

Resources and Tools for Teaching the History of U.S. Foreign Relations: Introducing the Center for History and New Media

Editor's Note: At the annual SHAFR conference last June in Chantilly, Virginia, the SHAFR Teaching Committee sponsored a session with the above title. The proximity of the Center for History and New Media, which is based at George Mason University in Fairfax, Virginia, offered an opportunity for SHAFR members to learn about the resources and tools developed by the Center's staff of historians. Summarized below are the contents of the program given on Friday afternoon, June 22, which included presentations from two of the Center's historians, followed by commentaries from four members of the Teaching Committee. Committee chair Mark Gilderhus presided.

Like other teaching-related articles that have appeared in *Passport*, this one may also be found on the SHAFR website, under "Teaching Services."

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Building upon work that he had done on the award-winning CD-ROM *Who Built America?*, Roy Rosenzweig founded the Center for History and New Media (CHNM) in 1994 during the short-lived "golden age" of CD-ROMs. In early 1995, CHNM launched its first website, very soon after the first widely available web browser—Mosaic—was released. Through the 1990s and early 2000s, CHNM remained a relatively small operation that took on one project at a time. The staff consisted of Rosenzweig, some associated teaching faculty, an occasional grant-funded post-doc, a half-time webmaster, and a couple of research assistants. As late as the fall of 2000, CHNM had only two active projects and one full-time staff member. Starting in 2001 and 2002, however, CHNM grew very rapidly. The staff expanded dramatically to include both new research faculty and a growing number of full-time programmers, web developers, and

researchers. By the spring of 2007, CHNM had more than forty full- and part-time people, or the equivalent of more than twenty-five full-time staff.

The Center is loosely organized in two divisions: Research Projects and Educational Projects. Hence, one core segment of CHNM's work deals with collecting historical sources that are "born digital," creating tools to help historians do their work and producing research on doing history in the digital age. This segment includes several series of essays (http://chnm.gmu.edu/search_results.php?query=essays) and also Roy Rosenzweig and Dan Cohen's 2006 book *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (<http://chnm.gmu.edu/digitalhistory/>). One of the Center's most recent projects is a series of biweekly podcasts via our "Digital Campus" program (<http://feeds.feedburner.com/digitalcampus?format=xml>), which discusses the latest news and trends. The subject of the inaugural podcast on March 6 was "Wikipedia: Friend or Foe?" The second core segment of the Center's work, which in numerical terms comprises the majority of projects, emphasizes the creation of resources and materials to aid in the teaching of history in secondary schools and at the undergraduate level.

A sampling of projects and tools that might be of interest to teachers and practitioners of the history of American foreign relations includes:

Collecting and Archival Projects:

ECHO: Exploring and Collecting History Online—Science, Technology and

Industry (<http://echo.gmu.edu>): Since 2001 the ECHO project has used the Internet to

collect and present the history of science, technology, and industry. ECHO hosts free workshops and offers free consultation services to assist other historical practitioners in launching their own websites. In addition, ECHO provides a centralized guide and portal of five thousand reviews for those seeking websites on the history of science and technology.

September 11 Digital Archive (<http://911digitalarchive.org>): This site uses electronic media to collect, preserve, and present the history of the September 11, 2001 attacks in New York, Virginia, and Pennsylvania and the public responses to them. It has become the leading digital repository of material related to the events of 9/11 and includes more than 150,000 first-hand accounts, emails, images, and other digital materials. This site results from a collaboration with the American Social History Project at the City University of New York.

Hurricane Digital Memory Bank (<http://hurricanearchive.org>): The Hurricane Digital Memory Bank uses electronic media to collect, preserve, and present the stories and digital record of Hurricanes Katrina, Rita, and Wilma. The project contributes to the ongoing effort by historians and archivists to preserve the record of these storms by collecting first-hand accounts, on-scene images, blog postings, and podcasts.

Papers of the War Department, 1784-1800 (coming soon at www.chnm.gmu.edu/news/archives/papers_of_the_war_departm.php): Developed with a grant from the National Historic Publications and Records Commission, this innovative

electronic archive will give researchers, teachers and students access to more than fifty thousand documents from the first decade and a half of the War Department's history.

Digital Tools:

Syllabus Finder (www.chnm.gmu.edu/tools/syllabi/): Find and compare syllabi from thousands of universities and colleges on any topic with a tool that searches 868,425 syllabi at CHNM and more than 500,000 syllabi via Google.

Survey Builder (www.chnm.gmu.edu/tools/surveys/): Survey Builder allows the easy creation and management of online surveys suitable for Internet-based oral history projects, course evaluations, and other endeavors that involve collecting feedback. The user need not know how to build a web page that has forms, set up a database to store entries, or do any of the other technical tasks that are normally required to produce interactivity on the Internet.

