

PART I: NEED FOR PROJECT

History teachers—even creative and committed history teachers—will not be surprised to learn that in a recent nationwide survey, most people described their experiences in history classes as “boring.” Overall, the study found people especially detached from the past in the place that they most systematically encountered it—school. Many Americans felt that history classrooms taught senseless details unrelated to their interests or lives. “The teacher would call out a certain date and then we would have to stand at attention and say what the date was. I hated it,” recalled a 64-year-old Floridian. “It was just a giant data dump that we were supposed to memorize,” declared a financial analyst from Palo Alto. A man from Mobile, Alabama, had the most vivid complaint: “My teacher was 70-years-old and she carried a blackjack.”

This popular perception finds scholarly support in the National Research Council’s (NRC) important recent study of *How People Learn*. The study observes that too many history classes are still dominated by a “facts and dates” approach. As a result, students “miss exciting opportunities to understand how history is a discipline that is guided by particular rules of evidence and how particular analytical skills can be relevant for understanding events in their lives.” Like many other groups, the NRC argues for teaching about the past through the primary sources that historians use. Unfortunately, the importance of engaging students in the past with primary documents is more frequently asserted in theory than demonstrated in classrooms.

It is especially difficult to incorporate active learning through primary sources in broad survey courses that face intense pressure for *coverage*. These problems are most acute for world history surveys at the high school and college level where such pressures are multiplied by the breadth of geographic and chronological subjects the field addresses. Moreover, many world history teachers lack the necessary knowledge and experience to locate appropriate documents

and work with unfamiliar primary sources or issues of translation. In addition, as a relatively new field, world history has fewer resources—such as readers of primary documents and teaching tools—than other fields such as U.S. History or Western Civilization. High school teachers preparing for the new Advanced Placement World History course, that stresses the analysis of primary documents, consistently complain about the absence of available and manageable sources.

The emergence of the Internet as a vast, largely free library of historical documents has begun to provide a solution, but it is only a *partial* solution. The Internet already offers an enormous range of primary sources for world history instructors, yet does not provide adequate resources to effectively use these materials in the classroom. First, busy and intellectually stretched world history instructors do not know the location and reliability of the best online repositories. Where can they find engaging documents about conditions of women for tomorrow's class on early Islam? Or materials on the bubonic plague for a class on health and globalization? Second, world history teachers, and especially their students, frequently lack the skills to analyze critically primary sources, such as paintings, music, and quantitative evidence, rooted in specific historical and cultural contexts. As a result, they often use documents merely to illustrate lecture and textbook-driven points rather than as the basis for independent, student-centered investigations into the contested meanings of the past. This tendency to take sources at face value is especially common when confronting non-textual documents with which even sophisticated instructors lack a critical background. Third, the world history context for document selection and analysis is often unfamiliar, particularly beyond staples such as Confucian sources and the *Qur'an*. Fourth, world history instructors must deal with a multitude of languages and difficult problems of translation.

World History Matters responds both to the opportunities available on the Internet and the problems faced by teachers in grasping those opportunities effectively. We propose to create a website that will help world history teachers and students locate, analyze, and learn from primary sources to further their understanding of the complex nature of world history, especially the cross-cultural issues of cultural contact and globalization.

PART II: PROJECT PLAN

World History Matters will have four major features.

1. *Where is World History on the Web* will provide a guide to more than 100 of the best online primary document archives in world history. We will provide teachers with quick, searchable information on where to find reliable primary historical sources in world history as well as a substantive discussion of each site's merits and limitations. Rather than a comprehensive guide to world history on the web, which is available in other places and through search engines, this will be a *selective* and *qualitative* guide to finding and using primary sources. Each site's annotation (500-700 words) will contain the following:

- a discussion of the overall quality of the site (quality of transcription, translation, and contextualization, for example);
- a brief overview of several valuable teaching documents with teaching suggestions;
- contextual information for making effective use of the site in the classroom;
- concrete examples of how documents from this site allow for temporal and spatial comparisons (either within the site or in conjunction with another site) and/or can be connected to broader themes in world history.

Our aim in this guide and the entire project will be to provide tools and resources, rather than comprehensive coverage. We will not attempt to cover every possible topic in world history—that is the job of a textbook. Instead, we will work to insure that the project as a whole directs teachers to resources and examples that touch on the most important areas, periods, and themes.

Because we are emphasizing *qualitative* evaluation, professional historians with classroom teaching experience rather than graduate students will write these annotations. They will be the equivalent of scholarly reviews written from a teaching perspective. Each region of the world (Africa, Latin America, South and Southeast Asia, East Asia, Middle East/North Africa, and Europe) will have an editor (or co-editors) who will be responsible for selecting ten to fifteen high quality sites in their region and writing the annotations. An additional editor will review sites that provide documents on global contact and global forces. The editors will consult with colleagues in the field to locate the best sites. Finally, Deborah Vess, a recent fellow with the Carnegie Foundation for the Advancement of Teaching who has researched how students confront and come to understand world history in an interdisciplinary context, will write a framing essay discussing the most important issues in using online sources in world history—especially questions of reliability, quality control, and translation.

How might these guides be used? Many archeologists and South Asia specialists might know about *Harappa* (<http://www.harappa.com>), but few world history teachers know that it contains a rich collection of lithographs, postcards, film footage, and recorded speeches by Gandhi, Nehru, and others. The annotation will highlight the postcards and prints of Indian palaces, forts, and ruins and emphasize how they may be examined as part of a discussion of Orientalism and the British desire to attract more Europeans to important colonies like India. The annotation will also discuss how the film footage and speeches can be incorporated into an analysis of nationalism and will point visitors to sites such as the *Legacy Project* (<http://www.legacy-project.org>) that consider the consequences of nationalism, using both textual and visual sources, during the Partition of 1947. For teaching about Africa, the *Internet African History Sourcebook* (<http://www.fordham.edu/hals-all/africa/africasbook.html>) offers

extensive online sources on the lives of African people in the Sub-Saharan region and wider Atlantic World and Indian Ocean basin. The annotation will not only inform teachers about this rich repository, but will also address the use of primary materials, such as commercial documents, journal entries, and maps, to trace the movements of slave traders and their opponents, supporters, and victims. It will point out how to use the site to explore the broader economic history of precolonial Africa and its commercial, political, and religious links with societies in Europe, Asia, and the Middle East. Traveler's maps and contemporary photographs of trading goods produced in the kingdoms of Ghana, Mali, and Songhai, for example, provide students with evidence of Africa's central place in the ancient world.

