

INTERIM PERFORMANCE REPORT
***Making the History of 1989* [Grant EE-50370-06]**

Principal Investigator and Co-Director: Dr. T. Mills Kelly
Project Co-Director: Dr. Kelly Schrum
Project Editor: Dr. Jon Berndt Olsen
Project Manager: Katherine Gustin
George Mason University

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Report covering from October 1, 2007 to March 31, 2008

Over the past six months of this grant, we have continued to show significant progress toward completion of our project in several key areas, including content and website design. The website is available for public viewing (<http://chnm.gmu.edu/1989/>) and new areas are being finalized as content items proceed through the editing process and become available publicly.

We have had a few personnel changes since our last report. In January 2008, Katherine Gustin was hired as a Project Manager. She is a history graduate student at George Mason University, has experience in history education, and has lived in Eastern Europe. (*See Appendix for Curriculum Vitae.*) Additionally, Emily Perdue and Liz Moore have been hired as Research Assistants. They both are honors students in history at George Mason University and are actively involved with the entry of metadata for all project sources and exhibits.

The *Introductory Essay*, originally written by Elizabeth Morrow Clark (*See Appendix for Curriculum Vitae*) is complete and provides a concise narrative about the central events that led to the collapse of Communism in Eastern Europe. We decided to break up the essay into an introductory overview with separate sections on each individual country in rough chronological order of when the regime fell from power. The essay is available at: <http://chnm.gmu.edu/1989/exhibits/intro/1989revolutions>.

As per our initial project proposal, the largest feature of *Making the History of 1989* remains our database of more than 300 annotated primary sources (<http://chnm.gmu.edu/1989/items/browse>), complimented by tools for analyzing and contextualizing these documents and images. Since October, we have been concentrating our efforts on excerpting, editing, and annotating each of these documents. To date, we have edited 221 items, annotated more than 160, and finalized 144. This process will continue throughout 2008 and into 2009.

As part of our effort to make the resources found in the database more accessible to high school teachers and university instructors, we have received, edited, and posted four of the six commissioned *Teaching Modules* on a variety of topics, themes, and geographic areas (<http://chnm.gmu.edu/1989/teaching>). Each module begins with an introductory essay that provides historical context for a group of ten to twelve annotated and excerpted primary documents. The modules also include teaching strategies, discussion questions and answers, as well as a lesson plan and document-based question that are appropriate for high school use. Examples of the primary sources found in the modules section include speeches, objects, images, statistics, diaries, memoirs, and travel narratives. The goal of each module is to allow students to gain knowledge on a particular topic and then apply specific strategies to analyze and interpret primary sources.

We have received four modules and are working with authors of the remaining two. Brian Porter-Szücs, Associate Professor at the University Michigan (*See Appendix for Curriculum Vitae*), addressed the role of religion in the events of 1989. Tom Ewing, an Associate Professor at Virginia Tech University, discussed Soviet nationalities and their reactions to the revolutions of 1989. Cathleen Giustino, Associate Professor of History at Auburn University, contributed a module on the experiences of everyday living in the Communist regimes of the 1980s. James Bjork, a Lecturer at King's College London, finished his module on Solidarity, including the addition of new material from the Solidarity collection of University of Maryland-Baltimore County (collected by T. Mills Kelly). Irina Livezeanu, an Associate Professor at the University of Pittsburgh, and T. Mills Kelly, Associate Director of the Center for History and New Media and an Associate Professor in the Department of History and Art History at George Mason University, are progressing with the final two modules on the revolution in Romania and the economic failures of the communist regimes. We expect to have completed the editing and production process for the remaining two modules by August 2008.

The lesson plans and document-based questions that accompany each teaching module are independently created by classroom teachers. Tom Rushford, Post-Doctoral Fellow at George Mason University (*See Appendix for Curriculum Vitae*), Elizabeth Ten Dyke, Social Studies Teacher at Kingston City Schools, Kingston, NY, and Cynthia Szwajkowski, Resource Teacher and Teaching American History Grant Facilitator (*See Appendix for Curriculum Vitae*), are creating these materials for the first four completed modules—the Catholic Church in Poland, Everyday Life in Eastern Europe, Nationalities in the USSR, and Solidarity Comes to Power. The lesson plans and document-based questions will be edited and posted by June 2008. Completion of the lesson plans and document-based questions for the remaining two modules is anticipated by September 2008.