Zotero (<http://zotero.org>): Zotero is a free, easy-to-use, open-source research tool that runs in the Firefox web browser and helps scholars gather and organize, annotate, organize, and share the results of their research. It includes the best parts of older reference manager software (like EndNote)—the ability to store full reference information in author, title, and publication fields and to export that as formatted references—and the best parts of modern software such as del.icio.us or iTunes, like the ability to sort, tag, and search in advanced ways. Using its unique ability to sense when

you are viewing a book, article, or other resource on the web, Zotero will—on many major research sites—find and automatically save full reference information for you in the correct fields.

Educational Projects:

History Matters (<http://historymatters.gmu.edu>): This award-winning site offers a range of resources, including a thousand primary documents in text, image, and audio (Many Pasts, at <http://historymatters.gmu.edu/browse/manypasts/>). A search for the term "foreign relations" yielded forty-six hits; the first two of these were the digitized *Foreign Relations* series sites at the University of Wisconsin Library and the U.S. Department of State's Office of the Historian. The site also has an annotated guide to a thousand of the best U.S. history websites, including a large number of reviews from the *Journal of American History* (WWW.History at <http://historymatters.gmu.edu/browse/wwwhistory/>). Finally, the site offers multimedia guides to using various kinds of online primary sources, such as oral history and maps (Making Sense of Evidence at <http://historymatters.gmu.edu/browse/makesense/>). The "Scholars in Action" segments, which include audio clips, show how scholars puzzle out the meaning of various kinds of primary sources. Designed for teachers of U.S. history survey courses at high schools and colleges around the world, "History Matters" provides an excellent starting point for investigating American history online. This site results from a collaboration with the American Social History Project at the City University of New York.

Historical Thinking Matters (<http://historicalthinkingmatters.org>): A joint project from the Center for History and New Media and Sam Wineburg's History Education Group at the Stanford University School of Education, "Historical Thinking Matters" offers both students and teachers online materials that facilitate the development of the habits of mind that historians exhibit when they engage in authentic investigations. Based on four central topics from the post-Civil War U.S. history curriculum, this project uses primary sources, guided questioning, and modeling of historical inquiry through think-alouds to help students develop a narrative response to an inquiry question. The site also provides a host of materials to support teachers in their work with students as they encourage the learning of historical thinking skills.

The Center for History and New Media
Web-Based Primary Sources for Classes in U.S. Foreign Relations

by Robert Shaffer

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The resources available on the Center for History and New Media website (<http://chnm.gmu.edu/>) are so voluminous that it can take much browsing and a few hints and shortcuts to access those materials that are specifically relevant to the teaching of U.S. foreign relations. But the effort will be worthwhile, as professors will be able to locate primary sources that can be the basis of lectures, class discussions, short papers, or even full-fledged research papers by students. The CHNM website features not only its own material but searchable links to other high-quality history websites, although this article will survey only the documents available directly from the CHNM site.

It is cumbersome to explain search features of a website in a narrative format, but the main steps are relatively straightforward. From the main site, one should click on "Projects," and then on "History Matters." That brings the viewer to "The U.S. Survey Course on the Web," which has its own URL (<http://historymatters.gmu.edu>). Two main resources will then be apparent: "Many Pasts," a collection of just over a thousand digitized primary sources, and "WWW.History," an annotated guide to what the CHNM staff consider to be "the most useful websites for teaching U.S. history and social studies," which also number over a thousand. This survey will cover only the "Many Pasts" section. (The third major resource that appears prominently on the "History Matters" homepage, "Making Sense of Evidence," consists of historians explaining how to interpret a range of documents, but neither the examples nor the analyses pertain directly to foreign relations.)

As "Many Pasts" includes numerous sources that are not directly relevant to U.S. foreign relations, the key to locating relevant materials is in the next step. Clicking on "Many Pasts" and then the "full search" option will bring up a screen with a checklist of both chronological and topical categories, types of sources desired, and "History Matters" projects. Clicking only on

"International Policy" and "Many Pasts" here brings up seventy-nine matching primary sources. (Having to click on "Many Pasts" again, after accessing the "full search" feature from that project, seems redundant, but one should get used to that quickly.) The seventy-nine sources are arranged in neither chronological, topical, nor alphabetical order, although written documents appear to precede images (photographs, drawings, and cartoons) and audio (songs, speeches, interviews).

Thus, professors looking for resources for classroom use will want to further refine the search by clicking on a chronological period, along with "International Policy" and "Many Pasts." (Alternatively, one could do a keyword search, which works nicely for some topics, such as "Haiti," but less well for, say, "Mexico," as the latter also brings in any documents about New Mexico or Mexican-Americans.) So, clicking on "Revolution and the New Nation, 1754-1820s," along with "International Policy" and "Many Pasts," brings up five sources, including a defense of the French Revolution by Benjamin Franklin Bache (the founder's grandson) from the 1790s and an 1817 account by a Connecticut sea captain of his capture and enslavement by Barbary pirates. Each document has both a full bibliographic citation and a clear and substantive introduction that puts it in its historical context and gives a sense of its significance. One can easily see how such primary sources could become part of a course reading list and discussion, the basis for a student's oral presentation, or a document-based writing assignment.