In order to insure quality control, increase uniformity, and foster comparative dialogue, we are drawing the web guide editors from George Mason University (GMU) and Georgetown University. The editors will meet regularly in an editorial board chaired by Peter Stearns, a leading figure in world history. These meetings will have the added benefit of fostering the world history and comparative world region programs at GMU and surrounding universities. Thus, we will build an intellectual community among historians, whose scholarly training focuses on more specialized, regional areas, around teaching the common subject of world history (*for a list of editors, see Appendix B*).

2. *Making Sense of World History Sources* will include eight guides to teach students how to analyze particular genres of evidence as part of world history. Guides will cover categories of historical evidence specifically relevant for world history courses: Music; Material Culture—Images; Material Culture—Objects; Maps; Quantitative Evidence; Traveler's Accounts; Diplomatic Documents; and Letters and Diaries.

The categories selected emphasize two points of particular importance in world history. First, they will facilitate treatment of non-textual sources that often pose the greatest difficulty to world history teachers in terms of accessibility and the framing of learning exercises. Second, several categories will promote the use of evidence to deal with cultural contact and globalization. Statistics are vital for understanding globalization; letters and diaries, as well as traveler's accounts, will be probed for evidence about cultural contact. Currently, most document collections in world history emphasize individual societies, or at most compare two societies. This is fine, but world history privileges contacts and global forces over the one-civilization-after-another approach. *World History Matters* will help remedy this gap, allowing documents to be employed in the most crucial world history categories. Although we are paying particular attention to social and cultural history, we will not neglect more traditional political history. Not only will one guide focus on diplomatic documents, we will encourage other guide authors to consider the political dimensions of the sources discussed.

Each guide (ca. 4,500 words) will offer general approaches as well as sample close readings. For example, guidelines for analyzing letters and diaries will begin with important contextualization and address types of diaries in different cultures, change over time, and problems of subjectivity and memory. Diaries are a modern source, but not only a Western product. A significant series of Japanese diaries emerged in the early modern period to assure family continuity and knowledge across generations. A close reading of one of these diaries would emphasize the diary's relationship to larger values systems as well as the political significance of efforts to stabilize the family in changing times.

Each guide will center on "critical reading strategies"—a list of questions that a student should ask in working with a particular type of evidence. For example, a guide to analyzing maps

will emphasize map projections, scale, generalization, and classification as well as map building blocks (such as title, orientation, and legend) and historical context (who created the map and why). A guide to quantitative evidence will emphasize methods of locating and collecting quantitative data, sampling, and descriptive statistics, but will particularly alert students to the possibilities as well as the limitations of quantitative methods when it comes to the comparative study of disparate cultures. Students often view quantitative evidence as “pure fact,” but the emphasis on variation in the collection of data (such as those dealing with poverty or female mortality rates) will help them begin to penetrate differences in attitudes toward emotionally charged topics across different cultures and time periods. Although the primary audience for the guides will be novice learners (high school and first- or second-year college students), the guides will offer more sophisticated advice for upper-level students and teachers who may also be unfamiliar with the analysis of these sources as evidence. Each guide will include an annotated bibliography of fifteen important books and articles in the field and a “Webography”—an annotated list of websites that offer rich archival collections of that type of evidence.

Interactive quizzes and multimedia features in each guide will focus student attention on key analytical points. For example, a simple map exercise will ask students to examine four world map projections (e.g., Mercator, Miller Cylindrical, Peters, and Mollweide) and decide which one most accurately represents the areas of specific nations. Although the computer can only tell students whether they are right or wrong, such an exercise provides the starting point for a more complex discussion of the political and cultural significance of projecting a round world on flat maps. In the guide to analyzing letters and diaries, students will read contrasting descriptions of battles in India between British forces and local Indian troops by junior and senior officials and be asked to guess who wrote each account. Then, a series of rollovers will

illustrate to students the words and phrases that provide clues to the author's point of view. For the guide on material culture—images, we would provide a tool for students to try editing images to produce different effects. We have already developed a prototype for what these guides will look like as part of our U.S. history website, *History Matters*. The oral history guide, (link from <http://chnm.gmu.edu/whm>), covers such topics as the nature of oral history, how historians use it, and key questions for critical evaluation (e.g., who is talking and to whom are they talking) and includes multimedia exercises.

Whereas the annotated guide to world history websites is primarily a resource for teachers preparing classes or class assignments, the guides to sources are meant to be assigned directly to students. A teacher giving an assignment requiring the analysis of diaries would ask his or her students to read the guide first. To write these guides, we have sought scholars who are deeply familiar with the genre of evidence and sensitive to questions of classroom teaching:

- **Diplomatic Sources:** Akira Iriye, Charles Warren Professor of American History at Harvard University and former president of the American Historical Association;
- **Travelers' Accounts:** Jerry Bentley, editor of the *Journal of World History* and Professor of History at University of Hawaii;
- **Material Culture—Images:** Irene Bierman, Associate Professor of Architecture and Art of the Near East at the University of California, Los Angeles;
- **Maps:** Joni Seager, Department Chair and Professor of Geography at the University of Vermont and author of *The State of the Earth Atlas*;
- **Music:** William Weber, Editor of *The History Teacher*, Vice President for Teaching at the American Historical Association, and Professor of History, California State University, Long Beach;
- **Letters and diaries:** Anne Walthall, Professor of History at University of California, Irvine, Editor for Japan, *Journal of Asian Studies*, and Associate Editor, *U.S. Japan Women's Journal*;
- **Material Culture—Objects:** Daniel Waugh, Associate Professor of History and International Studies, University of Washington; and
- **Quantitative evidence:** Herbert Klein, Professor of History, Columbia University, a prolific author in Latin American history who also teaches quantitative methods.

