

WOMEN, WORLD HISTORY, AND THE WEB: TEACHING AND LEARNING THROUGH ONLINE PRIMARY SOURCES

I. NEED FOR PROJECT

In a speech to the American Historical Association in 1905, Harvard historian Charles Homer Haskins concluded, “The most difficult question which now confronts the college teacher in history seems, by general agreement, to be the first year of the college course”—what we now call the “survey course.” When he pronounced this particular doom on history teachers at the start of the last century, Haskins surely had no idea how relevant his remarks would remain one hundred years later.

Although teachers continue to struggle with the problems of teaching broad overviews of history in both high school and college, three developments in the past 25 years have significantly affected how history surveys are taught. Intensive study of the history of women has opened up vast new domains of knowledge and analysis, reshaping virtually every subfield of history and transforming the way that even the most basic survey courses are taught. Just as significantly, world history has emerged as one of the most important frameworks for teaching about the past in colleges and high schools around the country. Enrollments in world history survey courses have skyrocketed with state mandated requirements and the recent introduction of the Advanced Placement World History exam. Colleges have also revised core courses to include world history—a development that has accelerated since the September 11th attacks. Finally, and most recently, the World Wide Web has provided teachers, scholars, and students with a vast, free repository of hundreds of thousands of historical sources.

Despite the temporal coincidence of these three developments, they have not come together in the classroom. Although popular with teachers and students, the history of women has been less fully integrated into world history courses than in more established surveys of U.S. history and Western Civilization. Meanwhile, the online resources for teaching world history, in general, and global women’s history, in particular, are much thinner than in such fields as the history of women in the U.S. or American history more broadly. The development of educational web projects on the history of women has followed the early focus of the scholarship, and there are many fine sites offering teaching and

learning activities for students on American and European women's history, such as *Women in Social Movements in the United States* (<http://womhist.binghamton.edu/>). But no major curriculum or educational Internet projects focus specifically on women in global history. Even narrower educational sites on the history of women in specific regions or time periods outside of Europe and the United States are rare.¹ Although many sites contain research or digitized sources on the history of women around the world, these materials are inaccessible to American teachers and students due to language and cultural barriers, or are inappropriate for classroom use due to strong ideological biases. Thus, teachers of world history are left to construct their own assignments and projects from the often-bewildering collection of materials that they find on the Web.

This problem is exacerbated for the history of women in the world because American students and teachers rarely have the background historical knowledge to evaluate a site's accuracy and biases. And even when good resources exist, teachers cannot always find them. Busy and intellectually stretched world history instructors typically do not know how to quickly locate the best online repositories. They do not, for example, have time to search the web for a set of engaging documents about women for tomorrow's class on pre-Columbian culture. As a result, they often fall back on the limited resources provided by textbook publishers.

Related to this lack of high-quality sites and efficient mechanisms for finding sites for the classroom is the absence of tools that allow teachers and students to use online primary documents in sophisticated and critical ways. World history teachers, and especially their students, frequently lack the skills to analyze primary sources, such as textiles or personal narratives, rooted in specific historical and cultural contexts. As a result, they often use the documents they do find merely to illustrate 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

¹ Although an Internet search might yield hundreds of thousands of sites that deal with some aspect of women's history, we have only been able to find *one* website (<http://www.womeninworldhistory.com>) that contains instructional material on global women's history for secondary students. This site includes valuable information, but it is primarily a marketing site for printed instructional materials, includes advertising, and is aimed at upper elementary and middle school students.

non-textual documents, typical in the study of women around the world, with which even experienced instructors often lack a critical background. In this broad area of research and teaching, the problem is even more difficult because the world history context for document selection and analysis is too often unfamiliar to instructors, particularly beyond staples such as Confucian sources and the *Qur'an*.

Women, World History, and the Web responds to these challenges and opportunities by creating an online curriculum resource center to help high school and college world history teachers and their students locate and analyze primary sources dealing with the history of women around the world. The materials in this project will encourage more teachers to integrate the latest scholarship in the history of women and world history into their courses and will give students a more sophisticated framework for understanding global women's history.

II. PROJECT PLAN

Women, World History, and the Web will pursue these goals by creating a website with rich resources for teachers and students. As with other Center for History and New Media (CHNM) educational sites, *Women, World History, and the Web* will offer multiple pathways to meet the needs of teachers and students.² The main entry page will introduce users to the five main features (see below) and allow them to browse through each section. The site will also make it possible to browse resources according to several common organizing principles for teaching world history, e.g., chronologically (using the world history standards periodization), thematically (using the six themes defined by the AP World History Course), geographically (using familiar area studies regions like Africa and Latin America), or topically (using common categories like politics, economy, and the arts). Finally, the database structure will enable a full search for specific resources, such as women and politics in Latin America, ensuring that these materials are useful for teachers in other humanities areas, such as modern languages, art, and world literature.

The five primary features of the site are:

² See, for example, *History Matters* (<http://historymatters.gmu.edu>) or *Liberty, Equality, and Fraternity: Exploring the French Revolution* (<http://chnm.gmu.edu/revolution>).

A. Women in World History Curriculum Modules will significantly increase the quality and quantity of online global women's history instructional materials for secondary and college students and teachers by developing 20 complete sets of materials that explore the history of women from various perspectives. Although we cannot hope to offer a comprehensive set of resources covering every topic in such a large field, these 20 modules will reflect the chronological and geographic breadth of women in world history. The goal is not to provide the basis for a single course, but to offer a rich set of *supplementary* resources that teachers will use to enhance a wide range of courses and topics, from broad world history courses to those focused more closely on specific issues, such as women in world religions. Modules will explore topics as diverse as the life and writings of Murasaki Shikibu, Japanese author of *The Tale of Genji*, considered to be the world's first novel; female political leaders in twentieth-century South Asia; seventeenth-century Latin American nuns; female textile workers in Latin America, Japan, and the Soviet Union; women traders in West Africa; Chinese Women and Missionary Schools; and Women and Islamic Property Rights. [See Appendix B for fuller descriptions of the modules.]

The modules will encourage students and teachers to take a comparative, cross-cultural approach to understanding women in world history. They allow for a focus on the encounters, interactions, and connections between societies across time and place. Visitors to this portion of the project will first find a framing essay written by Peter Stearns. As a senior consultant to the Educational Testing Service for the creation of the AP World History examination, and as a widely published author on world history and women in world history, Stearns is uniquely positioned to provide teachers with concrete advice on using the modules as well as a discussion of how the material is situated within a broader scholarship of women's and world history. Each online curriculum module will include the following:

1. A brief contextualizing essay (ca. 1000-1500 words) that provides background and addresses issues of translation, and cross-cultural and time-period comparison.
2. Eight to twelve primary source documents (including diaries, letters, photographs, artwork, news reports, public records, maps, speeches, songs, oral histories, and film), already translated by scholars.
3. Probing questions that teachers and students can use to begin discussion of the documents and topics. Questions will emphasize strategies for reading the primary sources.
4. Discussion questions that challenge students to think about the issues raised in a larger context of world history, with an emphasis on cross-cultural contact and globalization. These

- questions will highlight connections and comparisons with other modules and cross reference modules.
5. A password-protected section of the site reserved for teachers will offer discussions of teaching strategies centered on the specific topics and primary sources as well as possible ways to answer the questions provided.
 6. Links to other relevant materials and resources on the web.

Online discussion forums, one per semester, will support teachers using these materials during the course of the grant. Each forum will have two moderators: an experienced high school or college world history teacher and a leading scholar of women in world history (see below). These forums will focus on teaching strategies, practical classroom applications and experiences, integrating scholarship into classroom work, and resource suggestions.³ The underlying conceptual framework of the curriculum modules will support the teaching and learning needs of the diverse set of classes where world history is being taught. The flexibility of digital media also allows us to present materials in multiple formats, useful in a range of classroom settings. In addition to materials for use online, we will offer materials that can easily be printed or downloaded and copied for use in classrooms with no computer or Internet access. In addition, the modules will demonstrate how online learning and resources can provide a gateway to related offline activities. For example, after spending a session in a computer lab studying early modern Japan, students could spend the next two sessions in the classroom preparing a presentation, debating issues, role-playing, completing hands-on projects, or participating in related writing assignments. While many teachers will appreciate the multimedia format, for others, the most profound advantage of the web-based materials is the most obvious: it gives them free access to innovative historical resources developed by scholars but directed at the survey course.

Creating 20 rich, multi-layered curriculum packets from scratch would exceed the available budget. Instead, the initial content will be drawn from the innovative scholarship and curriculum development of the award-winning *Women in World Area Studies (WWAS)* and *Women in Development (WID)* projects. This 20-year project (funded by NEH and the Department of Education) published 13

³ This model has proven very successful in our *History Matters* project where thousands of teachers have participated in online dialogues with leading U.S. historians (see <http://historymatters.gmu.edu/browse/talkhist/> for an archive of discussions).

books with teachers' guides and annotated bibliographies, as well as 18 audiovisual materials and curriculum units. [See Appendix C for a complete list.] Reviewers from a range of publications have highly praised these materials, especially their balanced, complex perspective. "These materials should be required in all world history classes," wrote *Global Perspectives*. Although these materials are out of print, they are still widely used today. In May 2001, Paulette Meyer wrote from Humboldt University, "I want to tell you how much my history students appreciate your publications. . . . I use them every semester for world history." Permissions to use all *WWAS* and *WID* materials have been granted by the authors, Susan Hill Gross, Marjorie Wall Bingham, and Mary Rojas, for use in *Women, World History, and the Web* at no cost. [See Appendix D for Memo of Understanding.] These materials are currently being scanned and will be available digitally for this project. The primary documents themselves are generally in public domain or fall under policies of fair use, but copyrighted material will be purchased when necessary.