For several chronological periods the documents are sparse. Only one relevant source appears for the Civil War years: a political cartoon mocking Confederate efforts to gain British diplomatic recognition. But since many of the documents do not come from the standard selections available in many print collections, and since most were not created by the foreign policy-making elite, they can still be valuable to those who wish to integrate social history with diplomatic history. For example, the only document available on the Mexican War is a long first-hand account by a U.S. soldier of the confusion and casualties that marked the house-to-house fighting in Monterrey in 1846, while two of the few documents on the background to World War II describe the efforts in the late 1930s of Chinese-American workers to aid China in its struggle against Japanese aggression.

The greatest number of sources—forty-one—fall between the years 1890 and 1930, and these cover especially well the Spanish-American War, its aftermath in the Philippines and Puerto Rico, World War I, and U.S. intervention in Latin America and the Caribbean. (Again, these sources are not listed in any particular order, so one must scroll through all forty-one to see all of those about the Mexican Revolution or the U.S. occupation of Haiti. Some of the sources include a hyperlink to others on the same topic.) Professors do not really need a website to access President Wilson's war message or Senator LaFollette's antiwar response—both included here—but depth can be added to standard assignments through consultation of additional sources with conflicting viewpoints, such as a March 1917 pro-war editorial from the *North American Review* and Randolph Bourne's fervent dissent.

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The group of documents on the sinking of the U.S.S. *Maine* is particularly good, as it includes not only articles and editorials from Hearst and Pulitzer papers that helped push the United States to war, but also the normally neglected coverage from the *New York Times*, which advocated a much more restrained response to the explosion, along with excerpts from Admiral Hyman Rickover's 1976 investigation of the incident. One could easily envision these documents as the basis of a class debate, group presentation, or written analysis.

That the momentum towards war after the sinking of the *Maine* was based on shaky "intelligence," to say the least, raises a current issue in U.S. foreign relations for students' consideration. Many of the other documents also raise continuing themes in U.S. policy and are based on sources that are even less likely to be available in other standard collections and that represent widely divergent viewpoints. For example, there is correspondence on the Mexican Revolution between Wilson and Secretary of State Robert Lansing, an essay by radical journalist John Reed, and letters from Mexican leader Venustiano Carranza. In light of present-day rhetoric about U.S. actions abroad, students should find particularly intriguing Lansing's advice to Wilson "that we should avoid the use of the word 'Intervention' and deny that any invasion of Mexico is for the sake of intervention" (<http://historymatters.gmu.edu/d/4949>). For a slightly later period, there is a nice set of conflicting documents on Mexico's expropriation of the property of U.S. oil

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companies.

Similarly, students can contrast Secretary of State Frank Kellogg's 1927 memorandum justifying the U.S. occupation of Nicaragua on the basis of a "Bolshevik threat" with the views of Nicaraguan rebel leader Augusto Sandino, in a brief 1933 statement, and Colombian journalist Alfonso Moncayo, who placed Sandino in the tradition of Simon Bolivar. One might add that a "Google" search for "Sandino" would refer students not only to Wikipedia's inevitable entry but to the bilingual website (www.sandino.org), which has an abundance of documents and essays on this controversial figure. However, the three CHNM selections have the advantage of focus, brevity, multiple perspectives, and clearer contextualization.

One also finds on "Many Pasts" Rudyard Kipling's iconic and oft-discussed poem, "The White Man's Burden," juxtaposed with three less well-known contemporary sarcastic responses. One of these responses begins: "Take up the White Man's burden/Send forth your sturdy kin/And load them down with Bibles/And cannon-balls and gin" (<http://historymatters.gmu.edu/d/5477>). Having used the very same juxtaposition of texts in the pre-Internet age, I can attest that even students who normally shy away from poetry will be interested in the kind of textual analysis that can be done on these poems.

However, in some cases the documents are more one-sided, with a bias toward critical perspectives on U.S. policy. (The genesis of the collection of documents as a CD-ROM meant to accompany the left-leaning American Social History Project's *Who Built America?* textbooks explains the tilt.) For example, among the most recent documents included is an audio interview with an organizer against free-trade agreements. But many of these unchallenged documents will still be worthwhile for historians looking for material to engage students. The site also includes testimony from American soldiers in the Philippines about atrocities which they witnessed or perpetrated, drawn from an Anti-Imperialist League pamphlet of 1899 and reprinted in *The Anti-Imperialist Reader*, a 1984 collection edited by Philip Foner and Richard Winchester. In a 2006 review in this newsletter of Thomas Paterson and Dennis Merrill's *Major Problems in American Foreign Relations*, I lamented the elimination of such testimony from the latest edition of that

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collection, so this website nicely supplements what is available in that textbook. Moreover, one can see the value of the digitized documents, in that the original Anti-Imperialist League pamphlet and even *The Anti-Imperialist Reader* are not in many college libraries.