(For biographies, see Appendix B. For CVs and letters of commitment, see Appendix D.)

3. Case Studies in Document Analysis—How Expert Learners Learn: Recent research demonstrates that the cognitive processes employed by “expert learners” are often invisible to students who view the work of historical analysis as a mysterious and invisible process. Indeed, many historians are themselves unaware that historical analysis is, as cognitive psychologist Sam Wineburg has described it, “an unnatural act.” To make the work of experienced historians more visible to students, we will create multimedia models of “expert learners” analyzing historical documents. In each model, scholars will illustrate the strategies they use, the questions they ask, and the additional sources they consult when trying to make sense of evidence. The audio portion will be combined with visuals, allowing viewers to think about the sources as scholars discuss them. Visuals will also include materials to help contextualize the documents and to offer further explanation on the scholars’ commentary. (To deal with the limited bandwidth of many users, we will use streaming audio and static visuals.) These examples will be linked with the genre-based guides—one scholar will analyze at least one of each of type of document. Teachers will use these in conjunction with the guides, providing a concrete illustration to students of how “expert learners” analyze primary sources.

For example, a scholar will introduce a sixteenth-century Mexico will, describing genre and historical context. She will then focus on a close reading and discuss how she accessed quantitative as well as material culture evidence, drawing information about language, caste (the document begins, “I, Juan de la Cruz, a mulatto”), family structure, wealth in cash or assets, and property, sometimes property as small as a piece of cheese. The scholar will discuss how she interpreted relationships among family members by looking at money or objects left to individuals or organizations, as well as debts and credits, and will explain how descriptions and value estimates of religious images, devotional objects, or clothing provide information about

daily life—what homes and bodies may have looked like, what concerns people may have had about their temporal and spiritual lives. She will explore what questions students might ask of the document and how they might examine demographic information about birth, marriage, children, and caste. Finally, the scholar will reflect on this process of analysis—how did she arrive at certain conclusions and what additional knowledge, skills, and tools did she use in the process.

In order to minimize travel expenses, we will draw upon Washington, DC, area scholars and attendees of the January 2003 American Historical Association meeting to secure creative teachers and scholars for the case studies. Sam Wineburg—one of the leading scholars of how students learn history—will assist in the design of this section. As with the learner guides, we have developed a prototype of these portraits of “scholars in action” as part of our work with *History Matters* and the Visible Knowledge Project (VKP) (link to beta version from <http://chnm.gmu.edu/whm>).

4. Classroom Case Studies—Teaching with Documents: The audience for the fourth section (like the first) is primarily teachers rather than students. In these sixteen case studies (two for each genre of document), teachers will take us “behind the scenes” to describe the planning and implementation involved in teaching a particular source in world history. The goal is for teachers to “make visible” how they teach with a particular document or group of documents and provide exemplary models of teaching with primary sources. These guides will contribute to the emerging “scholarship of teaching” and provide resources for instructors who want to try similar exercises in their own classes.

Case study authors will choose one primary source that they commonly use in teaching world history and describe both how they read it and how they hope students will read it.

Authors will reflect on the tensions that arise between an expert learner’s and a novice learner’s

analysis and will describe successful teaching strategies that address this tension. In order to locate faculty able to provide high quality examples, we will work with David Pace at Indiana University who carried out extensive research on teaching with primary sources during his tenure as a Carnegie Fellow. Pace interviewed a cross section of historians who teach with primary sources, focusing especially on their attempts to foster among students the cognitive processes used by professional historians. Pace will serve as an Associate Editor for *World History Matters* and the classroom case studies will follow his model. For example, a text commonly assigned in survey courses is Thomas Malthus's *Essay on Population*, both because it exemplifies "enlightenment rationalism" and because Malthus's arguments about the causes of, and remedies for, poverty can easily be connected to modern subjects such as foreign aid to developing countries. The historian assigning a document like this one will be asked to describe those portions of the document that he or she expects students to focus on, why he or she thinks students actually might discern the essential points in the document, and most importantly the teaching strategies that have helped students attain a deeper understanding of those essential points.

PART III: RELATIONSHIP TO SCHOLARSHIP IN THE HUMANITIES

A. Connections to World History Scholarship

World History Matters reflects three approaches central to current world history scholarship: an emphasis on comparative issues rather than civilizations in isolation; a focus on contacts among different societies and the economic, social, and cultural consequences of those contacts; and an attentiveness to "global" forces that transcend individual societies or even societies in mutual contact—forces such as technology diffusion, migration, disease

transmission, extension and realignments of trade routes, or missionary outreach. Each approach uses findings about individual societies, but moves beyond them and treats larger patterns.

World History Matters models these central concerns of world history scholarship in three ways. First, each annotation in *Where is World History on the Web* will explicitly address comparison, contact, and global forces. Second, this section includes an editor devoted solely to locating and contextualizing documents specific to global contacts and forces. Third, editorial board discussions will bring together expertise from a range of regions and time periods and infuse comparative and global dimensions throughout the project, insuring that each “regional” section includes broader dimensions and themes of world history. Equally important, the diverse board will help oversee the writing of the guides to using various kinds of primary documents. Thus, although an Asia specialist will draft the guide to diplomatic documents, the entire board will provide input and help devise student exercises.

