

GRANT REPORT  
“World History Matters”

Principal Investigator, Roy Rosenzweig  
Project Co-Directors: Mills T. Kelly, Kelly Schrum  
George Mason University

Submitted September 30, 2004

**The Gladys Krieble Delmas Foundation  
Narrative Grant Report  
July 2002 through June 2004**

**World History Matters (Matching Funds)  
World History Matters (Extended Europe Coverage)**

**(<http://chnm.gmu.edu/worldhistorysources>)**

**Executive Summary**

The website *World History Matters: Teaching and Learning through Online Primary Sources* has exceeded our expectations. The project was initially awarded \$190,000 from the National Endowment for the Humanities (NEH) in June 2002. The Gladys Krieble Delmas Foundation provided \$30,000 in matching funds and an additional \$21,000 to expand our coverage of European History. Delmas matching funds enabled us to receive an additional \$30,000 in matching funds from NEH for a total project budget of \$271,000.

During the past two years, we have made significant progress on designing, building, and publicizing *World History Matters*. We have created the infrastructure and design for the website, finalized the layout and programming for the various features, finished prototypes for each feature, and made significant content available online. We have also greatly expanded our coverage of European history across all four features of the project, adding more content and depth for student exploration of topics in European history. In the coming months, we will complete all content, engage in a more extended period of testing, and make changes to the site as we receive additional feedback.

**Project Report**

During the grant period, this project has grown from an idea to a working website with extensive content. In the initial phase, we developed and finalized the design of the project, met with the editorial board, communicated with all advisory board members, and sent guidelines to editors and authors. We built the internal side of the website, the database, using open source code in MySQL served by PHP on a Linux server.

In July 2003, we received funding from the National Endowment for the Humanities for a second world history project, *Women in World History*. With the addition of this project, we decided to create a world history portal named *World History Matters* (<http://chnm.gmu.edu/worldhistorymatters>) that would link to both projects. We renamed this project *World History Sources* because the main focus is on teaching and learning about world history with primary sources.

**Project Content**

Utilizing the matching funds provided by the Delmas Foundation, we created new content for all four features of the website: *Finding World History*, *Unpacking Evidence*, *Analyzing Documents*, and *Teaching Sources*. Our NEH funding for *World History Sources* will continue for one more year, through June 2005, and during that time, we will complete all content for the project.

*Finding World History* is a guide to the best online primary source archives in world history. Historians with relevant teaching experience and expertise in specific regional areas write reviews (500 to 700 words each) of these online archives and discuss materials available, strengths and weaknesses, and strategies for using these resources in the classroom. From the *Finding World History* page (<http://chnm.gmu.edu/worldhistorysources/whmfinding.php>), users may browse reviews by region or time period. Users may also search from the full search page (<http://chnm.gmu.edu/whm/searchwhm.php>) to locate website reviews by topic, keyword, or type of primary source available. The framing essay (<http://chnm.gmu.edu/worldhistorysources/framingessay1.html>), written by Deborah Vess, Professor of History and Interdisciplinary Studies at Georgia College and State University, introduces issues involved in using online sources, such as reliability, quality, and translation.

During the grant period, we worked with our editorial board to expand the lists of quality online primary sources for eight regions (Africa, Cultural Contact, East Asia, Europe, Latin America, Middle East & North Africa, South Asia, and the Pacific Basin). We have worked with 20 scholars, all bringing expertise in various time periods and regions of the world, on writing reviews and we now have more than 150 completed reviews and more in draft form.

Funding from The Delmas Foundation allowed us to significantly expand our coverage of European history in *Finding World History*. We divided Europe into four separate categories: Ancient, Medieval, Early Modern, and Modern and each subcategory includes at least fifteen reviews of primary source archives. *World History Sources* currently offers more than sixty reviews that cover various time periods in Europe, totaling forty percent of the reviews available on the site.