In a similar vein, a set of four documents on the U.S. occupation of Haiti in the 1910s and 1920s are uniformly critical of U.S. conduct. But this failed exercise in "nation-building," which was marked by racism and brutality and stirred enormous resentment against the U.S. presence among the populace, deserves greater consideration in diplomatic history classes. Moreover, the voices represented in these documents—the NAACP, the Women's International League for Peace and Freedom, Haiti's armed resistance, and former Haitian prisoners—help to expand the range of perspectives associated with U.S. diplomatic history.

Another document that I plan to add to the reading list of my classes in both U.S. foreign relations and U.S. immigration history is an editorial from an English-language Japanese newspaper in 1924, entitled "The Senate's Declaration of War." According to the editorial, the exclusion of Japanese from the United States in the Immigration Act of 1924 "has given a shock to the whole Japanese race such as has never before been felt and which will undoubtedly be remembered for a long time" (<http://historymatters.gmu.edu/d/5077>). This document demonstrates the connections between immigration issues and foreign relations, which deserve greater attention in our teaching and in our field as a whole, and it exposes students to an oft-neglected facet of Japanese resentment toward the United States that contributed to tensions in the 1930s and war in the 1940s. (Of course, I am not equating racism in U.S. immigration policy with the unannounced military attack by Japan at Pearl Harbor, nor would I suggest that immigration restrictions constituted the major reason for Japan's attack. Nevertheless, students should be encouraged to appreciate multiple causes of conflict and to analyze the wide-ranging repercussions of specific actions.)

Logistically, some of the photos, cartoons, poems, and brief documents can be projected on-screen in many classrooms to accompany lectures and stimulate student responses, while lengthier documents could be assigned on a course syllabus, or, as appropriate, printed and distributed in class. Two technical considerations may pose problems, however. I was not able to access the

audio components of documents (a World War I-era song, for example), despite using two different computers that had audio capabilities. Also, when documents are printed from the website, the distinction between the introduction and the document itself becomes unclear, which may confuse undergraduates as they analyze primary sources.

In addition, searching under "International Policy"—the most relevant topical category for our field—does not always provide access to all relevant documents. For example, a search under "Immigration and Ethnicity" for the years 1890-1930 brought up an attack by a U.S. clergyman on German atrocities in World War I, although this document had not appeared under "International Policy." Meanwhile, a search under "African Americans" for the period between 1754 and the 1820s yielded two brief documents from 1797 on the reaction of U.S. slaveowners to the Haitian revolution, an issue that is also relevant to U.S. foreign relations. Finally, the keying of some documents to chronological periods is not always clear. Interviews with Carl Oglesby, a leader of Students for a Democratic Society, and with Kent State massacre eyewitnesses come up under "Contemporary U.S., 1968-Present," but not "Postwar U.S., 1945-Early 1970s," despite the overlapping years and the fact that other documents on the Vietnam War appear in the "Postwar U.S." category.

Good professors will continue to find primary sources for classroom use in many places, from readers designed for student use to specialized published collections, their own archival and newspaper research, and specialized websites. But for well-chosen documents with clear introductions on a variety of topics and from a wide range of historical actors and perspectives, professors of U.S. foreign relations will do well to spend some time on the "Many Pasts" section of the "History Matters" website.

Never Hesitate to Explore, or How One Thing Led to Another

by Carol Jackson Adams, Ottawa University Greater Kansas City, Overland Park, Kansas

The members of the SHAFR Teaching Committee charged with assessing the Center for History and New Media (CHNM) website shared their pleasant surprise at the gold mine of available documents, assignments, essays, and appropriate digital resources. I was familiar with “History Matters: The U.S. Survey on the Web” and had successfully used its syllabi for my own course development numerous times. For the conference panel presentation and subsequent article, I explored the “unknown” of other sites produced by the center, with immediate rewards.

My goal was to introduce other professors to the practical application of varied CHNM resources, particularly in areas beyond their own expertise. In small liberal arts universities such as my own, professors teach a broad range of history courses and often must search for new materials every term. In addition, as higher education institutions increasingly emphasize distance learning, professors must locate appropriate websites, develop worthwhile assignments, and design rigorous online courses, all while juggling countless other responsibilities. CHNM provides an academically sound solution to the questions of “Where and how do I begin?”

