengeschichte anbieten und die nach den (Groß)Zeiträumen der „World History“ gruppiert sind. Hier finden sich Verweise auf so interessante und materialreiche Seiten wie „From History to Herstory: Yorkshire Women's Lives Online, 1100 to the Present“[6] und oder zum „Ling Lung Women's Magazine, Shanghai, 1931-1937“.[7] Des Weiteren bietet die Seite unter dem Titel „Primary Sources“ einen Online-Zugriff auf mehr als 200 aufbereitete Quellen bzw. Quellenauszüge unterschiedlichster Art (Bilder, Missionsberichte, Briefe, offizielle Dokumente, fiktionale Texte) eingeleitet von dem bereits zitierten Essay von Nancy Wingfield, die an dieser Stelle in die historische Quellenanalyse aus frauen- und geschlechtergeschichtlicher Perspektive einführt. Ein überaus spannendes und multimedial ausgestaltetes Angebot sind die unter der Rubrik „Analyzing Evidence“ eingestellten Interviews, in denen Forscherinnen und Forscher über ihre Arbeit mit bestimmten Quellengattungen berichten. Während des gesprochenen Textes werden Originaldokumente (Fotos, Briefe, Archivmaterial) oder Karten gezeigt, die das Gesagte illustrieren. So spricht beispielsweise unter der Kategorie „Oral History“ Ellen Fleischmann über die Erfahrungen, die sie im Zuge der Recherchen zu ihrer Studie über die Palästinensische Frauenbewegung zwischen 1920 und 1948[8] gemacht hat und beantwortet auch allgemeinere Fragen zur Arbeitsweise der Oral History. Alle aufgerufenen Interviews waren in Abschnitte zwischen anderthalb bis knapp über drei Minuten Länge unterteilt und flüssig abspielbar.

Ganz der selbstgestellten Aufgabe gemäß, Handreichungen für den Unterricht der Frauen- und Geschlechtergeschichte im Rahmen der „World History“ zur Verfügung zu stellen, bietet „Women in World History“ unter den Rubriken „Modules“ und „Case Studies“ eine Anzahl von Unterrichtseinheiten. Diese enthalten eine Vielzahl von

aufbereiteten Quellen zum jeweiligen Thema, detaillierte Arbeitsanweisungen mit Zeitplan („Lesson Plan“), Arbeitsblätter für die Teilnehmenden, Vorschläge für vertiefende Arbeitsaufträge sowie eine Bibliographie mit einführender Literatur. Die fünfzehn Module umfassen einen Geschichtszeitraum, der vom 6. vorchristlichen Jahrhundert bis zur Mitte des 20. Jahrhunderts reicht, wobei der Schwerpunkt allerdings auf der Neuzeit liegt. Bei den Modulen wird besonders deutlich, dass „Women in World History“ im Kontext eines größeren und erfahrenen Arbeitszusammenhangs erstellt wird. Weiterführende Links verweisen auf Quellenpakete, die für Module anderer Seiten des CHNM zusammengestellt worden sind und ergänzend zu denen unter „Women in World History“ eingestellten genutzt werden können.

Während Module komplexere Themenfelder bearbeiten und meist für mehrere Sitzungen konzipiert sind, beschäftigen sich die neun „Case Studies“ mit einer spezifischeren Fragestellung, die anhand einer ausgewählten Quelle (oft eine bildliche) im Rahmen einer Unterrichtseinheit von ca. 45 Minuten verhandelt werden kann. Jede dieser Fallstudien wird von einem Lehrenden in der Form eines Erfahrungsberichtes vorgestellt. Zusätzlich bietet „Women in World History“ ein interaktives Element in Gestalt des „Teaching Forums“. Hier können sich interessierte Nutzer und Nutzerinnen in moderierten Email-Diskussionsforen zu festgelegten übergreifenden Themenkomplexen über Fragen der Unterrichtsgestaltung austauschen. Bislang realisierte Foren (Stand ist März 2006) thematisierten „Women in World History“ allgemein sowie Frauengeschichte in verschiedenen Großräumen: Afrika, Lateinamerika und Asien.

Insgesamt ist festzustellen, dass die vom CHNM erreichte Professionalität sich ausgesprochen positiv in der übersichtlichen Gestaltung und der Benutzungsfreundlichkeit der hier vorgestellten Seite bemerkbar macht. Alle Essays, Transkripte von Interviews, Arbeitsblätter oder Quellentexte können als Acrobat Reader Dokumente (PDF-Format) heruntergeladen werden, ebenso der Media Flash Player, der zum Abspielen der Interviews unter „Analyzing Evidence“ notwendig ist.[9] Über eine Vernetzung mit den Ressourcen anderer Homepages des CHNM werden weitere Quellen, Unterrichtspläne und Rezensionen zugänglich. Hier kann im Einzelfall der Fokus auf die Frauen- und Geschlechtergeschichte etwas verloren gehen, aber dafür ist das Angebot reichhaltig und führt stets zu nutzbarem Material oder praktischen Gestaltungsvorschlägen für den Unterricht.