The particular emphasis on non-traditional sources (material culture, music, maps, quantitative evidence) also connects with the emerging interest in social and cultural history in world history teaching and scholarship. The diverse set of sources presented facilitates the integration of these new approaches and subjects into the classroom by valuing materials such as diaries by Japanese women or African tribal masks and, then, connecting them with larger world history issues. Textbooks may refer to conditions of merchants, slave systems, or castes, but strategies for relating them to world history themes (rather than developments within particular societies) and exploring them through primary sources are less well developed.

B. Connections to Scholarship on Historical Learning and History Teaching

This project benefits tremendously from recent advances in our understanding of how historical learning takes place. At the heart of this understanding is the research of Sam

Wineburg who concludes that the problem with history education today “is not that students don’t know *enough* history; they do not know what history is in the first place.” For most professional historians, Wineburg has found, “knowing history” means thinking with the help of an observable “network of beliefs” involving corroboration, sourcing, and contextualization. But for most students, “knowing history” means remembering what is in their textbook, even when the textbook contradicts documentary evidence before them. Wineburg’s research has focused on American students reading sources from American history; in the world history classroom students’ simplistic approach to acquiring historical knowledge is compounded by the “otherness” of the sources they confront.

By demonstrating how students typically acquire historical knowledge, Wineburg’s work shows us how to capitalize on students’ emerging habits of mind in the digital age. For example, sites included in *Where is World History on the Web* will offer opportunities for complex interaction with sources beyond primary documents from a particular country, region, or topic. The guides to *Making Sense of World History Sources* and the *Case Studies in Primary Source Analysis* will be the most obvious examples of this project’s grounding in learning theory, teaching students the skills needed to grapple with sources in more expert ways. The multimedia, rather than linear, construction helps lessen the tendency to see primary sources as texts to memorize. Instead, the guides will help students understand that history is an epistemology of inquiry.

In addition to Wineburg’s work, *World History Matters* draws on other recent scholarly classroom research, including that of five project members (Stearns, Kelly, Pace, Bain, Bass). As a result, *World History Matters* emphasizes learning assignments that induce students to engage in recursive reading of sources—returning to sources encountered earlier in a course or

assignment and rereading them in light of new knowledge. For example, the *Case Studies in Primary Source Analysis* will provide students and faculty with concrete examples of how expert learners “read” a source, especially how they analyze that source through reference to outside sources. For students, these examples will model expert learning; for faculty they will offer pedagogical strategies grounded in theory as well as practice. Finally, the *Classroom Case Studies* will not only provide practical ideas to classroom teachers, they will contribute to the emerging scholarship of history learning and teaching. Teachers will turn to them for classroom ideas, as well as for more reflective ideas on the nature of teaching and learning.

PART IV: RELATIONSHIP TO OUR PREVIOUS WORK AND OTHER PROJECTS

The project builds directly upon CHNM’s successful efforts to foster active learning and successful teaching online through *History Matters: The U.S. Survey Course on the Web* (<http://historymatters.gmu.edu>), a collaboration with the American Social History Project. Designed for teachers of U.S. history survey courses, *History Matters* provides a starting point for locating materials and developing skills to integrate online resources into the survey course. It serves as a gateway to the Internet, providing an annotated, searchable guide to more than 500 particularly useful websites as well scholarly reviews of sites (published in collaboration with the *Journal of American History*). Our work in annotating sites and in overseeing scholarly reviews provides a strong basis for our work on *World History Matters*—the annotations that we propose draw upon both of these features. *History Matters*, like this project, emphasizes primary documents. For example, we have put online almost 700 first-person primary documents and provide model teaching exercises using Web resources. Especially relevant to this project is *Making Sense of Evidence*, created in collaboration with the Visible Knowledge Project (VKP) at Georgetown University, a project designed to help students and teachers develop tools for

analyzing online primary materials such as oral history, films, photographs, and advertisements. (For a pilot version, link from <http://chnm.gmu.edu/whm>). The positive response to these guides from U.S. history and American studies instructors persuaded us of the need for similar resources in world history.

This project also builds upon the work of the Center for World History Teaching (CWHT), established by world history scholars and teachers at George Mason University and in the Fairfax County public schools. CWHT has worked to improve college-school conversations in world history. For example, scholars have worked with the schools to prepare 9th-10th grade course sequences that would engage seriously with world history while meeting Virginia Standards of Learning goals. CWHT has also run workshops on the new Advanced Placement world history course. Overall, CWHT provides significant opportunities for discussions of world history pedagogy, including planning an international conference on Globalization and Childhood for Fall 2002.

World History Matters will add significantly to the small, but growing, number of online world history projects. The American Historical Association site, "Teaching and Learning in the Digital Age," designed to model how historians use digitized primary sources and integrate technology in survey courses, emphasizes world history as well as the Americas. Ross Dunn, at San Diego State University, in cooperation with the National Center for History in the Schools, will soon introduce a website designed to help middle and high school teachers improve world history courses from ancient times to 1500. Northeastern University's *World History Network* aims to provide an extensive online resource center and gateway to world history on the Internet for a wide audience, K-12 students through college teachers. To insure effective collaboration

with these projects, we have included their leaders (Ross Dunn, Patrick Manning, and Heidi Roupp) on our project advisory board.

While these projects will enhance online resources for world history, *World History Matters* makes a distinct contribution. For example, the *World History Network* will provide only very brief annotations (written by graduate students) of world history websites rather than the detailed and qualitative guide to primary sources (written by scholars) we will develop in *Where is World History on the Web*. And unlike the project at San Diego State, we will cover the full chronological span of world history and will provide materials for college courses, rather than just K-12. No other projects incorporate the three additional features central to *World History Matters*—guides to analyzing different genres of historical evidence, examples of how “expert learners” analyze primary sources, and case studies of the effective incorporation of primary source teaching in the classroom. The only exception is our own work in *History Matters* and that project is confined to American history. Overall, the most valuable web-based history projects have been in U.S. history—world history teachers have been badly underserved.