Although these *WWAS* materials are enormously valuable, it is vital that they incorporate recent scholarship in world history and women's history. The first six months of the project will involve intensive consultation with four leading historians of women in world history: Merry Wiesner-Hanks, University of Wisconsin-Milwaukee; Jean Allman, University of Illinois, Urbana-Champaign; Donna Guy at Ohio State University; and Antoinette Burton, University of Illinois, Urbana-Champaign. The Project Team, in consultation with these scholars, senior scholar Peter Stearns, and senior advisors (Gross, Bingham, and Rojas), will select the strongest and most relevant materials and will begin the process of revising, editing, and shaping the new material. Based on these reviews, the Project Historian and other staff will fully revise and supplement the *WWAS* materials and will then work to design the curriculum modules. Primary users of the sites—high school and college teachers—will be actively involved in discussions about the modules and their usability in the typical classroom environment.

B. Finding Women in World History on the Web will provide a guide to more than 30 of the best online primary document archives that emphasize women and gender in world history or that include a significant collection of primary sources on the subject. Although primary sources are increasingly

available online, locating quality materials quickly and learning how to utilize them present significant challenges for teachers. We will provide teachers with quick, searchable information on where to find reliable primary historical sources as well as a substantive discussion of each site's merits and limitations. Rather than a comprehensive guide, it will be selective and qualitative. Each site's annotation (500-700 words) will contain the following:

- a discussion of the overall quality of the site (such as quality of transcription, translation, and contextualization);
- a brief overview of valuable teaching documents with specific teaching suggestions;
- contextual information for making effective use of the site in the classroom and for addressing women in world history; and
- concrete examples of how documents from this site allow for temporal and spatial comparisons and connect to broader themes in world history.

The goal is to provide tools and resources for integrating women into world history, to 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 of the editors, Nora Jaffary and Nancy Wingfield, will be responsible for selecting 15 high quality sites each and writing the annotations.

How might this feature of the site be used? When a history teacher needs to prepare a lesson on Islamic law and women, a web search on the terms "Islamic law," "women," and "primary sources" yields more than 550 websites, including those that offer solidarity and support to women in Islamic societies (<http://www.wluml.org>), those offering the texts of specific laws without commentary or context (<http://www.al-islam.org>), and sites offering collections of essays of unknown origin or quality (<http://www.jannah.org/sisters>). Faced with this bewildering collection of material, the busy teacher will often provide a cursory overview rather than exercises that offer insights into the complex, historical nature of the topic. *Finding Women* will provide teachers with reviews of carefully evaluated sites that include primary sources appropriate to the classroom needs of the typical world history teacher. Because these guides will also include specific advice on integrating the sources found in the site into various

lesson plans, site users will be able to complete lesson designs quickly and with a high degree of confidence about the sources they assign.

C. Reading Women in Documents will teach students how to analyze evidence specifically related to women as part of world history. The guide will emphasize two points of particular importance in world history. First, it will address the importance of women in studying world history and will facilitate the treatment of unconventional, including non-textual, sources that are critical for understanding women around the world. These sources, such as ancient Egyptian paintings illustrating women's work, often pose the greatest difficulty to world history teachers in terms of accessibility and the framing of learning exercises. Second, it will promote the use of evidence to deal with women in relation to cultural contact and globalization. Currently, most document collections in world history emphasize individual societies or at most compare two societies. The study of women in world history, however, privileges cross-cultural comparison—considering women's experiences across several cultures—and this guide will emphasize this crucial world history concept.

The guide (ca. 4,500 words) will offer general approaches to studying women in world history as well as a sample close reading. It will center on “critical reading strategies”—a list of questions that a student should ask when studying documents about women in a global context. Although the primary audience for the guide will be novice learners (high school and first- or second-year college students), it will offer more sophisticated advice for upper-level students and teachers who may also be unfamiliar with gender as an analytical tool. An annotated bibliography of 15 important books and articles in the field will offer guidance for further study.

Women's travel writing, for example, is a rich source. The body of literature is vast, beginning as early as the fifteenth century with *The Book of Margery Kempe*, and stretches to every corner of the world. Housewives, missionaries, settlers, professionals, and sensation seekers have all contributed to existing travelogues so that motivation, social background, gender expectations, and reception are among the many issues that can be introduced into discussions of the topic. Travel literature also consists of the

impressions of one culture looking at another, providing an excellent way to introduce concepts of cultural difference and to explore the author's culture.

Interactive quizzes and multimedia features will focus student attention on key analytical points. For example, one multimedia feature would present writings by several women and challenge students to read closely, looking for clues to the author's identity, when and why the piece was written, and what additional information might help answer a set of questions. The selections would include writings by the aristocratic Lady Mary Wortley Montagu, who accompanied her husband (ambassador to Turkey) in 1716; the intrepid Alexandra David-Neel, who ran away from home as a child and became the first Western woman to enter Lhasa, the forbidden city of Tibet; Mary Kingsley on West Africa; Maria Graham on South America; and Constance Gordon Cumming on Ceylon. After reading these samples, students will be able to look at additional clues, such as drawings of the authors and maps of their voyages.

We have already developed a prototype for what these guides will look like as part of our U.S. History website, *History Matters* (<http://historymatters.gmu.edu/browse/makesense/>). The guide to early film, for example, explains how historians use film as a source and offers key questions for critical evaluation (e.g., is the film authentic; how was it shot and edited), as well as eight multimedia exercises. The guide to analyzing sources in women's history will be complimented by a set of genre-based (e.g., quantitative history, diplomatic documents, and material culture) that we are working on for other CHNM projects.

Whereas the annotated guide to finding world history websites that emphasize women is primarily a resource for teachers preparing classes or class assignments, this guide is designed for student use. A teacher giving an assignment requiring the analysis of primary sources from the history of women would ask his or her students to read the guide first to prepare them for the task of making sense of evidence from women's lives in other times and cultures. Judith Zinsser (Miami University, Ohio), a former president of the World History Association, will write the guide. As a college professor and a

former high school teacher, Zinsser will bring unique insight to the project. [See Appendix E for full biography; Appendix G for CV and letter of commitment.]

D. Analyzing Documents of Women in the World makes the work of experienced historians more visible to students. 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 process. Indeed, many historians are themselves unaware that historical analysis is, according to Sam Wineburg, “an unnatural act.” To help make this analysis more transparent, we will create multimedia models of scholars analyzing historical documents.

In each model, scholars will illustrate the strategies they use, questions they ask, and additional sources they consult when analyzing 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 high school users, we will use streaming audio and static visuals.) Teachers will be able to use these in conjunction with both the curriculum modules—providing an in-depth look at one of the documents used as a model for their students—or the *Reading Women* guide. They will also work as stand-alone illustrations of the art of reading historical documents. We have developed a prototype of these multimedia models as part of our work with *History Matters*. See, for example, Lawrence Levine on analyzing blues songs in U.S. History (<http://historymatters.gmu.edu/mse/sia/blues.htm>).

To save on travel costs and also develop a local group that will help advise on the project as a whole, we will be drawing these scholars especially from George Mason University (GMU) and surrounding schools. We have commitments from six scholars: Joan Bristol, Sumaiya Hamdani, Maureen Miller, Brian Platt, Jitka Maleckova, Yvette Richards Jordan, and Nancy Wingfield. [See Appendix E for full biographies; Appendix G for CVs and letters of commitment.]

E. Teaching Women in the World Through Primary Sources provides eight case studies, in which teachers take us “behind the scenes” to describe the planning and implementation involved in

teaching about women in world history through a particular source. 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 have successfully used in teaching women in world history and will describe both how they read it and how they hope students will read it. Authors will reflect on the tensions that arise between the analysis of an expert learner and a novice learner and will describe successful teaching strategies that address this tension. For example, a teacher would describe having students read one of Marie de France’s *lais* (short stories from the late twelfth century that would have been read aloud), think about it as a love story, and then compare it to other kinds of love stories throughout world history. The author would discuss why the exercise has worked well with students and what issues were raised, such as similarities and differences in the positioning and portrayal of women as well as questions of narrative and what constitutes a “happy ending.” Tom Hatch, a senior scholar at the Carnegie Foundation for the Advancement of Teaching and formerly part of Project Zero at Harvard University will consult on locating teachers and shaping these essays to ensure high quality discussions. Two scholars have agreed to participate: Dina Copelman (GMU) and Beverly Mack (University of Kansas); others will be selected through an open solicitation to world history instructors. [See Appendix E for full biographies; Appendix G for CVs and letters of commitment.]

III. RELATIONSHIP TO SCHOLARSHIP IN THE HUMANITIES

A. Connections to World History Scholarship. *Women, World History, and the Web* 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, informal trade routes, or missionary outreach. Each approach uses findings about individual societies, but moves beyond them and treats larger patterns.

Women, World History, and the Web models these central concerns of world history scholarship in three ways. First, the curriculum modules bring materials on women throughout world history together into a thematic structure. Within each module, a section on comparison within world history will help students and teachers analyze similarities and differences across time and space. Second, review essays and the guide to studying women in world history will explicitly address comparison, contact, and global forces. Third, participating scholars 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.

In addition, the particular emphasis on underutilized sources 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 *The Pillow Book of Sei Shonagon*, a Japanese woman’s diary, or the Sande women’s society masks of the Sierra Leone Mende people, and connecting them with larger world history issues. Many textbooks refer to merchants, slave systems, or castes, but few offer lessons on reading a female slave narrative and relating it to world history.

B. *Connections to Scholarship on the History of Women.* Comparative approaches are also central to the emerging scholarship on women in world history. Thus comparing women in classical India and classical China directly raises questions about how larger value systems, such as Hinduism and Confucianism, related to women. This approach is moving forward in world history teaching, and provides a vivid framework for the use of primary sources, including visual and textual materials. *Women, World History, and the Web* will model and support this comparative approach. For example, the *Curriculum Modules* will emphasize interrelationships and points of comparison across modules. *Finding Women in World History* will allow teachers and students to search for online primary sources related to women across regions and time periods and the website reviews will also offer specific examples of temporal and spatial comparisons and connections to broader themes in world history.