Mit der Einführung des BA im deutschen Hochschulsystem wird der Bedarf an modularisierten Unterrichtseinheiten für Kurse zu Überblicksthemen sicherlich steigen. Insofern kommen Angebote wie das der „Women in World History“ wie gerufen. Allerdings ist das Angebot der Homepage ganz klar auf den Bedarf der US-Nutzerinnen und -nutzer zugeschnitten. So sind Unterrichtseinheiten für High-School Schüler und Schülerinnen bzw. College Studierende entwickelt (was in etwa Abiturs- oder Erstsemesterniveau entspräche) und von Studierenden an deutschen Hochschulen wird gerade in Bezug auf das selbstständige Erarbeiten historischer Kontexte mehr erwartet. Hinzu kommt, dass „World History“ im deutschen (Schul- und) Hochschulsystem kein etablierter Teil des Curriculums ist, ja dass selbst das Verständnis von Globalgeschichte zum Teil ein anderes ist. Während „Global History“ in den Vereinigten Staaten als

Überblicksgeschichte Kulturkontakt und Austauschprozesse von der Frühgeschichte bis heute in den Blick nimmt, wird Globalgeschichte in Deutschland stärker im Sinne der Geschichte einer ökonomischen, politischen und kulturellen Globalisierung begriffen und ist damit inhaltlich wie zeitlich enger zugeschnitten. „Global History“ im US-amerikanischen Sinne wird in der deutschsprachigen Forschung eher unter dem Begriff der transnationalen Geschichte verhandelt.[9] Ein Themenfeld, das zur Zeit eine diskursive Explosion erlebt, allerdings gleichzeitig hochkontrovers ist, wie die Debatten um das Max-Planck-Institut für Geschichte gezeigt haben;[10] von einer Umsetzung in systematische Unterrichtspraxis ganz zu schweigen.

Ein wenig besser aufgestellt ist hier die Geschlechtergeschichte, die curricular zunehmend integriert wird (auch wenn noch viele Wünsche offen bleiben), jedoch erst in den letzten Jahren eine transnationale Perspektive für sich entdeckt hat.[11] Nichtsdestotrotz oder vielleicht gerade deswegen können Lehrende in Deutschland von dem Internetangebot „Women in World History“ sehr profitieren. Hier finden sich didaktisch wohldurchdachte Vorschläge für Unterrichtseinheiten, die den Praxistest bereits bestanden haben, sowie eine Vielfalt an Materialien zur Vorbereitung von Kursen oder Teilen von Kursangeboten, die sich mit der Rolle von Frauen in verschiedenen geschichtlichen Kontexten auseinandersetzen. Mit dieser Hilfestellung sollte es erheblich einfacher sein, eine frauen- und geschlechtergeschichtliche Perspektive in die Vermittlung transnationaler Geschichte zu integrieren.[12]

Anmerkungen: [1] Die Professionalisierung des Fachs ist inzwischen weit fortgeschritten: im Jahr 1982 wurde die *World History Association* gegründet (www.thewha.org/ (08.03.06)) und 1990 hat sich ein Fachorgan etabliert, das „Journal of World History“ (www.uhpress.hawaii.edu/journals/jwh/ (08.03.06)). Zur Einführung in die Perspektiven und Problemstellungen der „Global History“ vgl. Michael Geyer und Charles Bright, „World History in a Global Age“, in: *American Historical Review* 100 (1995), S. 1034-1060. [2] Joan Scott, „Gender: A Useful Category of Historical Analysis“, in: *American Historical Review* 91,5 (1986), S. 1053-1075, hier S. 1067. [3] Siehe beispielsweise Arbeiten über das Phänomen der „hijra“ von Serena Nanda, *Neither Man nor Woman: The Hijras of India*. Belmont 1990 oder Geeta Patel, „Home, Homo, Hybrid: Translating Gender“, in: *A Companion to Postcolonial Studies*. Hrsg.v. Henry Schwarz und Sangeeta Ray, Oxford 2000, S. 410-427. [4] chnm.gmu.edu/ (08.03.2006). [5] chnm.gmu.edu/worldhistorysources (08.03.2006). [6] www.historytoherstory.org.uk/ (08.03.06). [7] www.columbia.edu/cu/lweb/digital/collections/linglong/ (08.03.06). [8] Ellen Fleischmann, *The Nation and its "New" Women: The Palestinian Women's Movement, 1920-1948*, Berkeley 2003. [9] Die Homepage wurde mit Mozilla Firefox als Browser über eine Universitätsleitung sowie einen privaten DSL-Zugang von Ende Februar bis Anfang März besucht. Für langsamere Internetzugänge bietet die Seite einen eigenen Service, der nicht getestet werden konnte. [10] Exemplarisch seien hier genannt: Michael Geyer, *Neue Entwicklungen in der Geschichtswissenschaft: Universal-, Welt- und Globalgeschichte. Beiträge zur historischen Sozialkunde* 1998 (Sondernummer), Wien 1998; Sebastian Conrad und Jürgen Osterhammel (Hrsg.), *Das Kaiserreich transnational. Deutschland in der Welt 1871-1914*, Göttingen 2004; Margarete Gradner, Dietmar Rothermund und Wolfgang Schwentker (Hrsg.), *Globalisierung und*

Globalgeschichte, Wien 2005; Hanna Schissler, „Weltgeschichte als Geschichte der sich globalisierenden Welt“, in: Aus Politik und Zeitgeschichte 1 (2005), S. 33-39, online unter www.bpb.de/publikationen/O1AVSF,0,0,Weltgeschichte_als_Geschichte_der_sich_globalisierenden_Welt.html (Stand 08.03.2006). Auf H-Soz-u-Kult und Clio-online ist im September 2004 ein Fachforum mit dem Titel „geschichte.transnational“ eingerichtet worden (geschichte-transnational.clio-online.net/ (08.03.06)). [11] Siehe die Beiträge unter hsozkult.geschichte.hu-berlin.de/index.asp?pn=texte&id=406 (08.03.06). [12] Siehe beispielsweise der Sammelband von Sabine Hess (Hrsg.), *Geschlecht und Globalisierung: Ein kulturwissenschaftlicher Streifzug durch transnationale Räume*, Königstein/Taunus 2001; oder die Arbeiten von Ursula Biemann, *Been there and back to nowhere: Geschlecht in transnationalen Orten. Gender in transnational spaces, Postproduction documents 1988 – 2000*, Berlin 2000.