Over the past two years, eight scholars have written reviews focused specifically on Europe: Jack Cheng (Ancient), Independent scholar; J. Bert Lott (Ancient), Vassar College; Randy Lytton (Ancient), George Mason University; Jonathan Rotundo-McCord (Medieval), Xavier University; Mary Halavais (Early Modern), Sonoma State University; Mack Holt (Early Modern), George Mason University; Wayne Hanley (Modern), Westchester University; and T. Mills Kelly (Modern), George Mason University. Websites reviewed have covered a range of topics, regions, and time periods within Europe, from cave paintings to ancient coins, from suffragist art to the life and career of Yugoslav leader Josip Broz (Tito).

See, for example, a review of the website entitled *The Perseus Digital Library* (<http://chnm.gmu.edu/worldhistorysources/d/197/whm.html>) written by history professor J. Bert Lott: "This site remains the premier site for accessing the literature and archaeology of ancient Greek culture and now Roman as well. The heart of *Perseus's* Classics collection contains more than 400 primary texts of Greek and Roman literature. Indeed the work of no major author regularly studied in secondary or undergraduate education is missing." Or a review of *The Galileo Project* (<http://chnm.gmu.edu/worldhistorysources/d/122/whm.html>) written by history professor Mack Holt, that provides an overview of the site: "The site was created to give students much needed background, context, and primary sources in English for a course on Galileo and the Scientific Revolution. As such, the site provides one of the most useful

introductions to the history of science online.” Holt discusses specifics about available materials and strategies for teaching with the website. A review of *The Web Museum, Paris* (<http://chnm.gmu.edu/worldhistorysources/d/83/whm.html>) written by history professor T. Mills Kelly describes the website’s holdings as well as ways in which this site would be valuable for classroom teaching: “Perhaps the greatest strength of the Web Museum site as a teaching tool is the interlinking of text within the site. Many of the essays and artist biographies contain one or more links to related artists or to terminology (such as parchment or romanticism). This feature encourages students to see the connections between artists rather than to view each artist as a person working in isolation from others. Students should be encouraged to pursue such links as they conduct their research in the collection.”

*Unpacking Evidence* (<http://chnm.gmu.edu/worldhistorysources/whmunpacking.html>) offers eight guides to analyzing primary sources as part of world history. The primary sources we selected (Material Culture—Images; Material Culture—Objects; Maps; Music; Official Documents; Personal Accounts; Newspapers; Travel Narratives) emphasize textual and non-textual sources and promote the use of evidence to deal with cultural contact and globalization. Each guide begins with an introductory essay, focuses on “critical reading strategies” with interactive exercises, and offers an extended analysis of one document. Guides also include an annotated bibliography and a “webography”—an annotated list of ten to twelve relevant websites for each primary source with rich archival collections.

During the grant period, we completed six guides and are in the final stages of production for the last two (*Music* and *Newspapers*):

*Material Culture—Objects*, by Professor Daniel Waugh at the University of Washington (<http://chnm.gmu.edu/worldhistorysources/unpacking/objectsmain.html>);

*Maps*, by Professor Joni Seager at the University of Vermont (<http://chnm.gmu.edu/worldhistorysources/unpacking/mapsmain.html>);

*Travel Narratives*, by Professor Jerry Bentley at the University of Hawai’i (<http://chnm.gmu.edu/worldhistorysources/unpacking/travelmain.html>);

*Material Culture—Images*, by Professor Irene Bierman at the University of California, Los Angeles (<http://chnm.gmu.edu/worldhistorysources/unpacking/imagesmain.html>);

*Official Documents*, by Professor David Trask at Guilford Technical Community College (<http://chnm.gmu.edu/worldhistorysources/unpacking/docsmain.html>);

*Personal Accounts*, by Professor Beverly Mack at the University of Kansas (<http://chnm.gmu.edu/worldhistorysources/unpacking/acctsmain.html>);

*Newspapers*, by Professor Anne Rubenstein at York University; and

*Music*, by Professor Marion Jacobson, New York University.

