

INTERIM PERFORMANCE REPORT
“Women in World History” [Grant ED-50050-03]
Report covering January 1, 2005 to June 30, 2005

In the past six months, *Women in World History* (<http://chnm.gmu.edu/wwh/>) has remained committed to giving world history teachers and students a more sophisticated framework for understanding global women’s history using online primary sources. Though the project was delayed in the first year due to personnel changes and site restructuring, we now have adapted to these changes and the project has grown substantially. *Women in World History* is still a website in progress, but it currently offers many valuable resources for world history scholars, teachers, and students and will continue to grow during the next year.

In the past six months, we primarily focused on developing content for all areas of the site. In the process of finalizing all aspects of site content, design, and structure, we moved to CSS, an updated design code that is compliant with current worldwide standards.

Recent Changes

The largest changes in the past six months have been in site structure. First, we have redesigned the underlying structure of the site in CSS. This redesign has made the site easier to maintain and update, more accessible for those with disabilities, and its pages faster loading. Since the redesign is standards compliant, it also insures long-term compatibility of the site.

As we began adding more content, we saw the need to revise the structure of the parts of the website to balance the sections and highlight the most useful features of the site. To this end, we replaced the *Understanding Evidence* section with a *Primary Sources* section. *Understanding Evidence* primarily consisted of an essay on working with primary sources. In order to take full advantage of the primary sources being collected and digitized as part of the Curriculum Modules, we revised this section by renaming the “Understanding Evidence” essay the “framing essay.” The essay is prominently featured on the new *Primary Sources* browse page and complements this section by discussing in detail how to locate women in specific types of primary sources. The *Primary Sources* section makes available by region all primary sources included in the *Curriculum Modules*. This redesign makes *Women in World History*’s large body of primary sources, most of which were previously unavailable online, more accessible, and highlights *Women in World History*’s emphasis on the importance of incorporating primary sources into classroom teaching. In addition, *Analyzing Sources* has been renamed *Analyzing Evidence*, and *Forum* renamed *Forums*, but the content of these sections has not changed.

We have made great strides forward in the past six months and believe that these changes significantly strengthen the project. The *Website Reviews*, *Curriculum Modules*, and *Teaching Case Studies* sections have not changed structurally, and the site format is now final. Below is a summary of what has been accomplished.

Project Content

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

in topical diversity, geographical area, and temporal depth. With this feature of *Women in World History*, we hope to minimize these challenges and provide high school and college world history teachers with tools for locating sources, directing students to useful websites, and discerning quality.

Our two editors, Kirsten McKenzie and Nora Jaffary, write reviews that evaluate the teaching potential of the sites and assess the merits and limitations of each website's content and presentation. Thus far, McKenzie has written ten reviews and Jaffary has written thirteen. See, for example, McKenzie's review of *Yorkshire Women's Lives Online* (<http://chnm.gmu.edu/wwh/d/28/wwh.html>) or Jaffary's review of *British Women Romantic Poets* (<http://chnm.gmu.edu/wwh/d/57/wwh.html>). Five reviews pertaining to women's history drawn from *World History Sources* are also accessible from the site, bringing the total number of reviews to 28. As we find more worthwhile sites, some of which are still being developed, both Jaffary and McKenzie will write additional reviews.

Primary Sources (<http://chnm.gmu.edu/wwh/wwhprimary.php>) gathers all of the primary sources available through individual curriculum modules into one place on the site. Each primary source includes an annotation that provides context outside of its curriculum module and offers a link back to the full module for interested readers. The primary sources are grouped by geographic region, which facilitates browsing. There are currently 87 sources available, and more will be available over the coming months as new modules are added. We anticipate having more than 175 primary sources by the end of the funding period. The "framing essay" (<http://chnm.gmu.edu/wwh/essay.php>) accompanies this section. Nancy Wingfield, the author of this guide, teaches students how to analyze evidence specifically related to women and world history, with special emphasis on cultural contact and globalization. She discusses general approaches to studying gender and provides an overview of various source materials, such as personal accounts and travel narratives.