I approached the CHNM website thematically, searching the projects “History Matters” (<http://historymatters.gmu.edu>), and “World History Matters” (<http://worldhistorymatters.org>), that contains two resource centers “World History Sources” and Women in World History.” Initially I looked for topics in Middle Eastern history, a subject in which nonhistory majors, and often majors as well, have little or no

background. Using documents from both these resource centers I developed the following unit, which addresses one small aspect of that void, develops the skill of analyzing primary documents, and emphasizes the impact of foreign relations on social and cultural history.

“World History Matters” is currently not as extensive as the resource bank for U.S. history, but it contains world history sites that I would never have found on my own. The section of “World History Sources” entitled “Unpacking Evidence” introduces different types of primary documents. My first goal was to locate accessible official documents that would be appropriate for a course in twentieth-century world history. Many of the resources developed by the center are interactive; the exercise under “You Be the Historian” is an excellent example. Students read four excerpts from the Mandate for Palestine, dated July 24, 1922, granting the British government control over that region and arguably contributing to future problems in Palestine. Several highlighted phrases are hyperlinked for additional information, maps, and definitions, including crucial terminology such as “Jewish National Home.” Students can type and save notes directly on the webpage to compare their views with those in the “Historian’s Commentary,” which in this case is written by David Trask of Guilford Community College. He analyzes the consequences of the mandate for the Arab population then and in the future. Ideally, these materials essay would prompt students to wonder about life for the Arab population living under the British Mandate, while taking into consideration the implications of the term “Jewish National Home.”

“Women in World History” offers additional primary documents such as oral histories and photographs. This curriculum resource center incorporates gender in

numerous case studies that can be used in world history, western civilization, and foreign relations courses. Students find it more difficult to analyze primary sources other than documents and may need additional background assignments in preparation. If so, “Making Sense of Evidence” on the “History Matters” site may be helpful. It includes insights into “Making Sense of Oral History” and “Making Sense of Photography” that teach students the correct questions to ask when utilizing these primary sources.

Such fundamental assignments increase the likelihood that students will understand the case study modules located in “Scholars Analyzing Evidence.” I focused on oral history interviews with Sa’ida Jarallah, a Muslim woman who lived in Jerusalem under the British Mandate in the 1930s. Active in the Palestinian Women’s Movement, Jarallah exemplifies the importance of education that exposed Muslim women and Christian women to each other and fostered better relations between them. The oral history interview, accompanied by photographs, poses questions that dispel students’ stereotypes of Muslim women. The struggle to maintain traditional values despite exposure to Western styles of dress and leisure easily transcend time and provide a foundation for discussion about Muslim women today and their exposure to Western culture. Additional photographs of the city’s Arab population bring to life the consequences of post–World War I policy decisions.

Further search on the “Women in World History” website under “Primary Sources” led me to a “Framing Essay” that explains the context of viewing primary sources in relationship to gender. The author, Nancy Wingfield, writes that “women have subscribed to many different political, social, cultural, or economic agendas, and these must be taken into consideration to understand women through primary sources.” The

gender differences presented in Wingfield's essay undoubtedly will foster critical thinking by students and are applicable to an array of courses, whether used to promote participation on discussion boards in an online format or to stimulate discussion in a traditional classroom.

Tackling the more familiar topics of imperialism and nationalism, I searched the "Digital Blackboard" listing of web-based assignments under "History Matters." Paul A. Kramer's article, "Empires, Exceptions, and Anglo-Saxons: Race and Rule between the British and United States Empires, 1880-1910" published in the *Journal of American History* in March 2002 (Vol. 88, no. 4) analyzes the rationalization of empire based on Anglo-Saxon superiority. The author directs students to hyperlinked political cartoons, images, maps, and an advertisement from the Sears, Roebuck and Co. Consumers Guide for lecture material on the Spanish-Cuban-American War, the Philippine-American War, and the Anglo-Boer War. Students then must assess the depiction of race, war, and imperialism in contemporary popular culture. Although the essay and stimulating questions incorporate various primary sources, I found that personal accounts were lacking.

One of the most helpful sections of the "World History Matters" project is "Finding World History," which contains reviews of websites, primary source archives, and teaching strategies organized by regions and time periods. Searching the Pacific Basin Region led to the "Diary of George Percival Scriven: An American in Bohol, The Philippines, 1899-1901" (<http://scriptorium.lib.duke.edu/scriven>). The Duke University website supplemented the Scriven Collection with photographs from other collections related to the Philippines, several of which focus on the timely concepts of the

importance of religion in the Filipino culture and the determination of insurgents. To explore the impact of the motion picture industry's portrayal of war, a search under "Finding World History" also uncovered "The Spanish-American War in Motion Pictures," including a section on the Philippine Revolution designed by the Library of Congress (<http://memory.loc.gov/ammem/sawhtml/sawhome.html>). The featured framing essay under "Finding World History" is by Deborah Vess, professor of history and interdisciplinary studies at Georgia College and State University. Her essay shows how to evaluate online sources in world history and is useful to novices and experts alike.