Several of these guides focus on European history or on cross-cultural contact between Europe and other parts of the world. For example, the guide to analyzing *Material Culture—Objects* includes extended analysis of the “ice man,” a 5,300-year-old mummy discovered in 1991 in the Tyrolean Alps on the border of today’s Austria and Italy and a second analysis of Byzantine coins and trade in Eastern Europe. The guide to *Maps* discusses the “Africae novo” map produced by the famous Dutch cartographer, Willem Blaeu, and published in his 1630 atlas.

We are currently developing interactive exercises for all eight guides. Examples of these exercises include one that leads students through the methods used by Dr. John Snow to determine, via mapping, how cholera was spread in a London neighborhood (<http://chnm.gmu.edu/whm/unpacking/mapsq1.php>). Another exercise asks students to determine what interests motivated the authors of three different travel accounts about India in the fifteenth century (<http://chnm.gmu.edu/whm/unpacking/travelq2.php>). A third helps students explore the ways in which the form of a personal narrative influences its content (<http://chnm.gmu.edu/whm/unpacking/acctsq2.php>). During fall 2004, we will focus on finishing the writing, programming, and production of the remaining exercises. We have found these to be very valuable for teachers and are gathering feedback along the way to ensure usability in the classroom. In the meantime, the six guides available online are being used by world history teachers and students.

*Analyzing Documents* (<http://chnm.gmu.edu/worldhistorysources/analyzing>) offers eight multimedia models of scholars analyzing primary sources designed to make the work of historians experienced in world history sources more visible. These segments show how scholars puzzle out the meaning of different kinds of primary sources. Users try to make sense of a document and then listen to audio in which leading scholars interpret the document and discuss strategies for overall analysis while viewing the primary source or related visual materials. We experimented with several formats and decided to use Flash to program short movies that synchronize the audio with the documents and relevant images. Production is labor intensive, but allows the project to guide viewers through a more sophisticated analysis of the various primary documents. We also created a non-Flash version for those with slower connections or older computer equipment.

Several of these modules emphasize European history and cross-cultural contact, including the modules on analyzing maps, newspapers, and personal accounts (see descriptions below). Seven of the eight modules are available online.

*Material Culture—Images* (<http://chnm.gmu.edu/worldhistorysources/analyzing/mcimages/analyzingimgintro.html>) was created from an interview with Dana Leibsohn. Leibsohn is Associate Professor of Art History at Smith College and publishes on the visual culture of colonial Latin America, focusing on indigenous maps, histories, and modes of writing. In this module, Leibsohn discusses two paintings from sixteenth-century Spanish America: a map from the *Codex Mendoza* (circa 1543) that represents the founding of Tenochtitlan, the large imperial capital of the Aztecs, and a painting entitled *The Mulatto Gentlemen of Esmeraldas* by Andrés Sánchez Gallque (1599). These images offer an important window into visual culture and social, religious, and political life in the early era of Spanish colonization. Leibsohn addresses questions

such as how a student new to analyzing images might begin to make sense of the map and the painting and what these images can teach us about cultural contact.

The second module focuses on *Material Culture—Objects* (<http://chnm.gmu.edu/worldhistorysources/analyzing/mcobjects/analyzingobjsintro.html>). Lawrence Butler, Professor of Art History at George Mason University, analyzes the Hagia Sophia, the cathedral of the Byzantine Empire in Constantinople (present day Istanbul), and an architectural drawing of the building's floor plan. The Hagia Sophia was built in the early sixth century by the Emperor Justinian and stands today, almost 1,500 years later, despite earthquakes, wars, and revolutions. The Hagia Sophia began its life as a Christian church, became a Muslim mosque, and is now a museum. Butler uses the building and the plans to investigate evolving religious practices, architectural and engineering techniques, and the relationship between buildings and political power.