Another emerging approach in the scholarship involves exploring the impact of significant contacts that brought the condition of women into question. For example, the interaction of imported Buddhism with deeply rooted Chinese gender culture, from the fourth century onward, resulted in a fascinating and revealing syncretic compromise. Better known is the impact of European colonialism on indigenous women in the Americas. *Curriculum Modules* will select documents that infuse this approach and further emphasize cultural contact through framing essays and discussion questions. *Reading Women in Documents* will provide a framework for understanding cultural contact and *Teaching Women in the World* will address teaching strategies for helping students analyze primary sources within this approach.

C. Connections to Scholarship on Historical Learning and History Teaching. This project also 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 that students do not understand what history is. 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 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 *Finding Women* will offer opportunities for complex interaction with sources beyond a particular country, region, or topic. The guide to *Reading Women* and the *Analyzing Documents* case studies 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 of students 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, *Women, World History, and the Web* draws on other recent scholarly classroom research, including that of three project members (Stearns, Kelly, Bain). As a result, the project emphasizes learning assignments that induce students to engage in recursive reading of sources—returning to sources encountered earlier in a course and rereading them in light of new knowledge. For example, *Analyzing Documents* will provide students and teachers with concrete examples of how expert learners “read” a source, especially how they analyze that source through reference to outside materials. For students, these examples will model expert learning, such as close reading and using contextual information. For teachers, they offer pedagogical strategies grounded in theory as well as practice. Finally, *Teaching Sources* will not only provide practical ideas to classroom teachers, they will contribute to the emerging scholarship of history teaching and learning.

IV: EVALUATION, IMPLEMENTATION, AND DISSEMINATION

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 2004, school teachers in Northern Virginia (including participants in the Center for World History Teaching workshops at George Mason University) will pilot and evaluate the website based on content, design, and ease of use. These teachers will also test the site in the classroom, asking students to locate materials while learning how to integrate women into their broader study of world history. Focus groups will bring these teachers together for extended discussions of strengths and areas for improvement; resulting feedback will be used to refine the site in the spring and summer of 2005.

Our 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—for example, Bob Bain and Heidi Roupp—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 (see, for example, <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 advisory board members such as Tom Hatch 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. 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 to publicize existing projects through workshops, presentations, exhibits, and journal and newsletter articles for major scholarly organizations. We have also created two extremely valuable email lists for publicizing *Women, World History, and the Web*—a list of department contacts at 1,200 history departments around the world and a mailing list of 2,000 names assembled from people registering at the *History Matters* site and conferences—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 very high traffic (e.g., approximately 15 million hits and 2.5 million page views in August 2002). Finally, we will particularly target the world history community through the World History Association, using direct mail, email, and presentations at World History Association conferences.

V: PROJECT TEAM AND INSTITUTIONAL CONTEXT

This project brings together two groups—CHNM and the Upper Midwest Women's History Center (UMWHC)—with complementary strengths in women and world history scholarship and teaching, innovative pedagogy, and the use of new media in history education for high school and college teachers and students.

The project builds directly upon CHNM's successful efforts to foster active learning and successful teaching online through numerous CD-ROM and web projects. *History Matters: The U.S. Survey Course on the Web* (<http://historymatters.gmu.edu>), designed for teachers of U.S. history survey courses, 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

700 quality websites as well scholarly reviews (published in collaboration with the *Journal of American History*). Our experience annotating sites and overseeing scholarly reviews provides a strong basis for our work on this project. Especially relevant is *Making Sense of Evidence*, created, in collaboration with the Visible Knowledge Project at Georgetown University, to help students and teachers develop tools for analyzing online primary materials such as oral history, films, photographs, and advertisements. CHNM has also done extensive work digitizing and contextualizing primary source documents in European history for its website, *Liberty, Equality, and Fraternity: Exploring the French Revolution* (<http://chnm.gmu.edu/revolution/>).

The positive response to these resources from U.S. history and Western Civilization instructors persuaded us of the need for similar web-based materials in world history. Our capability for work in world history was greatly enhanced by the arrival of Peter Stearns, a pioneering figure in the development of world history, as GMU's Provost in January 2001. Stearns and several GMU colleagues created the Center for World History Teaching (CWHT), which has worked to improve college-school conversations in world history. *Women, World History, and the Web* builds upon CWHT's work and experience, such as CWHT workshops on the new Advanced Placement world history course. The conjunction of the interests of CWHT and CHNM led to the launch of a new project called *World History Matters*, which recently received funding from NEH and the Delmas Foundation. *World History Matters* will be a close companion site to *Women, World History, and the Web*, featuring resources for teaching world history in general. *Women, World History, and the Web* will have a more specific focus, but both sites will support the enhancement of teaching world history.

Although GMU has strong faculty expertise in global women's history, the impetus for this new project emerges directly out of an alliance forged in spring 2002 with the scholars and educators affiliated with the former UMWHC. For 20 years, UMWHC served as a national educational resource center for women's history and developed the *WWAS* and *WID* project materials, receiving many accolades, including the Ann Bancroft Award in 1998 for contributions to the welfare of girls and women. UMWHC worked to make global women's history accessible to secondary teachers and students by developing

curriculum materials (publishing more than 100,000 copies), delivering teacher workshops and presentations, and maintaining a resource library. The emergence of the Internet as a learning and teaching tool provided the impetus for the group to update their materials and make them available online. Because the UMWHC's expertise was largely in world history, women's history, and curriculum development rather than digital media, they turned to CHNM for help bringing their materials to an online audience. Susan Gross, Marjorie Bingham, and Mary Rojas, the creators of the *WWAS* and *WID* materials, will serve as senior advisers to the project. They have given CHNM rights to use all of these materials in this project. [See Appendix D for Memo of Understanding.]

VI: TECHNICAL REQUIREMENTS

Women, World History, and the Web 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 a Linux server running Apache. 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: Women in World History

Sample Curriculum Module Topics

Below is a partial list of the topics for the 20 *Women in World History Curriculum Modules* that will be developed in this project. Many of these modules are specific case studies because focused topics allow students to gain some expertise and background on a particular theme and then apply these to primary sources. At the same time, many of the case studies open out into other geographical areas or chronological periods, pushing students into broader comparative work. Using this two-step approach, the modules will present materials in the most teachable fashion, while also being in line with the most recent scholarship on women in the world with an emphasis on comparative analysis. Each module will include a contextualizing essay and a mix of primary source materials appropriate to the topic, such as texts, images, sound files, maps, quantitative data, and video clips. Modules will also provide questions for discussions of primary sources and will challenge students to think about the issues raised in a larger context of world history with an emphasis on cross-cultural contact and globalization. A section reserved for teachers will address teaching strategies and a final section will offer links to additional relevant online materials. This list of sample modules is not meant to be exhaustive, but merely to demonstrate the geographic and temporal range of the 20 modules that will be developed. The *WWAS* materials contain sufficient sources for creating many more than 20 modules; our long-term plan is to create at least 50 modules.

Please note that the following list is both tentative and incomplete. A key, initial activity of the grant will be to review all of the *WWAS* and *WID* materials, in consultation with leading scholars, senior advisors, and veteran teachers, and to make final decisions on the 20 modules. In addition, the framing of the topics below is also preliminary. We will be working with scholars to insure that all of the interpretations and contextualizations incorporate the latest scholarship.

Murasaki Shikibu and the Origin of the Novel

Murasaki Shikibu, one of several great female authors of the Heian Age (794-1185), a high point in Japan's cultural history, wrote *The Tale of Genji*, considered the world's first novel. In this module, students will find a collection of sources from her life and works, material from her contemporaries, as well as audio files with contemporary music, maps, timelines, and images important for understanding Shikibu's world and how that world informed her writing. Although the work of Shikibu and her contemporary Sei Shonagon, offer a vivid portrait of life at the Japanese court, students will be challenged to consider both the opportunities these sources offer for penetrating the world of the Japanese court and women's lives there, and at the same time, the limits of such sources for understanding life in Medieval Japan more generally. For example, exercises in the module will raise questions such as why almost all of the literature produced in the Japanese courts at this time (other than court poetry) was produced by women? Why would female authors write novels and diaries rather than the more common and conventional poems? How might women describe life at court differently from men? Which issues raised by Shikibu in her work seem peculiar to Japan and which raise more universal concerns? Because Shikibu lived and wrote at court and at a family estate, what can we learn about life beyond the walls of the court? What was her view of the lower classes?

Riffian Berber Women and Seclusion

Social norms in Morocco dictate that women wear veils in public and that men have "ownership" of public spaces. Veiled women may be seen shopping or carrying out necessary household related errands but men generally are the shop keepers and enjoy the company of other men in public coffee houses and mosques. An exception that opens up a broader examination of gender roles in an Islamic society is the case of Moroccan Riffian Berber women. In the 1960s, many Riffian men migrated from Morocco to work in France leaving the women alone at home. Forced to cope with this situation, Riffian women became traders, taking animal stock and goods they produced to town to sell. In town, they did not veil. Instead they wore a very distinct, colorful and flamboyant costume. Sources for this module will

include images of both men and women from Riffian Berber society (including women in both traditional and trading costumes), maps, quantitative data on emigration from Morocco, and interviews with Riffian women traders. Students will be asked to consider how these women were able to circumvent social norms that strongly condemned women whose faces were uncovered in public. Other questions will focus on the status of minorities—who frequently challenge the norms that affect women’s dress and behavior—and how the Riffian women’s status as a minority group might have encouraged the choices they made. How might these challenges by minority group women lead to problems with the majority? Finally, students will investigate the impact of this challenge to norms of behavior on wider Moroccan society and will compare with other modules that address the lives of women in Islamic societies.