PART V: EVALUATION, IMPLEMENTATION, AND DISSEMINATION

In creating *World History Matters*, CHNM builds on more than a decade of experience developing accessible, rich digital history materials. To refine our approach, we will rely on feedback from the scholars, teachers, and students who will use the website as it develops. During the summer and fall of 2003, for example, the nine editors will pilot the website with their students, primarily at George Mason University. Students will have the opportunity to use the site for locating materials and for learning to use at least one primary source. They will then evaluate the site based on content, design, and ease of use. In addition, high school world history

teachers involved in CWHT workshops will evaluate the site with their students. Our distinguished advisory board will also participate, bringing their pedagogical, content, and technical expertise to bear on the site's development and reviewing student and teacher evaluations. Veteran high school teachers on the board—Bob Bain, Heidi Roupp, Barbara Bindenbosch, and Karen Hurt—will play a crucial role in insuring that the materials meet the needs of pre-college teachers and students. We will also post an online survey (for an example, visit <http://echo.gmu.edu/surveys/contribute.php?survey=MSE>) and invite comments from respected scholars and early visitors. This feedback will guide revisions during the second year of production. In addition, near the end of the grant period, we will work with our consultant Sam Wineburg and Advisory Board members to systematically evaluate all project materials; this evaluation will be used as the basis of conference presentations and journal and newsletter articles.

An important part of any history web project is making relevant communities aware of what is available. As most people now recognize, a website can no longer operate on a “build it and they will come” principle. Fortunately, we have substantial experience publicizing history websites to teachers through H-Net and other online announcements, mailed fliers, and word-of-mouth, as well as through links from other sites and strategic placement in search engines and web directories. We have effectively reached potential audiences through workshops, presentations, exhibits, and journal and newsletter articles for major scholarly organizations (including the Organization of American Historians, American Historical Association, American Studies Association, National Council for the Social Studies, and Society for History Education). We have also created two extremely valuable email lists for publicizing *World History Matters*—a list of department contacts (e.g., webmasters) at 1,200 history departments around

the world and a mailing list of close to 1,800 names assembled from people registering at the *History Matters* site—many of them high school teachers of world as well as American history. We will also reach potential users by sharing information about this new website on our existing sites, which receive about 1.5 million visitors (not hits) a year. In the next several months, we will launch a greatly expanded CHNM website, further increasing traffic. Finally, we will particularly target the world history community through direct mail, email, and phone calls.

Part VI: PROJECT TEAM, INSTITUTIONAL CONTEXT

The team that will conceive, produce, and evaluate this project possesses a unique mix of skills in world history scholarship and teaching, innovative pedagogy, and the use of new media in history education. The arrival of Peter Stearns, a pioneering figure in the development of world history, as GMU's Provost in January 2001, fortified and expanded the university's strong interest in world history. The GMU Department of History and Art History has an extremely talented group of faculty teaching all areas of the world on the undergraduate level, as well as a Masters program in Comparative World regions. All department faculty members teaching non-western and world history have agreed to participate in the project as area editors (*see Appendix B*). Young scholars—well versed in the latest scholarship and open to new approaches to teaching using the Internet—dominate this group. Many have also worked closely with the CWHT and area high school teachers on pedagogical issues in world history. Stearns, despite his responsibilities as Provost, has made a major commitment to this project and will serve as chair of the editorial board and senior scholar.

GMU has also made a strong commitment to innovative teaching and to the emerging “scholarship of teaching” through the establishment of a new Center for Teaching and Learning. All four project leaders have published on history teaching, and the project has closely aligned

itself with some of the most innovative scholars in the scholarship of teaching and learning—Bob Bain, Deborah Vess, David Pace, Randy Bass, and Sam Wineburg. Project Co-Director T. Mills Kelly (who is also Director of Educational Projects for CHNM) has been particularly active in this area through his work as a Pew Scholar with the Carnegie Foundation for the Advancement of Teaching. As director of GMU's Western Civilization program, he is actively promoting the use of primary sources in teaching history.

This project also draws upon the work of CHNM (founded by project Executive Producer Roy Rosenzweig) over the past several years to rethink the effective conception and presentation of history through technology. Devotion to the innovative use of new media grows directly from CHNM's successful work developing the first scholarly based, U.S. history CD series, *Who Built America?*, recipient of the American Historical Association's James Harvey Robinson Prize for its "outstanding contribution to teaching." In addition to its work in *History Matters* and VKP, CHNM helped to create the *New Media Classroom* (NMC), a continuing series of national and regional workshops for high school and college teachers on the effective use of technology in the classroom. Project Co-Director Kelly Schrum, who has also served as Associate Director of the *History Matters* and VKP efforts, will bring the lessons of those projects to bear on this project.

Although CHNM has worked most extensively within U.S. history, it has increasingly widened its activity in other areas. It recently launched a major project (funded by the Sloan Foundation) on the History of Science and Technology (ECHO: Exploring and Collecting History Online at <http://chnm.gmu.edu/echo>) and has just completed a book, CD-ROM, and website (<http://chnm.gmu.edu/revolution>) on the French Revolution called *Liberty, Equality, Fraternity: Exploring the French Revolution*. In addition, CHNM is close to meeting an NEH \$500,000 challenge grant, thereby creating a \$2 million endowment. That endowment (as well as

our success seeking other funds) allows us to guarantee that *World History Matters* will be a permanent resource for teachers.

In developing *World History Matters*, CHNM will also benefit from its longstanding partnership with the American Social History Project (ASHP) at the City University of New York. ASHP Director Joshua Brown and Associate Director Pennee Bender will help us develop the site design, production plan, and multimedia elements. In addition, we will draw on ASHP's extensive contacts in the New York City schools and the vast City University of New York to locate beta testers for the products generated by this project.