These few examples illustrate the breadth of digital resources available that might go untapped without the guidance of the Center for History and New Media. As is often the case with any type of research, one discovery leads to another and another. Because of the sheer volume of quality materials, the search itself is time consuming, but I found that the reward is better, more creative course preparation.

Using Low Tech to Teach High Tech: Confessions of an Involuntary Luddite

by Catherine Forslund, Rockford College, Rockford, Illinois

I would really like to use much more technology in my teaching, but time constraints keep me from learning more about the technology that would be useful to my students. Thus, I tend to shy away from discussing it or promoting it very much in the classroom, and that makes me seem much more of a Luddite than I am or want to be. *History Matters: A Student Guide to U.S. History Online* by Alan Gevinson, Kelly Schrum and Roy Rosenzweig (Boston, 2005) is a great way to provide information to students that I do not feel competent to deliver. The authors, all involved with the *History Matters* website (<http://historymatters.gmu.edu>), offer this book as a “basis for using the web to create innovative and engaging assignments for the undergraduate survey of American history or even research seminars in history organized around online primary sources” (vi).

Despite what is commonly thought, given the electronic proclivities of their generation, many students do not really know as much about how to use the Internet as one would think. They often accept any website as an authority and know little about how to evaluate sites or the sources they contain. A book like this has much appeal as a way to show students the right way to use and evaluate the richness of sources that exist on the web today.

This text could be used in introductory history courses, including surveys, or in upper-level courses, including research seminars. *History Matters* has two primary parts, both of which are valuable for teaching. First is the introduction, which at twenty pages is of a length most students can be induced to read. It gives an excellent overview of basic primary/secondary source distinctions and how to evaluate and analyze history websites. This is an issue most students struggle with; some know the difference between primary and secondary sources when they come into history classes, but many do

not. In addition, evaluating the validity and veracity of websites is something even well-trained historians can find daunting, so it is no wonder students fare little better in doing so.

On page 3, the authors provide a very useful comparative chart that lists primary vs. secondary sources. While this might seem an elementary exercise, their examples are quite subtle:

Primary: musical recording / Secondary: blog about jazz
Primary: photograph / Secondary: article on photo journalism in history journal
Primary: advertisement / Secondary: *Smithsonian* article on '40s appliance ads
Primary: 1580 Portuguese map of America / Secondary: modern map of Portuguese colonies

These examples show distinctions that many students must recognize if they are to know what to do with source materials. In addition, the text gives a description of how secondary sources might utilize the same primary sources, showing the value and necessity of 1) using a multiplicity of primary sources and 2) presenting multiple sides of an argument to give a full picture. The text's example relates to the cause-and-effect relationship between advertising and consumer behavior. It walks students through different arguments on the question and shows them how to use different specific sources to address it, such as sources that provide primary documents but little or no analysis or online exhibits that present mostly secondary material and a point of view.

Using another example—holocaust denial websites—the text segues into a discussion of how to evaluate websites. It provides pertinent questions for students to bring to their use of web sources and shows what to look for when reviewing a site. Who created the site and put together the materials for it? Who is the host or publisher? (A chart is included to explain domain name codes.) When was the site created? Are there recent updates? Does that matter?

Additional questions help determine a site's reliability and usefulness for student objectives. What is the purpose of the site? Is it presenting facts or opinions? Is there any bias or point of view? Is it trying to sell something? Who is its intended audience? It is particularly important to ask what kind

of resources a site offers and then evaluate them by determining whether the primary sources are full-text or edited and whether they are well documented. The analysis of one specific item, the “link check” function for websites, is particularly illuminating; the authors show how to assess a site by looking at how many and what other sites provide links to the one being examined.

History Matters also provides information for analyzing primary sources that are found on the web. Of course, this information is useful for documents found in an archive as well. The various questions to ask of documents are presented clearly for students: the who, what, when, how, and why. By walking students through the process of analyzing primary documents, the text helps them understand how the process of history works and how historians do their work. It also illustrates the power of primary sources and their potential for manipulation.

A final, vital component of the introduction is its coverage of plagiarism. The authors give specific references to Internet sources and formats for citing various sorts of online sources, but they also discuss the topic generally. (Clearly, as college faculty know, it cannot be mentioned too often.) Some steps are offered to help students avoid plagiarism. The *mantra* of avoidance is included—“always credit the source of direct quotations, paraphrased information, and other people’s ideas”—along with some websites to help students with research, plagiarism and documenting questions (19-20).