Chinese Women and Missionary Schools

In the late nineteenth century, missionary schools that spread throughout China opened to girls. The Western women who taught in these schools had to overcome prejudices at home and in China. At home, women teachers were seen as daring because they were going to an exotic land to teach. They were also seen as unlikely to succeed because of the generally held belief that the Chinese language was too difficult for “the weak mind of the female” to learn. After overcoming these barriers at home, missionaries found that Chinese parents often were reluctant to send their daughters to school. Sons, however, who were educated in mission schools and had higher status than girls in Chinese families, sometimes encouraged their parents to send their sisters to school. Sources for this module will include diaries and letters produced by the teachers and their students, images of the schools where they taught and learned, selections from textbooks used in the schools, and maps of nineteenth-century China. In this module students will be asked to consider several questions, including how the missionary teachers and their Chinese students perceived one another in different ways. How did the Chinese preference for boys effect girls’ education? How were the prejudices against women and girls learning similar in Europe, America, and China? How did the teachers handle traditional practices such as foot binding and other customs affecting women and how did students respond to their teachers’ reactions? What stereotyped ideas of Chinese did the missionaries bring to their work and what was taught? What stereotyped ideas of Westerners did the students bring with them to the classroom?

West African Women Traders

The history of women traders in West Africa is especially rich. Early European travelers frequently commented on women carrying loads of produce and products to markets on their heads, sometimes over long distances. The women produced many of these goods on their farms and usually controlled the cash earned, using it to support themselves and their families. This custom continued among women of African descent in the Caribbean. Similarly, Muslim Hausa women of northern Nigeria were secluded when they reach adulthood, yet they were able to carry on trade by using their daughters, who were not yet secluded, as intermediaries. Students will confront several dilemmas in this module. Did the fact that women were traders and farmers raise their status in their communities? How did a woman’s successful trading career transform family arrangements and social customs? What kinds of economic alliances and arrangements did women traders have with men and how did these arrangements change over time? How were the experiences of women who were secluded and traded through intermediaries different from the experiences of those who participated directly in the markets? Sources in this module will include accounts of European travelers, images of women traders from the region, maps, and government reports on the participation of women in the commercial economies of several West African states.

Political Leadership in South Asia

Sri Lanka, India, Pakistan, and Bangladesh have all had female presidents or prime ministers in the twentieth century. Yet, the status of ordinary women in these countries varies widely. In each case, the female head of state was related to a martyred male leader of her country; most came from elite families and were educated in the West. Nevertheless, each woman was able to take the leading role in her

country's political system despite prejudices against women playing such public roles. Sources for this module will include samples from political advertisements from both these women and their opponents, speeches given by these women and their opponents, data from elections, and images of those named in the sources. Students will be asked to consider the specific events that brought each of these women to power and to analyze the different responses to women's political leadership in three different religious contexts—mainly Buddhist Sri Lanka, majority Hindu India, and primarily Muslim Bangladesh and Pakistan. How did the different religious contexts abet or hinder these women's path to political power? How did their political opponents use gender expectations against them in elections and in parliamentary opposition? How did the women themselves use gender expectations to their advantage?

Nuns in Latin America and Asia

For much of modern Latin American history, the Roman Catholic Church has been a defining presence and for Catholic women, the ideal of the Virgin Mary as sexually pure, all-forgiving mother often became the model and standard of behavior called *Marianismo*, the counterpoint to *Machismo* for men. Adult women, particularly upper class women, were expected to assume the roles of wife and mother. They were the heart of the family and held sway within it, but were generally excluded from public roles. If, however, a woman chose to become a nun, she could study or take up more public activities, and so becoming a nun could be an alternative to marriage for women in Latin America for more than simply religious reasons. In this module students will consider the reasons why a woman would choose the religious life rather than marriage, and the advantages and disadvantages that being a nun offered. As one way into this subject, students will investigate the life of the seventeenth-century Mexican nun, Sor Juana Inez de la Cruz. A poet, scientist, and someone who spoke out on issues such as double standards for men and women, by today's standards Sor Juana Inez de la Cruz might be called a feminist. Students will be asked to think through the cultural conditions that allowed her to speak out and to become a scholar. How did the Roman Catholic Church react to her outspoken views? How did being a nun in Latin America provide opportunities but also restraints on women? The case of de la Cruz will then be compared to Buddhist nuns from the same time period and students will be asked to analyze the differences between the Catholic and Buddhist experiences for religious women. Sources for this module will include writings of de la Cruz, images from the material cultures of the Catholic and Buddhist faiths that relate to nuns, and commentary from male religious leaders on the issue of women's activism in their faiths.

Women and Islamic Property Rights

Until the middle of the nineteenth century, women in most Western societies had few property rights, particularly after marriage. By contrast, Islamic custom allowed for women's rights of inheritance and for the keeping and controlling of personal property after marriage. This contrast—Muslim women having greater rights than women in Christian Europe and America—will surprise many students used to popular depictions of Islam as backward and oppressive in its treatment of women. Students using this module will therefore be challenged to consider Islam as a religion, as a culture and as a civilization, and to place this matter of property rights in all three contexts. First, they will be asked to determine how Muslim women gained these rights—from traditional practices or directly from the *Qu'ran*? Then they will investigate how these rights changed over time and to draw direct comparisons to the rights of non-Muslim women in the United States and Europe during the nineteenth and twentieth centuries. Sources for this module will include relevant selections from the *Qu'ran* and the *Bible*, samples of laws from Muslim and non-Muslim societies that regulated women's property rights and amendments to those laws, and the writings of male political and intellectual leaders in Muslim and non-Muslim societies that refer to the changing status of women in their societies. An essential aspect of this module, as with several others, will be an explicit focus on change over time.

Women in Textiles

This module will deal with the importance of women to the textile industry in three world areas and time periods from early modern South America to the Soviet Union. Women have been important to textile manufacturing since the earliest times and their roles in textile production have taken very different forms depending upon the region and era examined. Among the Incas, women chosen to serve as “Virgins of the Sun” were expected to weave ceremonial cloth for religious rituals and held special status in society as a result of their skill. Female textile workers in nineteenth and twentieth century Japan played another role altogether—as essential cogs in the machinery of Japan’s rapid economic growth. In the Soviet Union, female textile workers had similar roles to those in Japan, but in the context of the Soviet factory system, they had very different access to the political system, especially through Communist party organizations. Sources in this module will range from material culture (samples of textiles produced by women in these three contexts), descriptions of Inca women weavers and their products by Spanish adventurers and priests, and for the modern examples, government data from Japan and the USSR, photographs of workers and factories, oral histories, and letters and diaries of textile workers. Students will be challenged to draw broad comparisons between the modes of production of these women, to analyze the differences in their access to political power and how their working environment molded that access, and the ways in which the societies in which they lived responded to women as textile workers.

Woyo Women Pot Carvers: Material Culture, Ritual, and Communication in Africa and Elsewhere

Ritual and material culture communicate powerful messages in cultures around the world. Woyo women of the Congo area of West Africa used intricately carved pot lids in the late nineteenth century in a ritualized form of communication with village men. At their wedding, Woyo women were presented, by their mother and mother-in-law, with pot lids carved with proverbs illustrating various aspects of the relations between a husband and a wife. Subsequently, rather than confronting her husband directly, a wife could send messages about her satisfaction or dissatisfaction with his behavior by placing one of these lids, rather than leaves, on the cooking pot she served him. Men traditionally ate with other male friends, separate from village women. In this way she made her feelings known to him and potentially to the entire tribe. In this module, students will confront the difficulties of decoding ritualized forms of communication by analyzing material objects. In addition to images of the pot lids themselves and maps of the Woyo region, they will read descriptions of the Woyo practices by foreign observers and scholarly interpretations of pot lids. The second stage of their analysis will ask students to consider forms of ritualized communication between men and women in other cultures and to locate samples of objects used in that communication.

Appendix C: Women in World Area Studies (WWAS) and Women in Development (WID) Projects

As noted in the proposal, all of the materials listed below are available to be used in this project, especially the modules. Although we will be revising these materials in consultation with scholars, they provide an enormous resource base for this project and mean that we can produce a rich body of instructional resources at a relatively modest cost.

I. Women in World Area Studies—Books

These books introduce students to the history of women in eight cultural areas and include primary source readings from women's diaries, letters, literature, and travel accounts, group exercises, photographs, "points to consider," and bibliographies. Materials emphasize the many divergent roles women have held, from farmers to warriors, politicians, religious leaders, and artists, as well as the complexity of the history of women in a global setting. Common themes such as women's economic roles, education, and the involvement of women in revolutionary movements and war are present throughout the series.

- ***Women in Africa of the Sub-Sahara, Volume I: Ancient Times to the Twentieth Century***
143pp, 38 illustrations

Economic contributions that African women have made as farmers and traders, as well as contributions of individual political leaders, warriors, gods, and slaves are discussed. Lessons include discussion of women in a variety of family arrangements, including polygyny, and the effects of colonization. Emphasis is on the diversity of women's roles depending upon time, ethnic group, and place.

- ***Women in Africa of the Sub-Sahara, Volume II: The Twentieth Century***
117 pp, 23 illustrations

The first section includes exercises and readings that look at South Africa, beginning with the Boer War and apartheid's special meaning for women. The second section provides lessons on twentieth century African women, their organizations, and power bases. Colonialism and nationalistic movements, including the effects on women and their roles, are discussed. Contemporary urbanization and education, as well as African male leaders and women's rights, conclude the book.

- ***Women in Traditional China***
120 pp, 45 illustrations

In addition to the question of a pre-historic Chinese matriarchy, topics include the ideal woman according to Confucian principles, noted empresses and concubines in China's history, and the ways in which women were involved in education, religion, and war. Primary sources emphasize women in traditional Chinese family systems, single women, widowhood, women at various life stages, and the history of foot binding.

- ***Women in Modern China***
106 pp, 35 illustrations

Lessons and readings include reforms for women beginning in the eighteenth century and struggles over education, marriage, and family reform. Materials also address women's involvement in political resistance. Diversity is an important theme; the women of Tibet, the Norsu, the Manchus, and Mongols are discussed individually. Five "heroic age" women and the status of women in Communist China are also included.