PART VII: TECHNICAL REQUIREMENTS

World History Matters will take advantage of the infrastructure already in place for the numerous web-based CHNM projects and thus requires no support for equipment. We currently maintain two web servers, but are consolidating all our projects on a single Linux server running Apache (but mirrored on a redundant Linux machine). We use open source databases and scripting (MySQL/PHP) to present our materials to the Web and will follow that same format with the new project. This allows for great flexibility and easy searching by users.

APPENDIX B: PROJECT PERSONNEL

(CVs for project participants in Appendix D.)

I. Project Team

T. Mills Kelly (Project Co-Director) is an Assistant Professor in the Department of History and Art History at George Mason University (GMU) and is Director of Education Programs in the Center for History and New Media (CHNM) at George Mason. During the 1999-2000 academic year he was a Fellow with the Carnegie Foundation for the Advancement of Teaching and the research conducted with this support focused on how the use of new media learning resources changes student learning in introductory history courses. Articles resulting from this project have been published in the *Journal of the Association for History and Computing*, the *Chronicle of Higher Education*, and by the American Association of Higher Education and a course portfolio derived from the project has been published on the American Historical Association's website. He is completing a monograph on the origins of radical nationalism in East Central Europe and has also published numerous articles on this topic in various peer-reviewed journals. In 1997 he was a Research Scholar at the Woodrow Wilson International Center for Scholars. He is also the Chair of the Board of Directors of the Civic Education Project (<http://www.cep.org.hu>), a \$4 million, twenty-country educational reform effort based at the School for Advanced International Studies (Washington, D.C.) and the Central European University (Budapest).

As project Co-Director, Kelly will be involved in all aspects of the project with particular responsibility for the "Case Studies" portions—How Expert Learners Learn and Teaching With Documents. Kelly brings a strong background in the scholarship of teaching and learning in history to these portions of the project.

Roy Rosenzweig (Executive Producer/Principal Investigator) is College of Arts and Sciences Distinguished Professor of History at GMU, where he also heads CHNM. He is the co-author, with Elizabeth Blackmar, of *The Park and the People: A History of Central Park*, which won several awards. His other books include *Eight Hours for What We Will: Workers and Leisure in an Industrial City, 1870-1920* and edited volumes on history museums (*History Museums in the United States: A Critical Assessment*), history and the public (*Presenting the Past: Essays on History and the Public*), history teaching (*Experiments in History Teaching*), and oral history (*Government and the Arts in 1930s America*). His co-authored multimedia CD-ROM, *Who Built America? From the Centennial Celebration of 1876 to the Great War of 1914* won the James Harvey Robinson Prize of the American Historical Association for an "outstanding contribution to the teaching and learning of history." As founder and director of CHNM, he has produced a number of new media projects including the website, *History Matters: The U.S. Survey Course on the Web*, the website and CD-ROM *Liberty, Equality, Fraternity: Exploring the French Revolution*, the CD-ROM sequel to the first *WBA?*, and *ECHO: Exploring and Collecting History Online*. His most recent book (co-authored with David Thelen) is *The Presence of the Past: Popular Uses of History in American Life*, which has won prizes from the Center for Historic Preservation and the American Association for State and Local History.

Rosenzweig has oversight of all aspects of the project, including providing general supervision of the staff and editors and insuring the completion of the project within budget as well as consulting on the editing and multimedia development.

Kelly Schrum (Project Co-Director) is a Visiting Assistant Professor at GMU and Associate Director of *History Matters*. She has worked extensively in the areas of new media, history content development, and teacher training. She has authored several articles on history and new media, including “Making History on the Web Matter in Your Classroom,” in *The History Teacher* (May 2001) and “History Matters: The U.S. Survey Course on the Web,” in *Social Education* (April 2001). She has made numerous presentations on teaching and new media, including the American Historical Association, the Organization of American Historians, the National Council for Social Studies, and the Wisconsin Conference on the Teaching of History. She received her PhD from Johns Hopkins University in 2000 and is currently revising her dissertation, *Some Wore Bobby Sox: The Development of Teenage Girls’ Culture, 1920-1950*, for publication. Other publications include a chapter in *Delinquents and Debutantes: Twentieth-Century American Girls’ Culture* (New York University Press) and several articles on girls’ culture.

As project Co-Director, Schrum will be involved in all aspects of the project with particular responsibility for the scholarly reviews of websites and the Learner Guides. Schrum brings two years of related experience on History Matters and the Visible Knowledge Project at GMU to this effort.

Peter Stearns (Editor-in-Chief and Senior Scholar) is Professor of History and Provost at GMU. He received his PhD from Harvard University. Founder and editor of the *Journal of Social History*, he is also a prolific author of dozens of books. His most recent publications include *The Battleground of Desire: The Struggle for Self-Control in Modern America*; *Fat History: Bodies and Beauty in Western Society*; *Gender in World History*; and *World History: Patterns of Change and Continuity*. He also is editor of the recently published 6-volume *Encyclopedia of European Social History from 1350 to 2000*. He is the author, co-author, or editor of a number of other works in world history, including the *Encyclopedia of World History*, *Experiencing World History*, *Documents in World History*, and *World Civilizations*. He has served as a member of the College Board World History task force and the College Board/ACLS Pacesetters world history project, as well as Chairman of the College Board’s World History Advanced Placement Committee. He is active in several professional organizations including the American Historical Society, the Society of French Historical Studies, the Social Science History Association, and the International Society for Research on Emotion. He has taken a particular interest in improving history teaching and served as Vice President of American Historical Association and chair of its Teaching Division from 1994-97. He is also the author of numerous books and articles on history teaching, including *Meaning over Memory* and, as co-editor, *Knowing, Teaching, and Learning History*. His many school-based projects include the National Endowment for the Humanities-funded Project on Social History, 1980-84, the history learning project with the Pittsburgh Public Schools in the 1980s, and work as a consultant for Fairfax County Public Schools, 1998-89.