The second portion of the book, which is over a hundred pages, is an annotated listing of 250 websites the authors believe represent the best materials for studying U.S. history. The authors make it very clear that they do not feel this is in any way a “definitive” list of history websites, but they reviewed over five thousand sites and selected those they felt best illustrated “the strengths of the Internet for learning about the past and the incredible range of resources and perspectives available,” from historical engravings, maps, and newspapers to oral histories, audio and film clips, and photographs (21).

The sites are arranged in a number of categories, making it easy to focus on more specific topics of research. Categories include a large general one with thirty-six sites. The rest are divided into nine different chronological divisions—to 1763, 1754-1820s, 1801-1861, 1850-1877, 1870-1900, 1890-1930, 1929-1945, 1945-early 1970s, 1968-present. Like those in most college survey textbooks, these divisions are also topical, which accounts for the overlapping years.

Each site is annotated by the authors with a paragraph describing what is contained in the site. There are also icons indicating the type of sources it offers—textual, visual images, audio materials, or film/video materials—and whether the site charges a user fee (clearly indicated with a \$\$ symbol). In addition, many of the annotations include a last sentence briefly explaining its value to the researcher: “These materials demonstrate the value of archaeology for historical research” (45) or “This valuable website... emphasizes the complexity of conflicts persistent throughout twentieth-century American history” (89). Some include comment on particular strengths or weaknesses of the site.

Following the website listings are several other useful items. First is an appendix titled “Using Search Engines Effectively,” which provides “some tips on getting the most out of your Internet searching” (135). Second is the handy glossary of “common Internet terms,” which might well teach students how much they do not know about the Internet. And last but most certainly not least are two indices: one of primary sources and the other a subject index. The first is divided into nineteen different categories of primary source materials and lists all the sites in the book that have film and video, for example, or photograph sources. The second allows searches by topic, such as Mark Twain, Vietnam War, or consumer culture.

All together, this text illustrates how to help make electronic history source materials available to our students. While students generally feel they are very net savvy, finding CIA records on the 1954 Guatemala coup is not the same as operating an Xbox. *History Matters*—using the old tech of print—

makes the new-tech world of digitalized historical records accessible to students in a very informative way.

The Center for History and New Media Website

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When I began exploring the Center for History and New Media (CHNM) website, I was struck by the breadth and depth of its resources. The comprehensiveness of the site made me despair of providing a brief commentary that would be of any value to audiences interested in the CHNM's resources. Having concluded that the time constraints of a panel presentation would render a broad overview relatively worthless, I chose instead to approach the CHNM by gauging the extent to which the site could address a specific pedagogical concern: better integrating visual primary sources into my lesson plans. Although this required an eclectic approach to the site, I reasoned that a more focused inquiry would be more helpful to historians who come to the CHNM with some idea, question, or concern in mind. So although the following review admittedly reflects my own pedagogical interests, goals, and concerns, I take this approach simply to present tangible examples of how the CHNM can benefit historians seeking to enhance their ability to use digital media in the classroom.

When Committee on Public Information Director George Creel exhorted American cartoonists in 1918 to draw cartoons that left viewers either "with something to think about" or a "strong emotion," he attested to the considerable persuasive powers of visual images such as political cartoons, photos, maps, and films. The allure of imagery is such that, while professional historians may be loath to admit it, popular movies such as *Forrest Gump* contribute significantly to the intellectual baggage that people draw

upon in constructing the past. However lamentable, this reality also presents numerous opportunities, if not a crucial need, to impress upon students the importance of applying critical analysis to visual sources as well as written documents. Although this consideration has informed my various course assignments over the years, I have found that students—even those who have demonstrated great skill and enthusiasm in their scrutiny of narrative documents—examine visual sources less rigorously than they do written texts. Thus, as I searched the CHNM, my primary interest was less in finding specific historical images than in developing new strategies to incorporate visual documents into my lesson plans in a way that inspired critical thinking and class discussion as opposed to questions that simply generate “answers.”¹

With these ideas in mind, I began to examine the various “Essays in History and New Media” (found in the resources section), a collection of thoughtful essays on issues related to teaching with digital media. Reviewing the selections under the “Teaching Digital History” category soon led me to “Ways of Seeing: Evidence and Learning in the History Classroom.” This essay, a collaborative effort, turned out to be a great find, as the authors all devoted considerable attention to the many pitfalls that can hinder effective use of historical visuals in the classroom. Having identified these obstacles, the contributors put forward a number of strategies to overcome them. Persons interested in developing interesting and productive assignments that include visual primary sources would do well to consider both David Jaffee’s ideas on juxtaposing visual sources with

¹ Committee on Public Information, *Bureau of Cartoons, Bulletin No. 16*, September 28, 1919, 1–2, in “Cartooning for Victory: World War I Instructions to Artists,” History Matters, Center for History and New Media. <<http://historymatters.gmu.edu/d/5052/>>.

traditional text-based sources and Joni Seager's excellent essay on maps in the "unpacking evidence" section of "World History Sources."²

Subsequent visits to the Center for History and New Media led me to the "History Matters" project's "Digital Blackboard" (DB) collection, a collection of ninety-eight (to date) web-based lesson plans that CHNM describes as offering "practical models" for introducing digital media into coursework. Although one can use the "History Matters" search engine to hunt down DB assignments by topic, time period, and the nature of document under examination, skimming the list of titles was an easier way to review the DB collection. Moreover, reviewing the titles led me to several projects that, while not listed under the search engine as international policy per se, were nevertheless of potential interest to scholars of U.S. foreign relations.