The third module emphasizes strategies for analyzing maps in world history (<http://chnm.gmu.edu/worldhistorysources/analyzing/maps/analyzingmapsintro.html>). Gerald A. Danzer, Professor of History, emeritus, at the University of Illinois, Chicago, analyzes a number of maps, including Mercator and Peters projections, maps by Europeans before and after Columbus' voyage, and maps by American Indians. In the fourth module, on newspapers (<http://chnm.gmu.edu/worldhistorysources/analyzing/newspapers/analyzingnewsintro.html>), Jack Censer, History Professor and Department Chair, George Mason University, analyzes an eighteenth-century French newspaper, *Le Courier d'Avignon*, as well as twenty-first century newspapers, to investigate how they reflect societal views and can be used as historical evidence. Censer asks how people read newspapers in different times and cultures.

The fifth module, Official Documents, presents Dina Khoury, Professor of History at George Washington University, discussing two official proclamations from the Ottoman Empire—the Gulhane Proclamation and the Ottoman “Bill of Rights” (<http://chnm.gmu.edu/worldhistorysources/analyzing/documents/analyzingdocsintro.html>). Both texts are part of the Ottoman government's response to internal and external demands for reform stemming from the growing weakness of the state and Khoury discusses ways to examine law, government, and internal debates in the Ottoman Empire from these two documents. In the sixth module, Personal Accounts, Merry Wiesner-Hanks, Professor of History, Director of the Center for Women's Studies, and Coordinator of the Comparative Study of Religion Program at the University of Wisconsin-Milwaukee, examines excerpts from two personal accounts written by women living in Northern Germany in the seventeenth century. The first is a diary written by a Jewish merchant, Glikl of Hameln. The second is a memoir written by a Protestant midwife, Catharina Schrader. These writings offer an important window into the daily lives and life cycles of non-elite women living in early modern Europe and Wiesner-Hanks asks students to think about similarities, differences, language, world view, and motivation for writing (<http://chnm.gmu.edu/worldhistorysources/analyzing/accounts/analyzingacctintro.html>).

In the seventh module, Travel Narratives (<http://chnm.gmu.edu/worldhistorysources/analyzing/narratives/analyzingnarrativesintro.html>), Thomas Ewing, Professor of History at Virginia Tech, discusses strategies for reading travel

narratives, especially the *Journals of John Ledyard* who traveled with Captain Cook along the North American coast in the late-eighteenth century. Ledyard, born a British subject, became an American citizen after Independence. He traveled with Captain Cook along the North American coast in the late 18th century. Along the way he encountered many cultures—indigenous and Russian—and left behind an entertaining account of his travels. Ewing talks about how journals, such as Ledyard's, often tell us as much about the traveler/author as they do about the places visited and asks students to think about what is included and excluded from the journals, how Ledyard describes his encounters with “natives,” and how to assess what parts of the narrative might be embellished or fabricated.

In the final module, Michelle Kisiuk, ethnomusicologist and Professor of Music at the University of Virginia, discusses music and dance among the BaAka who live in the rainforest in central Africa. She examines how to analyze dance and music to learn more about the role of tradition and adaptation to change in BaAka society. She looks at male dances as well as female dances. This module is in production and will be completed in fall 2004.

*Teaching Sources* (<http://chnm.gmu.edu/worldhistorysources/whmteaching.html>) offers sixteen 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. We have completed editing and production for the first nine essays that deal with diverse topics such as the Crusade of Richard I, women's travel writing, Chinese footbinding practices, and a dispatch from Angus Hamilton, a London *Times* correspondent in Mafeking that explores how empire influenced the development of the British media (newspapers, radio, cinema, television). All of the authors of these essays are experienced classroom teachers, and are drawn both from high school and post-secondary institutions. We searched extensively to find a broad range of teachers from high school, community college, and college levels to write the essays. We are currently editing or having authors revise four essays and expect to have all sixteen available online by December 2004.