- ***Women in India, From Vedic to Modern Times***

110 pp, 33 illustrations

Contrasts the tragic status of women (infanticide, child marriage, purdah, sati) with exceptional roles women have played among tribal groups and in military, religious, and some political positions. Nineteenth and twentieth century reform movements led by men and women are emphasized. Materials also compare and contrast exceptional female leaders.

- ***Women in Japan, From Ancient Times to the Present***

317pp 65 illustrations

Stereotypes of Japanese women as “Madame Butterfly” or “good wife, wise mother” are examined and challenged. Topics include early powerful female deities, the “epoch of the queens,” and the effects of Shintoism, Buddhism, and Confucianism upon women’s lives. The world’s first novel, *Tale of Genji*, written by Murasaki Shikibu is excerpted. The Heian, medieval, and Tokugawa periods are compared and contrasted. Changing views of women in the nineteenth-century, as Japan opened to Westernization and industrialization, are investigated. Materials explore women of different classes, as well as the ways in which women’s participation in World War II changed during the course of the war. Contemporary issues for Japanese women, such as influencing roles and status, are also addressed.

- ***Women in Latin America, Volume I: From Pre-Columbian Times to the Twentieth Century***

169pp, 45 illustrations

The evidence presented in this volume challenges the notion that the status of women in Latin America has historically been low, providing a broader view and revealing unusual roles for women. Materials discuss celebrated individuals, from the Maya, Inca, and Aztec through Spanish and Portuguese cultures, to the nineteenth-century independence movements. Cultural influences, such as *machismo/marianismo*, the role of women in the Roman Catholic Church, as slaves, and in family systems, are covered. Many first person accounts by travelers and Latin American women are included.

- ***Women in Latin America, Volume II: The Twentieth Century***

145 pp, 36 illustrations

Two crucial early twentieth-century issues—women’s right to vote and access to education—are investigated, especially in light of resolutions unique to Latin America. Problems and successes of women poets, novelists, and journalists are presented. Additional materials explore *Soldaderas* in the Mexican Revolution, the role of Eva Peron in Argentina, plus a look at minority women of the Caribbean and South America.

- ***Women in Ancient Greece and Rome***

125 pp, 45 illustrations

This book features the wide variety of women’s roles from the time of the early Minoan civilization through Imperial Rome at the edge of decline. Athens in the fifth century may be seen less as a Golden Age for women than men. Sparta and Athens are compared and contrasted regarding women’s status and roles. Discussions of class, religion, property rights, and education, plus famous and infamous women of Rome, are presented through readings, exercises, and illustrations.

- ***Women in Medieval/Renaissance Europe***

198 pp, 61 illustrations

Was there a Renaissance for women? This book dispels the idea that women had low status and little power in medieval Europe. It explores such topics as courtly love, the cult of the Virgin Mary, witchcraft trials and women, and the affects of the guild system on women in professions. The powerful roles for women in medieval politics and religion are investigated, as are the roles of Jewish

women and the effects of anti-Semitism. Women as artists, writers, and monarchs, as well as the struggle to be educated, are included.

- ***Women in Russia***

150 pp, 51 illustrations

Explores the women of the Scythian and Kievan periods, and Mongol women. Journal accounts of the lives of the Tsaritas and other women of medieval Russia are included, as well as highlights and student exercises on famous women (Anna Ivanova, Catherine the Great) and ordinary women (peasants, factory workers, ethnic groups). Marriage customs and female lifestyles in a controlled society are illustrated, as is the role of women in the Revolution and resulting changes for women's lives. Additional materials explore a tragic transition as viewed by poet Anna Akhmatova during World War I, women as fighter pilots and other military roles in World War II, and contemporary issues for Russian women.

- ***Women in the Islamic Middle East***

127 pp, 49 illustrations

This book covers women of the ancient Middle East to modern times in what are today Turkey, Iran, Saudi Arabia, and the North African Islamic nations. Female rulers and female gods are discussed. The stories of Khadija, Mohammed's first wife and convert, and Aisha, later his favorite wife and a political force after his death, are explored. Materials also investigate Islamic women and property rights, marriage, divorce, veiling, and family relationships, as well as the roles of women in modern conflicts, including the Algerian war of the late 1950s, the independence and women's rights movements in Egypt, and the Iranian Revolution of the 1970s.

- ***Women in Israel***

88 pp, 25 illustrations

After an overview of women in the Bible, the book traces Jewish women in Palestine in this century. Women as farmers, struggles for women's suffrage, and other rights issues are discussed, as well as women leaders, such as Golda Meir, Rachel Blaustein, and Hannah Senesh. Materials explore Jewish women in the war for independence and in today's Israeli defense force, as well as women in recent politics and law. Cultural traditions of Bedouin, Arab, and kibbutzim women are compared and contrasted.

II. Women in World Area Studies—Audiovisual Presentations (sound filmstrips, video, slides)

- ***Women in Africa of the Sub-Sahara***

114 photographic images

Photos show women as traders, farmers, queens, chiefs, and diviners; women as slaves and in a wide range of family situations. Women in work roles emphasized. Roles of women in modern revolutionary movements explored. Excellent maps.

- ***Women in China***

114 photographic images

Missionary and travel photos. The enormous variety of roles for Chinese women in the history of China is emphasized. Differences depending on ethnic group and time period are illustrated, as is the influence of Confucianism and life states. The custom of foot binding, as well as powerful roles for women, is addressed through art and photographs.

- ***Women in India***

84 photographic images

Many outstanding photos by anthropologist/photographer Doranne Jacobson. Rare historical photos show child brides and child widows, as well as prominent women leaders and warriors, women of minority groups, and women deities.

- ***Women in the Middle East***

83 photographic images

Various types and degrees of veiling and other cultural photos illustrate the diversity of women's lives throughout this area. Artifacts, sculpture, and historical sites show a long and varied history of women.

- ***Women in Japan***

164 photographic images

An overview of women in Japanese history. Historical photographs include rare views of women in the early days of industrialization and women in war work during World War II. The Japanese feminist movement at the beginning of the twentieth century is illustrated. Present day lives of women span from owners of small businesses to farmers, geishas, artists, "education mamas," and political activists.

- ***Women in Russia***

108 photographic images

Portraits, artifacts, and architecture show the rich history of Russian women. Nineteenth century photos, as well as photos from the Revolution and two World Wars, reveal women as defenders, plotters, and pilots.

- ***Women in Ancient Greece and Rome***

109 photographic images

Ancient women come alive in works of art, travelers' records, and archeological photos. Materials illustrate differences in women's lives, depending on class or city-state, as well as changes in status over time. Roman women are seen in portraits, sculpture, mosaics and powerful women in Roman history are seen as wives of emperors or rulers in their own right.

- ***Women in Medieval/Renaissance Europe***

128 photographic images

Manuscript illuminations, paintings, and sculptures show women in a wide variety of situations and occupations. Jewish women and women from various classes or statuses are emphasized. Women are described in their roles as nuns, scholars, queens, writers, and artists.

- ***Women in Latin America (in Spanish and English)***

136 photographic images

Illustrations drawn from pre-Columbian artifacts, sculptures, drawings, and folk art are utilized. Photos show Latin American women in the nineteenth and twentieth centuries of a wide variety of classes and occupations: soldiers, slaves, revolutionaries, ranchers, businesswomen, politicians, and professionals. The suffrage movement and struggle for education are emphasized.

III. Women in Development (WID) Instructional Units (Manuals and Audiovisual Materials)

Susan Hill Gross and Mary Hill Rojas developed the following instructional units for the U.S. Agency for International Development's Development Education Program (Biden-Pell). The instructional materials

were taught in high school and colleges and used for orientation workshops for Peace Corps workers and at Association for Women in Development conferences. These materials were developed and piloted from 1989 to 1995.

Third World Women: Family, Work and Empowerment

127 pages

A high school and adult-level manual of instructional materials on women in Africa, Latin America, and South Asia. The unit includes:

Instructor's Manual with participant handouts.

Two slide presentations:

Stereotyping exercise: *Who are Third World Women?* (20 slides)

Family Configurations in the Third World (33 slides)

Meeting the Third World Through Women's Perspectives: Contemporary Women in South Asia, Africa, and Latin America

119 pages

Student manual for middle school and high school students. The unit includes:

Teacher's Manual with student handouts.

Slide presentation: *Family Configurations in the Third World* (33 slides)

Contemporary Issues for Women in Africa South of the Sahara

288 pages

Instructional unit for high school to adult students focusing on women in present-day African countries. The unit includes:

Instructor's manual with participant handouts.

Two slide presentations:

Stereotyping exercise: *Who are African Women?* (30 slides)

Women and Work in Africa south of the Sahara (118 slides; also in video)

Contemporary Issues for Women in Latin America

243 pages

Instructional unit for high school to adult students focusing on women in present-day Latin American countries. The unit includes:

Instructor's Manual with participant handouts.

Two slide presentations:

Stereotyping exercise: *Who are Latin American Women?* (30 slides)

Women and Work in Latin America (92 slides; also in video form)

Contemporary Issues for Women in South Asia

221 pages

Instructional unit for high school to adult students focusing on women in present-day South Asian countries. The unit includes:

Instructor's Manual with participant handouts.

Two slide presentations:

Stereotyping exercise: *Who are Third World Women? Examples from India* (20 slides)

Women and Work in South Asia—India, Pakistan, Bangladesh, Sri Lanka, Nepal and Bhutan (101 slides; also in video form)

Wasted Resources, Diminished Lives: The Impact of Boy Preference on the Lives of Girls and Women

110 pages

(Susan Hill Gross)

Secondary to adult-level instructional materials and handouts link concerns for female survival and issues of preference for boys. The unit is based on the work of Amartya Sen, winner of a Nobel Prize in economics, who demonstrated that if girls and women received the same nutritional and medical care as boys and men there would be over 100 million more women in the world population. Unit includes handouts, teacher's guide, and a poster from India.