One particularly impressive Digital Blackboard project that showcases many of the exciting and innovative aspects of the CHNM is Nick Cullather's "Damming Afghanistan: Modernization in a Buffer State." This project (one of several excellent contributions to the *Journal of American History's* "Teaching the Journal of American History" installments), is based upon his 2002 JAH article on how U.S. officials, from 1946 to 1979, devised a series of ambitious hydroelectric projects in Afghanistan's Helmand Valley to modernize the region and thereby showcase the virtues of American economic development strategies. Since the teaching exercises in "Damming Afghanistan" draw heavily upon visual documents, I tested the exercises in early June in

² Michael Coventry, Peter Felten, David Jaffee, Cecilia O'Leary, and Tracey Weis, with Susannah McGowan, "Ways of Seeing: Evidence and Learning in the History Classroom," *Journal of American History* Volume 92, Number 4 (March 2006): 1371-1402. <<http://chnm.gmu.edu/resources/essays/d/43>>; Joni Seager, "Maps," World History Sources. <<http://chnm.gmu.edu/worldhistorysources/unpacking/mapsmain.html>>.

my summer class, and I got very positive results.

The first two exercises in the lesson plan incorporate visual materials to help students comprehend how the meanings of terms such as modernity, progress, and development are constructed and contested. In the first exercise, students are asked to examine photographs of various landscapes and then rank them in the order of most to least developed and in the order of which landscapes would provide the most desirable place to live. By posing the questions in this manner, Cullather requires students to make subjective judgments that provide several opportunities for discussing the basic assumptions that students make about modernity as they compile their rankings. When I asked my students to explain their conclusions, they often asked me to put their respective landscapes back on the screen so they could refer to specific details. As the students scrutinized the photographs more closely, they began to discuss the concept of development and its implications for nation-building projects in the Cold War.

Subsequent exercises ask students to examine maps of Afghanistan and infer from these maps the assumptions and misconceptions of U.S. officials regarding the appropriateness of U.S. development planning to realities in Central Asia. The various lesson plans include many user-friendly components such as links to both online and PDF versions of the original article, worksheets, photographs, and maps. Instructors thus have the option to present the lesson materials online, as power point presentations, as photocopies, or in a combination of formats. Most valuable, in my view, are the author's suggestions on how best to encourage students to engage and analyze the materials and debate their ramifications, both in general and as applied to Afghanistan.³ While

³ Nick Cullather, "Damming Afghanistan: Modernization in a Buffer State," *Teaching the JAH*, Sept. 2002 (Vol. 89, no. 2). <http://www.indiana.edu/~jah/teaching/2002_09/>.

“Damming Afghanistan” is one of the few Digital Blackboard projects that pertain directly to U.S. foreign relations, others can be altered or used in part to illustrate themes pertinent to U.S. foreign relations. For example, Sue Luftschiein and David Jaffee’s “George Washington: Images of History” uses paintings of the first president (including the Brumidi “Apotheosis” that graces the U.S. Capitol rotunda) to discuss how artists contribute to constructing historical memory. Although Luftschein and Jaffee’s lesson plans do not specifically address foreign relations, let alone Washington’s specific policies, the general thrust of the lesson plan could easily be tailored to a discussion of how Americans have conceptualized Washington and the presidency in general and the importance of both concepts to constructions of American nationalism in the days of the early republic. So while diplomatic historians may find that many DB exercises are not necessarily ready to use “out of the box,” they do provide a useful foundation that can be modified to suit your own preferences and needs.⁴

The Center for History and New Media is an exciting and ambitious initiative that merits the attention of any historians interested in integrating digital media into their teaching. My examination of various features of the CHNM, particularly the Digital Blackboard projects, was time well spent, as the center provided a number of materials that more than satisfied the pedagogical concerns I sought to address. Moreover, the relative scarcity of diplomatic topics in the DB collection should alert SHAFR members to the great potential of future collaboration with CHNM, whether it is in Digital

⁴ Sue Luftschiein and David Jaffee, “George Washington: Images of History.” Learning to Look Faculty Development Program, The Graduate Center, CUNY. <<http://historymatters.gmu.edu/d/6876>>.

Blackboard projects, Essays in History and New Media, or the myriad other CHNM projects that are helping scholars get their students engaged in historical analysis.