Notes

Preface


Acknowledgments


Introduction


18. Lendol Calder, “Uncoverage: Toward a Signature Pedagogy for the History


25. Mizuko Ito et al., Hanging Out, Messing Around, and Geeking Out (Cambridge, MA: MIT Press, 2009), 244.

Chapter 1


3. Hinsdale, How to Study and Teach History, 61.


7. For more on the history of the historical profession, see Robert Townsend, Making History: Scholarship and Professionalization in the Discipline, 1880–1940, publication forthcoming, fall 2012 (University of Chicago Press).


23. Wineburg, _Historical Thinking and Other Unnatural Acts_, 5.


Chapter 2


17. On the Dublin Core Metadata Initiative, see http://dublincore.org/.


24. In our defense, we wrote this book at the behest of a publisher who wanted us to provide capsule reviews of websites already reviewed in our website, World History Sources (http://chnm.gmu.edu/worldhistorysources/), that could then be packaged with a textbook.


26. On the problems posed by websites such as this one for students, see Kristin Lehner, Kelly Schrum, and T. Mills Kelly, World History Matters: A Student Guide to World History Online, 1st ed. (New York: Bedford/St. Martin’s, 2008).


31. “Adolf Hitler”, Newsweekopedia, http://topics.newsweek.com/politics/adolf-hitler.htm. I say “unwittingly” here, because the link to the Museum website shows up on the Newsweek page in a list of “Web Search Results Powered by LiveSearch”—content ported into the site from elsewhere rather than placed on the site intentionally. Nevertheless, the uncritical way in which Newsweek reproduces links to such a website speaks volumes to the hazards of automated search and retrieval.

32. The issue of this particular website showing up so high in the Google search rankings was first aired by Randall Bytwerk on the H-German email discussion list on April 7, 2006. http://h-net.msu.edu/h-german. Bytwerk also published a similar piece on the History News Network (HNN) website on April 17, 2006, titled “Do Historians Have a Responsibility to Warn the Public About Misleading Websites?” http://hnn.us/articles/23723.html. Accessed May 3, 2010.


39. Martin Luther King Jr. community page, Facebook.com. Accessed May 10, 2010, at 2:00 p.m. EST. I cite the date and time because these posts harvested from the Facebook community scroll constantly, and so disappear quickly from the main page.


41. See http://www.youtube.com/watch?v=PbUtL_0vAJk, http://www.youtube.com/watch?v=o0FiCxZKuv8, and http://www.youtube.com/watch?v=cmOBbxgxKvo. A second version of the “I Have a Dream” speech showed up in third position. All accessed May 10, 2010.


44. For more on this issue, see Eli Pariser, The Filter Bubble. What the Internet Is Hiding from You (New York: Viking, 2011).

Chapter 3


2. At the founding of the new republic in 1918, Klofáč became the new state’s first minister of defense while Kramář became the first foreign minister.


4. “What Do You Do with a Million Books?”


7. John Unsworth, “New Methods for Humanities Research” (lecture, the
Lyman Award Lecture, National Humanities Center, November 11, 2005), http://www3.isrl.illinois.edu/~unsworth/lyman.htm.


25. HistoryPin, http://www.historypin.com/. As of June 27, 2011, almost 50,000 images had already been geotagged in this database, and some were organized into collections, such as one focusing on British royal weddings of the past.


29. Heer, Bostock, and Ogievetsky, “A Tour through the Visualization Zoo—ACM Queue.”

30. That Hitler’s rhetoric shifted according to his audience is an argument historians of the Nazi movement have made for decades. What is lacking, however, is a comprehensive analysis of all of Hitler’s speeches from his appearance on the public stage to the outbreak of the war in 1939. Important studies, like William Sheridan Allen’s *The Nazi Seizure of Power: The Experience of a Single German Town, 1922–1945*, (New York: F. Watts, 1984), make this argument, but are necessarily limited to small geographic areas because Allen did not have the advantage of being able to work with such a massive corpus of text.


36. For more on the Syllabus Finder, see Daniel J. Cohen, “By the Book: Assessing the Place of Textbooks in U.S. Survey Courses,” *Journal of American History*
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41. See, for instance, Thomas Deselaers and Vittorio Ferrari, “Global and Efficient Self-Similarity for Object Classification and Detection” (lecture, the IEEE Computer Vision and Pattern Recognition, San Francisco, 2010).


### Chapter 4


2. See, for instance, the PressForward initiative at the Center for History and New Media: http://pressforward.org/.


6. “85% of College Students Use Facebook,” *TechCrunch*, September 7, 2005; on Facebook and college students, see fredstutzman.com.


13. For more on online collaborations, see Rena M. Palloff and Keith Pratt, Collaborating Online: Learning Together in Community (San Francisco: Jossey-Bass, 2005), and John F. Lyons, Teaching History Online (New York: Routledge, 2009), 40–42.


16. The website of the Preservation Association is http://www.honorfairfaxcemeteries.org/.

17. The database the students created is at http://mycemetery.org.


25. Tufte, “PowerPoint Is Evil.”
28. See, for example, “Events: The History Student: Kathleen’s History and Culture blog,” http://kathleenmcil.wordpress.com/category/events/.
37. Rosenzweig, “Can History Be Open Source?”
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Chapter 5

2. A student in one of my history classes describing a mash-up video he created (see account of this student’s work in the introduction).
3. Townsend, “Assimilation of New Media into History Teaching.”
8. Davis, Slaves on Screen, 4.


16. On how important it is to let young people be creative online, see Mizuko Ito et al., Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media (Cambridge, MA: MIT Press, 2010), 243–93.


25. The syllabus is available at http://chnm.gmu.edu/history/faculty/kelly/blogs/h389/f08syl.pdf. The class blog, which the students stopped using midsemester once they started work on their hoax, is at http://chnm.gmu.edu/history/faculty/kelly/blogs/h389/.

26. The books assigned in the course were John Mitchinson and John Lloyd,


28. Finding out about the real Edward Owens taught my students how to use genealogical databases such as Ancestry.com. According to the U.S. Census of 1910, the Edward Owens who lived in the region was fifty-seven years old and so would have been twelve when the Civil War ended in 1865. If anyone interested in the project had bothered to check this fact, the entire house of cards would have collapsed, but the students assumed, correctly it turned out, that no one would go to that much trouble.


31. See the official website of International Talk Like a Pirate Day at http://www.talklikeapirate.com/.

32. See, for example, Jim Groom’s blog, bavatuesdays, at http://bavatuesdays.com/the-last-american-pirate/.


38. Lévesque, Thinking Historically, 27.
49. Southgate, History Meets Fiction, 23.
52. See, for instance, Tech Therapy, “Wikipedia’s Co-Founder Calls for Better Information Literacy,” http://chronicle.com/article/Audio-Wikipedias-Co-Founder/65841/. In this podcast interview Jimmy Wales describes himself as “really, really, really” annoyed by projects such as those undertaken in this class. He does, however, admit to having been unfamiliar with the course until the podcast host posed a question about it.
56. Comment by Kelly on “Was the Last American Pirate Authentic?” http://edwired.org/?p=608#comments.
57. For a further meditation on pushing the boundaries of our understanding of the relationships between historical and geographical information, see Jo Guldi, \textit{Inscape}, http://landscape.blogspot.com/ Accessed August 15, 2010.


\textbf{Conclusion}