Appendix E: Project Personnel

(Curriculum Vitae and Letters of Commitment in Appendix G)

I. Project Team and Roles

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 Associate Director of 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. Kelly's 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. A course portfolio derived from the project has been published on the American Historical Association's website (<http://www.theaha.org/teaching/aahe/welcome.htm>). He is currently 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, 20-country educational reform effort based at the School for Advanced International Studies (Washington, D.C.) and the Central European University (Budapest).

Kelly will be involved in all aspects of the project with particular responsibility for the "Case Studies" portions—Analyzing Documents of Women in the World and Teaching Women in the World Through Primary Sources as well as overseeing development of the Women in World History Curriculum Modules. Kelly brings a strong background in the scholarship of teaching and learning in history to these portions of the project.

Postdoctoral Fellow/Project Historian will be hired after we have received grant funding. Although this person is not named in the proposal, CHNM has had very good success in hiring postdoctoral fellows to work on its projects. Two postdoctoral fellows worked on our *Liberty, Equality, Fraternity* web/CD-ROM project on the French Revolution and then moved on to tenure-track positions teaching French History. Kelly Schrum, who is now Assistant Director of CHNM, started as a postdoctoral fellow on *History Matters*. We have three additional postdoctoral fellows working on our *ECHO* and *September 11 Digital Archive* projects. The presence of this critical mass of young scholars, well versed in new media and history, provides a strong, supportive environment for new post-doctoral fellows. For this position, we will hire a recent Ph.D. with particular strength in women and world history.

The Postdoctoral Fellow/Project Historian will work on the project full time for 18 months, coordinating participation of all scholars and teachers, working with scholars to revise the curriculum modules, helping to edit *Reading Women*, *Finding Women* website selections and reviews, *Analyzing Documents* case studies, and *Teaching Women* case studies. The Postdoctoral Fellow/Project Historian will also oversee pilot testing and focus groups, copyright permissions, graduate student researchers, and website production.

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*), oral history (*Government and the Arts in 1930s America*), and recent U.S. history (*The Blackwell Companion to Post-1945 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 *Who Built America?*, and *ECHO: Exploring and Collecting History Online*. His most recent monograph (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, scholars, and teachers 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 Assistant Director of CHNM. 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, to organizations including the American Historical Association, the Organization of American Historians, and the National Council for Social Studies. She received her Ph.D. from Johns Hopkins University and is currently revising her dissertation, *Some Wore Bobby Sox: The Development of Teenage Girls’ Culture, 1920-1950*, for publication (in progress, Palgrave-St. Martins). Other publications include a chapter in *Delinquents and Debutantes: Twentieth-Century American Girls’ Culture* (New York University Press) and several articles on girls’ culture.

Schrum will be involved in all aspects of the project with particular responsibility for Finding Women in World History on the Web, the scholarly reviews of websites, and Reading Women in Documents, as well as overseeing development of the Women in World History Curriculum Modules. Schrum brings more than two years of related experience at GMU, working on history websites, such as History Matters, the Visible Knowledge Project, and World History Matters, and in teacher professional development in history and new media, to this effort.

Peter Stearns (*Senior Scholar*) is Professor of History and Provost at GMU. He received his Ph.D. 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 *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 creation of the Center for World History Teaching at GMU; 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, 1998-99.

Stearns provides Women, World History, and the Web with the leadership of one of the most senior and widely published scholars in world history. He will consult on all aspects of the project, serving as senior scholar, writing a framing essay for the curriculum modules, and reviewing all project materials.

II. Consulting Scholars, Women in World History Curriculum Modules and Online Forum Co-Leaders

Jean Allman is Professor of History at the University of Illinois, with appointments in Women's Studies and African Studies. Recent publications include *"I Will Not Eat Stone": A Women's History of Colonial Asante* (Portsmouth, NH: Heinemann Press, 2000) with Victoria Tashjian; *The Quills of the Porcupine: Asante Nationalism in an Emergent Ghana, 1954-1957* (Madison: University of Wisconsin Press, 1993); and several edited collections such as *Women in African Colonial Histories* (Bloomington, IN: Indiana University Press, 2002) and *Our Days Dwindle: Memories of My Childhood Days in Asante*. (Portsmouth, NH: Heinemann Press, 2001). Current projects include *TONGNAAB: The Social History of an African God* (with John Parker) and *Fashioning Nations: Clothing, Politics and African Identities in the 20th Century* (editor). Allman has worked on a number of national grants and public history projects, including *The Cultural Landscape of the Tong Hills: A Photographic Exhibit* at the Upper East Regional Museum in Bolgatanga in 2000 (photographer and co-organizer).

Antoinette Burton is Professor of History at the University of Illinois, Urbana-Champaign, and was formerly Associate Director of Women's Studies at Johns Hopkins University. Recent publications include *Dwelling in the Archive: Women Writing House, Home and History in Late-Colonial India* (forthcoming, Oxford University Press, NY), *At the Heart of the Empire: Indians and the Colonial Encounter in Late-Victorian Britain* (Berkeley: University of California Press, 1998), and *Burdens of History: British Feminists, Indian Women, and Imperial Culture, 1865-1915* (Chapel Hill: University of North Carolina Press, 1994), in addition to give edited books and numerous articles and book chapters. Works in progress include *Cultures of Cosmopolitanism: The Postcolonial Education of Santha Rama Rau, 1945-1960*, *Bodies in Contact: Rethinking Colonial Encounters in World History* (with Tony Ballantyne), and *The Strange Death of Imperial Britain: Essays on the Afterlife of a Nation in Postcolonial History*. Burton's teaching interests include World Civilizations; Women in British India; Global Feminisms; Gender, Sexuality, and Imperialism; Modern Britain, Victorian Society; and Colonialism. In addition to several recent awards, including a University Scholar Award and an NEH Humanities Focus Grant, Burton serves on the editorial boards of the *Journal of Historical Sociology* and the *Journal of Women's History*.

Donna Guy is a Professor of History at Ohio State University. She is the prize-winning author of *Sex and Danger in Buenos Aires: Prostitution, Family, and Nation in Argentina* (1991); *Sex and Sexuality in Latin America* (1997); *White Slavery and Mothers Alive and Dead: The Troubled Meeting of Sex, Gender, Public Health and Progress in Latin America* (2000); and *From Private Acts to Public Identities: Teaching the History of Sexuality Since the Eighteenth Century* (Washington: American Historical Association, forthcoming) as well as several edited collections, including *Feminisms and Internationalism* (London: Blackwell, 1999); and *Sex and Sexuality in Latin America* (New York: New York University Press, 1997). She has also written numerous journal articles and book chapters. Her current projects are *Threads of Progress: Cotton Cultivation and Argentine Industrialization, 1860-1940* and *Childhood and the State in Argentina, 1880-1960*. Professor Guy has received a number of grants, fellowships, and awards, and served on many editorial boards. She was a Fulbright-Hays Senior Lecturer in Great Britain in 1982-1983 and in Argentina in 1988. She has both University Teachers' and Senior Summer Research grants from the National Endowment for the Humanities. Her publications won the Hubert Herring Memorial Prize in 1993 and the Thomas F. McGann Memorial in 1991. In 1995-97 she was the President

of the Conference on Latin American History and she has been on the editorial boards of *Hispanic American Historical Review*, *Gender and History*, and the *Latin American Historical Research Review*.

Merry Wiesner-Hanks is Professor of History at University of Wisconsin-Milwaukee, co-editor of the *Sixteenth Century Journal*, Coordinator of the Comparative Study of Religion Program, and Interim Director of the Center for Women's Studies. Wiesner-Hank's prize-winning book, *Women and Gender in Early Modern Europe. New Approaches to Modern European History* (Cambridge: Cambridge University Press, 1993. 2nd edition 2000) received the 1995 Choice Outstanding Academic Books Award. Recent publications include *Gender in History* (London: Blackwell, 2001); *Lives and Voices: A Sourcebook on European Women* (with Lisa DiCaprio; Boston, Houghton Mifflin, 2001); and *Christianity and Sexuality in the Early Modern World: Regulating Desire, Reforming Practice* (London, Routledge and Kegan Paul, 2000). Recent essays and edited collections include *Gender, Church, and State in Early Modern Germany: Essays by Merry E. Wiesner* (London, Longman, 1998); and *Discovering the Global Past: A Look at the Evidence. Vols. I and II* (with W. Bruce Wheeler, Franklin Doehringer, and Ken Curtis; Boston: Houghton Mifflin, 2nd edition 2001). Her current teaching and research interests include world history, the history of women and gender, comparative religious history, and early modern European and comparative history. Grants and awards include the University of Wisconsin System Council of International Education Curriculum Development Grant (2000) and a Guggenheim Fellowship (1997-98).

III. Editors for *Finding Women in World History on the Web*

Nora E. Jaffary is Assistant Professor of History at the University of Northern Iowa. Her forthcoming book is entitled *Deviant Orthodoxy: A Social History of "False" Mysticism in Colonial Mexico* (University of Nebraska Press, September 2003). Her article, "Virtue and Transgression: The Certification of Authentic Mysticism by the Mexican Inquisition." *Catholic Southwest: A Journal of History and Culture* Volume 10 (1999), was awarded a prize by the Catholic Press Association Awards Competition. Teaching interests include Colonial and Modern Latin America, World History, Gender in Latin America, and Comparative History of the Americas.

Nancy Wingfield is Associate Professor of History at Northern Illinois University. Her current research, including numerous conference presentations, focuses on women, class, public space, and nationality. Recent publications include *Creating the Other: The Causes and Dynamics of Nationalism, Ethnic Enmity, and Racism in Habsburg Central Europe* (Editor. New York: Berghahn Books; forthcoming, 2003); *Staging the Past: The Politics of Commemoration in Habsburg Central Europe, 1848 to the Present* (Co-editor with Maria Bucur. West Lafayette: Purdue University Press, 2001); and *Return to Diversity: A Political History of East Central Europe Since World War II*, 3rd ed. (Co-author with Joseph Rothschild. New York: Oxford University Press, 1999). Wingfield serves as Editor-in-Chief of *Nationalities Papers* and recently received several grants and awards from the Woodrow Wilson International Center for Scholars and the International Research and Exchanges (IREX). Her teaching interests include European cultural history, gender and sexuality, and Habsburg Central Europe.