### **Outreach and Feedback**

In the past year, we began sharing *World History Sources* with colleagues. Co-Director T. Mills Kelly made a presentation on *World History Sources* to the World History Institute, a seminar for high school AP World History teachers in June 2003. Kelly also presented on *World History Sources* at the conference “World History, the Next Ten Years” at Northeastern University in March 2004. Co-Director Kelly Schrum made two presentations on *World History Sources* to the World History Association conference in Atlanta, Georgia, in June 2003, and a presentation at the Virginia Council for Social Studies conference in October 2003. In addition, she published an article in the American Historical Association magazine *Perspectives* called “Surfing for the Past: How to Sift the Good from the Bad.” The article, available online at <http://www.theaha.org/perspectives/issues/2003/0305/0305for3.cfm>, discusses strategies for analyzing primary sources in the history classroom and highlights *World History Sources* as a valuable resource.

In June 2004, Co-Director T. Mills Kelly again presented on *World History Sources* to the World History Institute. In October 2004, Kelly will present on our project at the meeting of the

International Society for the Scholarship of Teaching and Learning at Indiana University, Bloomington. Stephanie Hurter, a doctoral student working on the project, presented on *World History Sources* at the World History Association conference in June 2004 in Fairfax, Virginia, and in November 2004, will make a presentation at the Virginia Council of Social Studies Educators meeting.

In the past six months, two world history high school teachers in Fairfax, Virginia, (Kimberly Bahumian and Kurt Waters) reviewed the website to assess usability in the high school classroom. Their feedback was very positive:

We really think that you all have created a good resource for teachers. There are many features that expose teachers to resources they otherwise may not be able to locate. Overall, it is an excellent resource for teaching teachers how to instruct their students in using primary materials. It is very appealing to the eye (excellent design and bold images), has clear audio with accompanying outlines and transcripts, is rich in text, and after some practice, easy to negotiate.

They also made some specific suggestions, such as adding more links in the *Finding World History* reviews to make it easier for teachers to directly access resources being discussed. We have implemented those changes.

During fall 2004, we will begin piloting the website with high school and college teachers of world history and publicizing the site more broadly. In the coming year, we will incorporate the feedback we receive to ensure that the website is usable and valuable for teachers at many levels.

The number of visitors to the CHNM website (<http://chnm.gmu.edu>) and CHNM project sites has increased significantly over the past year and we anticipate that this heavy traffic will benefit *World History Sources*. In the past year, the average number of page views for all CHNM projects was 6 million (close to 190 million hits). During the first few months of public access to the website, numbers, as expected, were low, with roughly 500 to 800 page views per month. After initial publicity efforts on a small scale, traffic on *World History Sources* jumped to more than 8,000 page views in November 2003 and traffic has reached more than 180,000 for the past twelve months. In the past six months, there have been roughly 30,000 page views per month. Visitors have come from many countries, including Canada, Great Britain, Australia, Japan, and Taiwan. We anticipate that these numbers will increase dramatically as we begin our systematic outreach and publicity.

While publicity for the website is just beginning, *World History Sources* has already found a dedicated group of users who are recommending the site to colleagues. A teacher of AP World History and Modern World History in Maryland posted a message to a listserv for AP World History teachers about the site in November 2003. She wrote: "A really great site everyone should bookmark is the one housed at George Mason University called World History Sources. They have many documents and images and a search engine that is more reliable than any other for world history teachers." In addition, we received a note from a scholar thanking us for our review of the website, *Uysal-Walker Archive of Turkish Oral Narrative* (<http://chnm.gmu.edu/worldhistorysources/d/226.html>), "I just wanted to express my

appreciation for your thorough treatment of the subject and the contents.”

Thank you again for your support of this project. We would be delighted to provide more detailed information on our progress.

Sincerely,

Roy Rosenzweig  
Center for History and New Media  
George Mason University