Making the History of 1989 offers eleven *Teaching Case Studies* (<http://chnm.gmu.edu/1989/casestudies>). Each case study explores issues involved in teaching specific sources in the high school and college classroom. We currently have completed and posted all eleven of these case studies, covering a wide variety of source materials and geographic concerns. David Doellinger, Assistant Professor of History at Western Oregon University, has written a case study concerning the protest of the so-called “Bratislava Five,” which honors the memory of those fallen in 1968. Tricia Starks, Associate Professor at University of Arkansas, has written a case study that analyzes Soviet health posters as a method of studying the demographic crisis of the 1980s and post-Soviet eras. Hugh Agnew, Professor of History at George Washington University (*See Appendix for Curriculum Vitae*), discusses in his case study how Vaclav Havel’s Independence Day speech can be used as a means of understanding Czech independence. Maura Hametz, Associate Professor at Old Dominion University, has written on the 1991 Italian law governing name changes as an example of how the events of 1989 had an effect outside of Eastern Europe. Basia Nowak, Instructor at Ohio State University, contributed a case study that analyzes consumerism in Poland through the use of photographs from the 1980s. Elizabeth Ten Dyke, Social Studies Teacher at Kingston City Schools, Kingston, NY, shows in her case study how we can use political jokes to

analyze the popular perception of the regime in East Germany. Jon Berndt Olsen, Post-Doctoral Fellow at George Mason University, wrote a case study that looks at the 1988 counter demonstration during the annual Liebknecht-Luxemburg parade in Berlin as a way to analyze the use of memory by the communist regime in East Germany.

New to the project since our last report are the following *Teaching Case Studies*: Jill Massino, Assistant Professor of Women's Studies at Bowdoin College, contributed a case study that explores various aspects of women's daily lives in Communist Romania and women's attitudes toward the changes wrought by the transformation to a pluralist system and to a market economy after the collapse of the regime in December 1989, using oral histories. Jennifer Walton, Adjunct Professor of History at Granite State College, looks at how to use the 1987 speech delivered by President Reagan in front of the Brandenburg Gate, in West Berlin, as a means to examine U.S. foreign policy and the end of the Cold War in her case study. Melissa Bokovoy, Professor of History at the University of New Mexico (*See Appendix for Curriculum Vitae*), has contributed a case study that examines the rewriting and reworking of Serbian national history that accompanied the breakup of Communist Yugoslavia, especially by intellectuals, and the role such groups played in reconstructing and resurrecting a distinct narrative of Serbia's national history. Lastly, Matthew Romaniello, Assistant Professor at the University of Hawaii, has completed a case study that examines how dissidents in Eastern Europe identified with the struggles by opposition leaders in China and used images of the 1989 Tiananmen Square uprising to reinforce memories of resistance in Eastern Europe.

The *Scholar Interviews* section of the project complements the primary sources, modules, and teaching case studies. In this section, leading historians from the field offer advice on how historians construct historical narratives using evidence like that found in our collection on 1989. We have completed interviews with four scholars – Bradley Abrams, Associate Professor at Columbia University, Maria Bucur (*See Appendix for Curriculum Vitae*), Associate Professor at Indiana University, Padraic Kenney, Professor at Indiana University, and Vladimir Tismaneanu, Professor at the University of Maryland. All four interviews are complete and have been transcribed. We are currently working on editing the video and finalizing the design for this section of the website. The first two, Padraic Kenney and Maria Bucur, will be posted by June 2008. The remaining will be public by October 2008.

This winter we continued to actively engage the public with our work on *Making the History of 1989* by presenting the project at the annual meeting of the Southern Historical Association in October 2007, at the annual meeting of the American Association for the Advancement of Slavic Studies, in November 2007, and at the American Historical Association annual conference in January 2008. Additionally, we have secured the endorsement and use of the facilities at the Woodrow Wilson International Center for Scholars for a publicity launch party in the fall of 2008. Furthermore, the project will be highlighted on a postcard mailed to advanced placement history teachers across the country as well as in published advertisements in scholarly journals in fall 2008.

In 2007, the Project Principal Investigator Mills Kelly was awarded an NEH Summer Seminar grant that will bring fifteen high school teachers to the George Mason University Campus in July 2008. The Summer Seminar, titled *Making Sense of 1989*, will consider the events of 1989 in a global context. . During this two-week intensive experience, the participants will take part in sessions devoted to acquiring content knowledge and others devoted to developing teaching materials on the events of 1989. The resources of *Making the History of 1989* will be one of the centerpieces of the two-week experience and will also give us a chance to pilot-test what we have created.

Funding: We have raised the required matching funds from the German Historical Institute (\$10,000) and have submitted matching certification to NEH.

Overall, we have continued to make good progress during this fourth six-month period of the grant. We are refining the design for the website and continue to add remaining content daily in preparation for our summer pilot testing and fall launch of the website. We would be delighted to provide more detailed information on our progress and would welcome a visit from NEH staff to the project at George Mason University at any convenient time.

T. Mills Kelly
Center for History and New Media
George Mason University

Kelly Schrum
Center for History and New Media
George Mason University

Jon Berndt Olsen
Center for History and New Media
George Mason University

Katherine Gustin
Center for History and New Media
George Mason University