IV. Author, *Reading Women in Documents*

Judith P. Zinsser is Associate Professor of History at Miami University, Ohio, former president of the World History Association, and a former high school history teacher. Author of *European Women's and Intellectual History 16th-18th Centuries*; *United Nations and Human Rights*; and *Topics in Comparative World History since 1500*, Zinsser also co-authored the two-volume *A History of Their Own: Women in Europe from Prehistory to the Present*, which has achieved international recognition. She teaches comparative world history and as part of her work in world history, recently completed an

article on the United Nations Women's Decade for the *Journal of World History*. Current projects include a critical biography of the Marquise du Châtelet, La Dame d'Esprit, and the translation of a selection of her writings for the series *The Other Voice of Early Modern Europe*.

V. Scholars, *Analyzing Documents of Women in the World*

Joan Bristol is Assistant Professor of History at GMU. She received her Ph.D. from the University of Pennsylvania and wrote her dissertation on "Negotiating Authority in New Spain: Blacks, Mulattos, and Religious Practice in the Seventeenth Century." Her teaching interests include colonial and modern Latin America, gender and women, African Diaspora, and Latin American Religion. She has also worked with teachers at the Center for World History Teaching World History Institute.

Sumaiya Hamdani is Associate Professor of History at GMU. She received her Ph.D. from Princeton University. Current publications include *Between Revolution and State: Qadi al-Nu'man and the Construction of Fatimid Legitimacy* (forthcoming) and numerous articles on Islamic history. Her teaching interests include world history since 1500, Islamic history, modern Middle East, and women in Islamic society. She has worked with teachers for several years at the Center for World History Teaching World History Institute.

Yevette Richards Jordan is Assistant Professor of Women's Studies and African American Studies at GMU. Recent publications include *Between Two Worlds: Interviews with Maida Springer, International Labor Representative* (forthcoming 2003, University of Pittsburgh Press) and *Maida Springer: Pan-Africanist and International Labor Leader* (University of Pittsburgh Press, 2000). Her current work, "Kampala College: The Rise and Fall of an African Labor School during the Cold War," examines the role that Cold War politics, pan-Africanism, and regional and ethnic loyalties played in the establishment and ten-year operation of the African Labor College, popularly known as Kampala College, in Uganda.

Jitka Maleckova is Associate Professor at the Institute of Middle Eastern Studies, Charles University, Prague. Recent publications include *Úrodná p'đa: cena ve slubách národa* [Fertile Soil: Women Serve the Nation] (Prague (ISV) 2001); "The Emancipation of Women for the Benefit of the Nation: The Czech Women's Movement", in *Women's Movements in Europe in the Nineteenth Century: A Comparative Perspective*, ed. B. Pietrow-Ennker & S. Paletschek, (forthcoming, Stanford UP); and "Nationalizing Women and Engendering the Nation: The Czech National Movement," in *Gendered Nations: Nationalisms and Gender Order in the Long Nineteenth Century*, ed. Ida Blom, Karen Hagemann and Catherine Hall (Oxford-New York, Berg, 2000). Maleckova has received a number of grants and fellowships, including a Mellon Fellowship in 1998. (*We would record our interview with Maleckova during a scheduled visit to Washington, D.C.*)

Maureen Miller is Associate Professor of History at GMU. She received her Ph.D. from Harvard University. She is the author of *The Formation of a Medieval Church: Ecclesiastical Change in Verona, 950 - 1150* (Cornell University Press, 1993), which was a winner of the John Gilmary Shea Prize of the American Catholic Historical Association. Her second book, *The Bishop's Palace: Architecture and Authority in Medieval Italy* (Cornell University Press, 2000), won the Helen and Howard R. Marraro Prize given by the Society for Italian Historical Studies. Currently, Dr. Miller is completing a series of studies of the archiepiscopal palace of Florence in the Middle Ages and the Renaissance, working on a book on Florentine urban development, and beginning a project on masculinity and the medieval clergy.

Brian Platt is Assistant Professor of History at GMU. He received his Ph.D. from the University of Illinois. His dissertation was entitled "School, Community, and State Integration in

Nineteenth-Century Japan.” Recent publications include “Education and Cultural Integration in Tokugawa Japan,” in a forthcoming edited collection and “Meiji Education and the Uses of Local History,” *Early Modern Japan* (Fall 2000).

Additional Scholars: We will advertise among world history scholars to locate people working with interesting primary documents for the remaining *Analyzing Documents* case studies. We will search for scholars working with documents relevant to the *Curriculum Modules* and other project materials.

VI. Authors, *Teaching Women in the World Through Primary Sources*

Dina M. Copelman is Associate Professor of History, Women Studies, and Cultural Studies at GMU. She received her Ph.D. from Princeton University. Publications include *Class Acts: London’s Women Teachers 1870-1930* (1996); “Liberal Ideology, Sexual Difference, and the Lives of Women: Recent Works in British History” *Journal of Modern History* 62 (June 1990); “‘A Masculine Reward for Feminine Qualities’: Victorian Women’s Quest for Work and Personal Fulfillment” *Feminist Studies* 12 (1987); and “‘A New Comradeship Between Men and Women’: Family Marriage and London’s Women Teachers, 1870-1914,” in *Labour and Love*, Jane Lewis, ed., (1986).

Beverly Mack is Associate Professor of African and African American Studies at the University of Kansas; she was formerly Acting Associate Dean of International Programs at the University of Kansas. Current and recent publications include *Harem and Home: Muslim Women in Kano, Nigeria* (in progress); *The Popular Song: Muslim Women’s Scholarship and Song in Contemporary Northern Nigeria* (in progress); *One Woman’s Jihad: Nana Asma’u, Scholar and Scribe*. (with Jean Boyd; Bloomington: Indiana University Press, 2000); *The Collected Works of Nana Asma’u, Daughter of Usman dan Fodiyo 1793-1864*. (with Jean Boyd; Sam Bookman Publishers, Ibadan, Nigeria, 1999); as well as numerous book chapters and journal articles. Awards include the “Nana Asam’ Community Development award (2002), and the African Studies Association Text and Translation Book award (2000). In addition, Mack has received grants from the National Endowment for the Humanities, Carnegie Corporation, and the U.S. Department of Education. She has served as Principal Investigator and consultant on many projects, including a Department of Education Title VI International Studies Grant.

Additional Scholars: We will advertise among world history scholars and teachers to locate people working with interesting and relevant primary documents to write the remaining *Teaching Documents* pieces. We want to open up the process more broadly because many excellent teachers are not well known outside their own campuses.

VII. Teachers, *Online Discussion Forums*

Marjorie Bingham (Senior Advisor) served as Co-director of the *Women in World Area Studies* Curriculum Project for ten years. A former junior high school and high school teacher and former adjunct faculty at Hamline University, Bingham has taught and written about women in world history for many years. She received the Nancy Lyman Roelker Mentorship Award—an award that honors teachers of history who taught, guided, and inspired their students in a way that changed their lives—from the American Historical Association in 1994 as well as a Presidential Scholar Teacher Award, a Fulbright-Hayes fellowship, and an NEH Teacher/Scholar fellowship. In addition to extensive WWAS materials, her publications include *Women and the Constitution* (Jimmy Carter Center) and numerous articles on teaching history, world history, and women in world history.

Marilynn Jo Hitchens is an Instructor at the University of Colorado at Denver where she teaches world history online and upper division graduate courses in the areas of Russian and European history. She is past president of the World History Association, director of the World History Institute for

Teachers Online, and has written and spoken broadly on the topic of teaching world history, including work on the World History National Standards Project. Prior to her current assignment, she taught high school history in the Jefferson County Public School System for many years.

Heidi Roupp currently teaches and consults on World History projects. For almost 20 years, she taught World History, Asian Studies, Humanities, Comparative Political Systems, Geography, American History, and Western Civilization at Aspen High School in Aspen, Colorado. Former President of the World History Association and first recipient of the American Historical Association Beveridge Teaching Prize, she is Program Director of Establishing the Teaching Field, an NEH program funding 27 World History Institutes for world history educators. She is Co-Director of the World History Network website, in collaboration with Pat Manning. Heidi has also authored or edited numerous works on World History, Teaching World History, the Jump Start Manual for World History Teachers, and Literature in World History.

Additional Teachers: We are currently working with the Community College Humanities Association and the Center for World History Teaching to locate an additional exemplary teacher of world history and women in world history.

VIII. Consultants

Marjorie Bingham (Senior Advisor; see above).

Susan Gross (Senior Advisor) served as Executive Director of the Upper Midwest Women's History Center for 20 years; Co-director of the *Women in World Area Studies* Curriculum Project; and Co-Director of the *Women in Development Issues in Three World Areas* project. Former high school teacher and adjunct professor of History at Hamline University, Gross has taught and written about women in world history for many years. Gross also served as Director for the Women's Educational Equity Act Project and Director of the Mainstreaming Women's Perspectives into Development curriculum dissemination project.

Tom Hatch (Project Consultant) is a senior scholar at the Carnegie Foundation where he works with the *K-12 Program* of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) and the *Knowledge Media Laboratory*. Hatch focuses on creating methods and resources that support the examination of teaching at all levels. As a research associate at Harvard's Project Zero, he was previously involved in a number of research initiatives. In particular, he served as the project director of the ATLAS Seminar, which brought together members of Project Zero, the Coalition of Essential Schools, School Development Program, and Education Development Center to study key issues in educational reform. Hatch is a developmental psychologist with a doctorate from Harvard University. He has published widely on conceptions of intelligence and its multiple manifestations, alternative approaches to assessment, early-child development, and school reform.