As Editor-in-Chief and Senior Scholar, Stearns provides World History Matters with the leadership of one of the most senior and widely published world historians. He will consult on all aspects of the project and will chair the editorial board for Where is World History on the Web.

II. Editors for *Where in the Web is World History* (CVs and Letters of Commitment are in Appendix D)

Africa

Ben Carton, Associate Professor of History, GMU; PhD, Yale University; author of *Blood from Your Children: The Colonial Origins of Generational Conflict in South Africa*.

Cultural Contact Forces

John Voll, Professor of History and Associate Director, Center for Muslim-Christian Understanding, Georgetown University; PhD, Harvard University; author of *Islam: Continuity & Change in the Modern World*.

East Asia

Brian Platt, Assistant Professor of History, GMU; PhD, University of Illinois, dissertation on "School, Community, and State Integration in Nineteenth-Century Japan."

Michael Chang, Assistant Professor of History, GMU; PhD, University of California, San Diego, dissertation on "A Court on Horseback: Constructing Manchu Ethno-Dynastic Rule in China, 1751-1784."

Europe

T. Mills Kelly (biography above).

Latin America

Matthew Karush, Assistant Professor History, GMU; PhD, University of Chicago; author of *Workers and Citizens: The Construction of Political Identities in Democratic Argentina, Rosario, 1912-1930*, forthcoming University of New Mexico Press.

Joan Bristol, Assistant Professor, History, GMU; PhD, University of Pennsylvania, dissertation on "Negotiating Authority in New Spain: Blacks, Mulattos, and Religious Practice in the Seventeenth Century."

Middle East

Sumaiya Hamdani, Assistant Professor of History, GMU; PhD, Princeton University, forthcoming book, *Between Revolution and State: Qadi al-Nu`man and the Construction of Fatimid Legitimacy*.

South Asia

Robert DeCaroli, Assistant Professor of Art History, GMU; PhD, UCLA, dissertation on early Buddhist art of South and Southeast Asia.

III. Authors of Guides to *Making Sense of World History Sources*

- **Diplomatic Sources:** Akira Iriye, Charles Warren Professor of American History at Harvard University and the former president of the American Historical Association (AHA); he is the author of more than a dozen books on U.S.-East Asia relations and global issues including *Power and Culture: The Japanese-American War, 1941-1945*; *China and Japan in the Global Context*;

Cultural Internationalism and World Order; and *Global Community: The Role of International Organizations in the Making of the Contemporary World*.

- **Travelers' Account:** Jerry Bentley, the editor of the *Journal of World History*, is Professor of History at University of Hawaii and the author of numerous books and articles including *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times*, (as co-author) *Traditions and Encounters: A Global Perspective on the Past*, and *Shapes of World History in Twentieth-Century Scholarship*.
- **Material Culture—Images:** Irene Bierman, Associate Professor of Architecture and Art of the Near East at the University of California, Los Angeles. Her publications include (as author or editor) *Art and Islam*, *Medieval Cairo for a Modern World*, *Writing Signs: The Fatimid Public Text*, *The Ottoman City and Its Parts: Urban Form and Social Order*, and *Identity and Material Culture in the Early Islamic World*. She has been the curator of numerous exhibitions and helped prepare the telecourse on "Symbols of Islam."
- **Maps:** Joni Seager, Department Chair and Professor of Geography at the University of Vermont and author of *The New State of the Earth Atlas*; *The State of Women in the World*; *Earth Follies: Coming to Feminist Terms With the Global Environmental Crisis*; and *Putting Women in Place: Feminist Geographers Make Sense of the World*.
- **Music:** William Weber, Editor of *The History Teacher*, Vice President for Teaching at the AHA, and Professor of History, California State University, Long Beach. In addition to his extensive activities with improving the teaching of history in the schools, he is the author of *Music and the Middle Class: The Social Structure of Concert Life in London, Paris and Vienna, 1830-48* and *The Rise of Musical Classics: A Study in Canon, Ritual and Ideology* and the co-editor of *Wagnerism in European Culture and Politics*.
- **Letters and diaries:** Anne Walthall, Professor of History at University of California, Irvine, Editor for Japan, *Journal of Asian Studies*, and Associate Editor, *U.S. Japan Women's Journal*. In addition to her extensive teaching and publishing record, including her recent book *The Weak Body of a Useless Woman: Matsuo Taseko and the Meiji Restoration* and multiple articles drawing upon her work with Japanese letters and diaries, she has worked with high school teachers to further their understanding of Japanese history.
- **Material Culture—Objects:** Daniel Waugh, Associate Professor of History and International Studies, University of Washington and the author of *The Great Turkes Defianes: On the History of the Apocryphal Correspondence of the Ottoman Sultan in its Muscovite and Russian Variants* as well as numerous other publications. He has also developed substantial web-based materials on the Silk Road and Central Asia.
- **Quantitative evidence:** Herbert S. Klein, Professor of History at Columbia University; the author of some 15 books and 135 articles in several languages on Latin America and on comparative themes in social and economic history. Aside from courses on Latin America, he teaches methodology classes on Quantitative Methods in Historical Research and Demographic History.

IV. Advisory Board

Bob Bain is Assistant Professor of Education at University of Michigan. Before joining the faculty at Michigan, Bain spent many years as a high school teacher of U.S. and world history.

Randy Bass is Executive Director of the Center for New Designs in Learning and Scholarship (CNDLS) at Georgetown University, the Director of the American Studies Crossroads Project, an international project on technology and education sponsored by the American Studies Association, and the Director of the Visible Knowledge Project, a multi-year scholarship of teaching project focused on technology and learning.

Barbara Bindenbosch is a Charlottesville, Virginia teacher of world history.

Ross Dunn is Professor of History at San Diego State University and Director of World History Projects at the National Center for History in the Schools.