Users can conduct a keyword search from any page or a more advanced search (to be completed fall 2005) from the Search page (<http://chnm.gmu.edu/wwh/searchwwh.php>). The goal is to make the primary source materials accessible in multiple ways. This interface will allow teachers to use entire primary source packets to supplement their courses, to create their own groupings of documents for students, to use individual documents in their classes, and to encourage students to pursue their own comparative and cross-cultural interests.

Curriculum Modules (<http://chnm.gmu.edu/wwh/wwhlessons.html>) remains devoted to providing and analyzing primary sources in a way that will allow secondary level teachers, introductory college instructors, and students to gain knowledge of a particular topic and then learn to apply specific strategies to analyze and interpret primary sources. These modules cover a range of topics, themes, geographic areas, and time periods. Each includes several elements: a 1,000-word introductory essay that presents the topic, provides the context for the primary sources, and highlights key themes; a collection of 10-12 primary sources with annotations; advice for instructors on the use of the sources and discussion questions; an annotated bibliography; a lesson plan appropriate for high school students created by an experienced high school teacher; and a document-based question (DBQ) that corresponds to the Advanced Placement examinations.

We conducted an extensive search last fall for qualified scholars to write the modules. Sixteen scholars have agreed to author modules on topics ranging from “Bhakti Poets” to “Czech Nationalism” to “Health in Latin America.” Currently, seven modules have been completed and are available online:

- “The Early Modern Period”
(<http://chnm.gmu.edu/wwh/lessons/lesson4/lesson4.php>) authored by Maritere Lopez and Charles Lipp of California State University, Fresno
- “Sati” (<http://chnm.gmu.edu/wwh/lessons/lesson5/lesson5.php>) authored by Barbara Ramusack of the University of Cincinnati
- “Cultural Contact in Southern Africa”
(<http://chnm.gmu.edu/wwh/lessons/lesson7/lesson7.php>) authored by Anne Good of the University of Minnesota
- “Western Views of Chinese Women”
(<http://chnm.gmu.edu/wwh/lessons/lesson10/lesson10.php>) authored by Cecily McCaffrey of Willamette University
- “Soviet Dictatorship”
(<http://chnm.gmu.edu/wwh/lessons/lesson11/lesson11.php>) authored by Tom Ewing of Virginia Tech
- “Southeast Asian Politics”
(<http://chnm.gmu.edu/wwh/lessons/lesson12/lesson12.php>) authored by Mina Roces of the University of New South Wales
- “Spanish Civil War”
(<http://chnm.gmu.edu/wwh/lessons/lesson13/lesson13.php>) authored by Jaclyn LaPlaca of Kent State University.

The modules are presented chronologically to help teachers locate them, but they can also be searched by region, time period, or kind of primary source from the Search page. Six of the remaining modules are in the editing process, and several of these will be available by the end of the summer. We have not received drafts for three of the proposed modules, but remain hopeful that all three of these will arrive before the start of the next academic year. We expect the lesson plan and DBQ component of the modules to be completed last. We are in the process of contracting between three and five high school teachers to author these components of the modules. This process is taking longer than expected, and though we are pursuing leads from several education specialists, we have received a definite commitment from only one teacher thus far. Nevertheless, we expect that this section will be completed by June 2006.

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

users with slower connections or older computer equipment.

In the past six months, we have made excellent progress, moving all of the interviews into production. We completed audio edits and conducted image and copyright research for all eight interviews. Six interviews are currently available online, and the remaining two are in the production phase.

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

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

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

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

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

“Religious Texts” (<http://chnm.gmu.edu/wwh/analyzing/religious/religiousintro.html>), based on an interview with Sumaiya Hamdani (Associate Professor, Islamic history, Middle East, Women’s Studies, Global History, GMU), discusses Islamic religious texts known as *hadiths*.

These were reports on the social and political context of Prophet Mohammed's life and the impact of his teachings. The specific *hadiths* Hamdani discusses were created after Mohammed's death by women who were close to him and were recorded in writing several generations later. They represent an example of an acceptable, authorial role for women in Islam.

"Commission Records" and "Census Data" are currently in the production phase. In "Commission Records," Meredith McKittrick (Associate Professor of History at Georgetown University) discusses court transcripts from the "Women's War" in southeastern Nigeria in 1929 and 1930. She addresses issues of colonial rule, women's lives in a changing culture, and the conflict of cultures displayed in the testimonies. In "Census Data," T. Mills Kelly (Assistant Professor of History and Art History at George Mason University) analyzes census records from the Austrian empire in the early twentieth century, focusing specifically on national identity and on locating information on women in quantitative data. Images have been located for both interviews and production is underway.