Mary H. Rojas (Senior Advisor) was a faculty member at Virginia Tech in Blacksburg, Virginia, for 13 years, where she taught sociology and international studies and was the Associate and Acting director for the Office for International Development. She also co-founded and directed the Program on Women in World Development. She left Virginia Tech to open her consulting firm, Rojas International Consultants. She has many years of experience in Latin America both as the principal of an international school in Uruguay and most recently in working with Parks in Peril, a program implemented in various Latin American countries with the support of The Nature Conservancy and their partners. She also has worked extensively in Sub-Saharan Africa.

IX. Project Advisory Board

Patricia G. Avery received her Ph.D. in social studies education from Emory University in Atlanta, Georgia, in 1987. Prior to attending Emory, she was a social studies teacher in the Fulton County School System in Atlanta. Her most recent research involves studying how instruction and assessment can foster students' higher-order thinking skills in social studies classrooms. Her work frequently appears in the major social studies education journals: *Theory and Research in Social Education*, *Social Education*, *Social Studies and the Young Learner*, and *The Social Studies*. Avery's articles have also been published in general education journals, such as *American Educational Research Journal*, *Journal of Teacher Education*, *The High School Journal*, and *Theory into Practice*. She serves on numerous national committees, including the editorial board of *Theory and Research in Social Education*, the United States Expert Panel on Civic Education for the International Education Association, and the Advisory Committee on Anti-Bias Curriculum for the American Jewish Committee.

Bob Bain is Assistant Professor of History and Social Studies Education at University of Michigan. Before joining the faculty at Michigan, Bain spent more than 25 years as a high school teacher of U.S. and world history. He has published widely on the pedagogy and practice of history and world history, including "AP World History's Habits of Mind: Thinking about World History's Unique Challenges to Thinking" and "Building an Essential World History Tool: Teaching Comparative History" in *Teaching World History*.

Anne Chapman has an MA in anthropology from the University of Cambridge, England, and a Ph.D. in history from Kent State University. Chapman taught AP European, world, and women's history in high school for more than thirty years. A regular presenter at national and regional conferences, she published books and articles on women and world history. She served on the College Board's European History Achievement Test and SAT Committees and is currently working on the web-based World History Model Curriculum Project, National Center for History in the Schools (UCLA) and San Diego State University.

Sara Evans is Distinguished McKnight University Professor and Professor of History at the University of Minnesota. Her first book, *Personal Politics: The Roots of Women's Liberation in the Civil rights Movement and the New Left*, published in 1979 is considered a groundbreaking study and *Born for Liberty: A History of American Women*, frequently used as a college text, and has been translated into nine languages. Current publications include *Tidal Wave: How Women Changed America at Century's End* (New York: Free Press, forthcoming March 2003) and several book chapters, "Sources of the Second Wave," in Alex Bloom, ed., *"Something In the Air": Reading the Sixties in the Nineties* (New York: Oxford University Press, 2001) and "Women in the Twentieth Century" in Harvard Sitkoff, ed., *Making Sense of the Twentieth Century* (New York: Oxford University Press, 2000). She was recently honored to receive the University of Minnesota President's Award for Outstanding Service (1999) and the College of Liberal Arts Dean's Medal (1999).

Tom Hatch (see above).

Marilynn Jo Hitchens (see above).

Gretchen Kreuter is an honorary fellow at the Institute for Research in the Humanities and the University of Wisconsin, Madison. She is co-editor and a contributor to *Women of Minnesota: Selected Biographical Essays*, and has conducted workshops on women's history for classroom teachers, at the Minnesota Historical Society and for the Minnesota Department of Education. She was the founding president of Women Historians of the Midwest. Her distinguished academic career includes teaching,

serving three times as a college president (at Rockford College, the College of St. Mary in Omaha, and Olivet College). Her most recent book, published by Alfred Knopf, is *Forgotten Promise: Race and Gender Wars on a Small College Campus: A Memoir*.

Meryll Page is currently a history teacher at St. Louis Park High School. She teaches Advanced Placement U.S. History and two International Baccalaureate history courses. Her administrative responsibilities include teacher mentoring. In addition to teaching, she has served as Executive Director and continues to serve as a consultant to Talmud Torah of Minneapolis. This fall, she was also appointed Coordinator for the Melton Coalition, a project designed to unite the resources of the Jewish Studies Department of Ohio State University, the Jewish Theological Seminary, and Hebrew University in Jerusalem.

Heidi Roupp (see above).

Peter Stearns (see above).

Margaret Strobel is Interim Director, Jane Addams Hull-House Museum, and Professor of Gender and Women's Studies and History, University of Illinois at Chicago. She has published extensively in the area of African women's history including her book *Muslim Women in Mombasa, 1890-1975*, that won the Herskovits Award from the African Studies Association. In addition, she has published widely on the academic development of women's history and women's studies and is series co-editor of *Restoring Women to History*, with volumes on Africa, Asia, Latin America and the Caribbean, and the Middle East and North Africa. She has received grants from the National Endowment for the Humanities and the Fund for the Improvement of Postsecondary Education. She is former director of the Women's Studies Program at the University of Illinois at Chicago.

APPENDIX F: Work Plan

July 2003 through September 2003

- hire Postdoctoral Fellow/Project Historian (will begin advertising as soon as project is funded)
- begin work with scholars (Donna Guy, Peter Stearns, Merry Wiesner-Hanks, Jean Allman, and Antoinette Burton) and Senior Advisors (Susan Gross, Margaret Bingham, and Mary Rojas) to review *Women in World Area Studies* and *Women in Development* materials for *Women in World History Curriculum Modules*
- begin researching copyright permissions and images for *Curriculum Modules*
- work with *Finding Women in World History on the Web* editors, Nora Jaffary and Nancy Wingfield, to discuss World History website selections and annotations
- email and phone consultation with Advisory Board
- discuss plans for *Reading Women in Documents Guide* with Judith Zinsser
- confirm scholars and locate additional scholars for *Analyzing Documents of Women in the World*, schedule interviews, and develop protocol
- confirm scholars and locate additional scholars of *Teaching Women in the World Through Primary Sources* and develop protocol
- begin developing database, website design

October 2003 through December 2003

- continue working with scholars to review WWAS and WID materials for the *Curriculum Modules*
- begin revising WWAS and WID materials for the *Curriculum Modules*
- develop guidelines for scholarly website reviews based on advisors' comments
- Judith Zinsser begins writing *Reading Women Guide*
- Nora Jaffary and Nancy Wingfield begin reviewing and annotating websites for *Finding Women*
- begin interviews with scholars for *Analyzing Documents*
- authors of *Teaching Women* begin writing
- continue researching and securing copyright permissions and images for *Curriculum Modules*
- finish developing database
- complete website design

January 2004 through March 2004

- continue revising WWAS and WID materials for the *Curriculum Modules*
- begin producing WWAS and WID materials for the *Curriculum Modules*
- Jaffary and Wingfield continue locating and annotating scholarly website reviews for *Finding Women*
- begin editing and posting scholarly website reviews
- begin editing *Reading Women Guide*
- finish interviewing scholars for *Analyzing Documents*
- begin editing *Teaching Women*
- continue researching and securing copyright permissions and images for *Curriculum Modules*
- begin developing interactive exercises
- email and phone consultation with Advisory Board to evaluate progress of project

April 2004 through June 2004

- continue revising and producing WWAS and WID materials for the *Curriculum Modules*
- Jaffary and Wingfield continue locating and annotating scholarly website reviews for *Finding Women*
- continue editing and posting *Finding Women* scholarly website reviews
- begin producing *Reading Women Guide*
- begin transcribing *Analyzing Documents* interviews
- continue editing *Teaching Women*
- begin producing *Teaching Women*

- continue researching and securing copyright permissions and images for *Curriculum Modules*
- continue developing interactive exercises
- continue website production
- develop publicity plan and begin designing publicity mailing and ads

July 2004 through September 2004

- continue producing *Curriculum Modules*
- begin pilot testing with high school and college teachers
- Jaffary and Wingfield continue locating and annotating scholarly website reviews for *Finding Women*
- continue editing and posting *Finding Women* scholarly website reviews
- continue editing and producing *Reading Women Guide*
- begin editing and producing *Analyzing Documents* multimedia case studies
- continue editing and producing *Teaching Women*
- continue researching and securing copyright permissions and images for *Curriculum Modules*
- continue developing interactive exercises
- continue website production
- complete publicity plan and preparations
- email and phone consultation with Advisory Board to evaluate progress of project

October 2004 through December 2004

- continue pilot testing with high school and college teachers
- first online forum [with Donna Guy and Marilyn Hitchens] on teaching women in world history
- second online forum [with Merry Wiesner-Hanks and Marjorie Bingham] on teaching women in world history
- continue producing *Curriculum Modules*
- editors continue locating and annotating scholarly website reviews for *Finding Women*
- continue editing and posting *Finding Women* scholarly website reviews
- continue producing *Reading Women Guide*
- continue producing *Analyzing Documents* multimedia case studies
- continue producing *Teaching Women*
- continue developing interactive exercises
- continue website production
- begin implementing publicity plan
- begin analyzing feedback from teachers, students, website visitors, and Advisory Board
- email and phone consultation with Advisory Board to evaluate progress of project

January 2005 through March 2005

- finish pilot testing with high school and college teachers
- third online forum [with Jean Allman and Heidi Roupp] on teaching women in world history
- fourth online forum [with Antoinette Burton and veteran teacher] on teaching women in world history
- continue producing *Curriculum Modules*
- continue editing and posting *Finding Women* scholarly website reviews
- continue producing *Reading Women Guide*
- continue producing *Analyzing Documents* multimedia case studies
- continue producing *Teaching Women*
- continue developing interactive exercises
- continue implementing publicity plan
- continue analyzing and incorporating feedback from teachers, students, website visitors, and Advisory Board

April 2005 through June 2005

- finish *Curriculum Modules*
- finish editing and posting *Finding Women* scholarly website reviews
- finish producing *Reading Women Guide*
- finish producing *Analyzing Documents* multimedia case studies
- finish producing *Teaching Women*
- continue implementing publicity plan
- implement feedback from pilot testing, revising website and all materials accordingly
- overall project evaluation and report