Karen Hurt is an AP World History teacher at Stuart Hall School, Staunton, Virginia.

Pat Manning is Professor of History, African-American Studies, and Education at Northeastern University and the founder and director of its World History Center.

Heidi Roupp

V. Consultants

Pennee Bender is Associate Director of the Center for Media and Learning/American Social History Project at The Graduate Center, CUNY, developing CD-ROM, video, and Web-based materials in U.S. History. She has worked in broadcast television and educational media for more than fifteen years as a multimedia and video producer, director, and editor. Her film and video credits include: *Savage Acts: Wars, Fairs and Empire*; *Heaven Will Protect the Working Girl*; *The West Bank: Whose Promised Land*; and *Labor Produces*.

Josh Brown Executive Director of the Center for Media and Learning/American Social History Project at The Graduate Center, CUNY (and its Creative Director since 1981). He is art director and scriptwriter for most of CML/ASHP's *Who Built America?* documentary series and visual editor of the *Who Built America?* textbooks and CD-ROMs. He is also the author of *Between the Lines*: Frank Leslie's Illustrated Newspaper, *the Pictorial Press*, and *the Crises of Gilded Age America*.

David Pace is Associate Professor of History at Indiana University and Co-Director of the Faculty Development Program and the Lilly Freshman Seminar Program. He has published numerous articles on history teaching and is the co-author of *Studying for History* and the author of *Claude Levi-Strauss: Bearer of Ashes*. He is also the winner of the Indiana University teaching excellence award.

Sam Wineburg is Professor, University of Washington, College of Education and

Adjunct Professor, Department of History. He is the author of *Historical Thinking & Other Unnatural Acts: Charting the Future of Teaching the Past* and numerous articles on history education. He has received many grants and prizes for research into how students learn history.

Deborah Vess is Associate Professor of history and director of Interdisciplinary Studies, Georgia College and State University. Her work as a Carnegie Scholar focuses on the teaching of world history.

APPENDIX C: Work Plan

July 2002 through September 2002

- work with historical advisors to evaluate existing online World History resources
- work with editorial board to discuss World History website selections and annotations
- virtual meeting with Advisory Board to discuss website development
- finalize protocol for *Making Sense of World History Sources* with authors
- confirm scholars for *Case Studies in Document Analysis*, schedule interviews, and develop protocol
- schedule authors of *Classroom Case Studies* and develop protocol
- begin researching images for *Making Sense of World History Sources* and *Case Studies*
- begin developing database, website design

October 2002 through December 2002

- finalize guidelines for Website annotations based on advisors' comments
- Editorial board members begin selecting and annotating World History websites
- authors begin writing *Making Sense of World History Sources*
- begin interviews with scholars for *Case Studies in Document Analysis*
- authors of *Classroom Case Studies* begin writing
- continue researching images for *Making Sense of World History Sources* and *Case Studies*
- continue developing database, website design

January 2003 through March 2003

- Editorial board members continue annotating World History websites
- begin editing and posting annotations
- Making Sense of World History Sources* authors continue writing guides
- begin editing *Making Sense of World History Sources*
- finish interviewing scholars for *Case Studies in Document Analysis*
- begin editing *Classroom Case Studies*
- continue researching images for *Making Sense of World History Sources* and *Case Studies* and securing copyright permissions
- finish database development and website design
- begin developing interactive exercises
- Advisory Board meets virtually and evaluates progress of project

April 2003 through June 2003

- Editorial board members continue annotating World History websites
- continue editing and posting annotations
- begin editing and producing *Making Sense of World History Sources*
- begin digitizing and transcribing *Case Studies in Primary Source Analysis* interviews
- continue editing *Classroom Case Studies*
- begin producing *Classroom Case Studies*
- continue researching images for *Making Sense of World History Sources* and *Case Studies* and securing copyright permissions
- continue website production
- continue developing interactive exercises
- develop publicity plan and begin designing publicity mailing and ads

July 2003 through September 2003

- Editorial board members continue annotating World History websites
- Editorial board members and other teachers test *World History Matters* with students
- continue editing and posting annotations
- continue editing and producing *Making Sense of World History Sources*
- begin editing and producing *Case Studies in Primary Source Analysis* interviews
- continue editing and producing *Classroom Case Studies*
- continue researching images for *Making Sense of World History Sources* and *Case Studies* and securing copyright permissions
- continue website production
- continue developing interactive exercises
- complete publicity plan and preparations
- Advisory Board meets virtually and evaluates progress of project

October 2003 through December 2003

- Editorial board members continue annotating World History websites
- Editorial board members and other teachers test *World History Matters* with students
- continue editing and posting annotations
- continue producing *Making Sense of World History Sources*
- continue producing *Case Studies in Primary Source Analysis* interviews
- continue editing and producing *Classroom Case Studies*
- continue producing interactive exercises
- begin implementing publicity plan
- analyze feedback from teachers, students, website visitors, and Advisory Board

January 2004 through March 2004

- Editorial board members and other teachers test *World History Matters* with students
- continue editing and posting annotations
- Advisory Board meets virtually and evaluates progress of project
- continue producing *Making Sense of World History Sources*
- continue producing *Case Studies in Primary Source Analysis* interviews
- continue producing *Classroom Case Studies*
- continue producing interactive exercises
- continue implementing publicity plan
- continue analyzing and incorporating feedback from teachers, students, website visitors, and Advisory Board

April 2004 through June 2004

- Editorial board members and other teachers test *World History Matters* with students
- continue editing and posting annotations
- Advisory Board meets virtually and evaluates progress of project
- continue producing *Making Sense of World History Sources*
- continue producing *Case Studies in Primary Source Analysis* interviews
- continue producing *Classroom Case Studies*
- continue producing interactive exercises

- continue implementing publicity plan
- continue revising website based on feedback from teachers, students, website visitors, and Advisory Board