Teaching Case Studies (<http://chnm.gmu.edu/wwh/wwhcasestudies.html>) offers case studies in which experienced classroom teachers offer a look "behind the scenes" into planning and teaching primary sources in world history. Authors select a primary source they commonly use in teaching world history and discuss how they analyze it and how they hope students will analyze it, reflecting on strengths and weaknesses and describing successful teaching strategies. We located eight qualified high school and college teachers from around the country to author these case studies. They have chosen diverse topics dealing with a wide range of primary sources, such as a cartoon from Restoration Japan, letters written by a Czech politician just before her execution by the Communists in 1950, and the personal narrative/oral history of a South African woman. Seven essays are currently available and the final one is in production.

Forums, previously *Forum* (<http://chnm.gmu.edu/wwh/wwhforumintro.html>), will offer four month-long online discussions designed to help educators insert considerations about women and gender into their existing curricula and provide support for teachers using online materials. An experienced world history teacher and will co-moderate each forum. The four forums are Women in World History (October 2005) moderated by Merry Wiesner-Hanks of the University of Wisconsin-Milwaukee and Heidi Roupp, Women in Africa (November 2005) moderated by Jean Allman of the University of Illinois and Marjorie Bingham, Women in Latin America (February 2006) moderated by Donna Guy of Ohio State University and Marilynn Jo Hitchens of the University of Colorado-Denver, and Women in Asia (March 2006) moderated by Dorothy Ko of Barnard College and Kurt Waters.

Outreach and Publicity

In the past year and a half, we began publicizing *Women in World History* in conjunction with *World History Sources*. In early April we mailed more than 3,000 postcards [see attached] to high school and college educators around the world advertising *World History Matters*, the portal to our two NEH-funded world history websites. The postcards included specific information about *Women in World History's* new content and we have seen a dramatic increase in usage [see below].

In addition, in the past six months, we've begun to share *Women in World History* with

colleagues. Project Co-Director Kelly Schrum presented on *Women in World History* at the Berkshire Conference in June 2005. The presentation was entitled, "Breaking Boundaries: Online Primary Sources on Women and Gender in World History Classrooms." Also in June 2005, Project Associate Director Sharon Leon made a presentation on teaching with online primary sources for the participants of the ECHO project workshop, *Doing Digital History Online: An Introduction for Historians of Science, Technology and Industry*. She foregrounded the *Women in World History* curriculum modules as a replicable model architecture for framing and presenting primary sources in ways that are useful for history teachers, regardless of their field of specialization. In July 2005, pre-doctoral fellow Stephanie Hurter will present *World History Matters* to the World History Institute, a seminar at George Mason University for high school AP World History teachers, and include detailed information on *Women in World History*. Hurter will also be presenting *Women in World History's* curriculum modules at the American Historical Association annual meeting in January 2006 as part of a panel entitled "Putting it all Together: Developing Curriculum Modules for the Internet."

We have additional outreach and publicity planned in the months leading up to the first Forum in October 2005. This includes another postcard highlighting the four upcoming forums and email announcements, as well as presentations on *World History Matters* at teachers development conferences in Fairfax County and Loudon County, Virginia, in August 2005, and testing and observation with teachers in the Loudon County Public Schools.

Reflecting these outreach efforts, *Women in World History's* site traffic has increased significantly in the past six months. Between January and June 2005, the number of visits to the site more than tripled. After the postcard mailing in April the number of visits nearly doubled. We anticipate that these numbers will continue to increase dramatically as we further our systematic outreach and publicity.

Summary

In sum, we believe we have made excellent progress during the first two years of the grant. After creating the infrastructure and finalizing the design for the website, we developed significant content and have worked to share this resource with colleagues, teachers, and students around the world. In addition, we have raised the matching funds of \$35,000 from private donors. *Women in World History* is on track to be completed in June 2006.

We would be delighted to provide more detailed information on our progress. We would particularly welcome a visit from NEH staff to the project at George Mason University at any convenient time.

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