

2010 ANNUAL REPORT



The 2010 ASHP/CML home page.

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HISTORY AND MISSION

For almost three decades, the American Social History Project/Center for Media and Learning (ASHP/CML) has been at the forefront of national efforts to revive interest in history by challenging the traditional ways that people learn about the past. Founded in 1981 by the distinguished labor historian Herbert Gutman and Stephen Brier and directed since 1998 by Joshua Brown, ASHP/CML has gained an international reputation in the fields of public history and history education. Building on the most sophisticated and up-to-date history scholarship, ASHP/CML's books, documentaries, multimedia projects, and faculty development seminars combine rigorous humanities content with innovative methods of presentation. As one of the few history organizations that brings together full-time scholars, artists, media producers, and educators in a single staff, ASHP/CML fully integrates humanities scholars into all phases of its work. A model of public humanities programming, ASHP/CML has been the recipient of numerous awards for its books, documentaries, CD-ROMs, and web projects.

ASHP/CML's work is grounded in a three-fold focus on humanities, technology, and urban education. In

its first decade, with support from the Ford Foundation, the American Social History Project produced the first edition of its acclaimed two-volume textbook, *Who Built America? Working People and the Nation's Economy, Politics, Culture, and Society*, as well as a series of innovative documentaries on U.S. history from the American Revolution to the Gilded Age. It also established, with funding from the Aaron Diamond Foundation, its first faculty development program, which worked with humanities teachers at the City University of New York (CUNY) and in New York City public high schools. Professional development programs have continued with funding from the Teaching American History federal initiative.

During the 1990s ASHP/CML began incorporating emerging digital technologies into its media productions and faculty development programs, producing numerous projects in web and CD-ROM formats. Since 1992, ASHP/CML has also presented public programs that address topics

in the research and presentation of current historical scholarship.

In 1990, ASHP became an official research center at the City University of New York. Known as the Center for Media and Learning, it has been affiliated with the Graduate Center (GC), CUNY's doctorate-granting institution, since 1996. The organization is now most commonly known as ASHP/CML, combining our public and university identities. In 1998, ASHP/CML assumed stewardship of the New Media Lab (NML), the GC's state-of-the-art facility where faculty and graduate students utilize digital media for their research and scholarship. Since its inception, the NML has supported over 75 doctoral students and many members of the Graduate Center faculty.

American Social History Productions, Inc. serves as our not-for-profit subsidiary and holds the copyright to all text, documentary, and multimedia materials produced by the American Social History Project.



ASHP/CML and the New Media Lab were sponsors of the Digital University conference that took place on April 21st at the CUNY Graduate Center.

ACTIVITIES AND NEW PROJECTS

Education and Professional Development Programs

Professional development programs link ASHP/CML directly to the classroom, encouraging exchange among scholars, media producers, teachers, and students. With support from ASHP/CML staff, teachers use our print and multimedia materials to strengthen and diversify secondary and college curricula and improve student learning. ASHP/CML's educational materials are enhanced by insights about teaching and learning gleaned from our classroom laboratories and teacher seminars, contributing qualitatively to the broader effort to improve American education.

ASHP/CML's professional development programs are committed to bringing the benefits of innovative multimedia instruction (e.g., humanities websites, Smartboards, and electronic writing tools) into the secondary school and college classroom. Our experiences (originating in our pioneering New Media Classroom professional development program in the 1990s) have shown that well-conceived, content-rich new media resources can promote active learning and improve student understanding of U.S. history and culture. *HERB: Social History for Every Classroom* (launched in March 2011) will also allow us to respond to the growing demand for broader dissemination of our teaching resources. Collaboration with local and national institutions, including the Brooklyn Historical Society, the Metropolitan Museum of Art, the Education Development Corporation, and the Paley Center for Media have expanded the range

of subjects covered and added new pedagogical approaches. And while we have always emphasized critical thinking and reading and writing

several professional development programs. Through ongoing seminars, we offered services to over 150 history, social studies, and



A New York City public school teacher addressing her colleagues at "History for All", an April Teaching American History professional development workshop.

skills in our work, the movement to promote state-mandated exams and literacy development has prompted us to integrate basic literacy and skill-building into our overall content and pedagogy.

The growth of ASHP/CML's professional development programs has been made possible by the support of private and public funders. Initial support for our first faculty development program, provided by the Aaron Diamond Foundation in 1988, has been supplemented many times over by funders such as the DeWitt Wallace-Reader's Digest Fund, the Pew Charitable Trusts, the National Endowment for the Humanities, and the W. K. Kellogg Foundation. As our local programs have grown the CUNY Office of Academic Affairs, the New York City Department of Education, New York Community Trust, and JP Morgan Chase have made major contributions to support ASHP/CML programs.

In 2010, ASHP/CML coordinated

English faculty at more than 75 K-12 schools in the New York City area. ASHP/CML's professional development work is comprised of parallel but distinct programs:

Teaching American History Programs

During 2010, ASHP/CML worked with teachers at 74 New York City public schools. These programs, each at different stages in the three-year grant cycle, reached a total of 155 teachers. We launched two new programs and continued our work with K-12 teachers of Special Education students. Valentine Burr of Bank Street College of Education assists ASHP/CML staff in modifying materials and developing pedagogical approaches suitable for special education students. Dr. William J. Tally of the Center for Children and Technology/Education Development Center evaluates these programs for their effectiveness at increasing teacher and student knowledge.

TAH Programs for Teachers of Special Education and ELL Students

In 2010, ASHP/CML continued the second year of the History for All: Improving U.S. History Knowledge for Teachers of Special Education and Mainstream

Students program with K-12 teachers of special education students in NYCDOE districts 19, 20, 21, 22, and 31 (Brooklyn and Staten Island). This program, conducted in partnership with Metropolitan Museum of Art, is designed to help teachers address their students' literacy challenges

and wide variety of learning styles while also presenting a rigorous and engaging U.S. history curriculum. Seminars in 2010 covered Slavery, the Civil War, Reconstruction, the Great Migration, and Colonial New York. At a summer institute in July, teachers worked in small groups to develop document-based classroom activities on Reconstruction and the Great Migration.

We also began a new program, History Matters: Bringing U.S. History to Diverse Learners, for grade 7-8 teachers of Special Education and English Language Learner students in NYCDOE districts 32, 18, and 27 (Brooklyn and Queens). Seminars included Introduction to Social History and the Living Constitution. In addition to presenting model classroom activities on a variety of social history topics, the program works closely with teachers as they collect examples of student work and use it to adjust their teaching practice to

meet the diverse learning needs of their students.

2010 marked the third and final year of our program for teachers of English Language Learners (ELL) in districts 24, 30, and 32



Teachers and leaders of the Making Connections program at the final seminar on May 7th.

(Brooklyn and Queens) where we continued our collaboration with Queens College. Participants in this program attended day-long seminars during the school year where they explored key topics and ideas in U.S. history using primary documents and other materials adapted for use by their ELL students. They also participated in a week-long summer institute (July 6-9) at Queens College where they developed classroom materials that combined their new content knowledge with pedagogical strategies tailored for ELL students. Topics covered in 2010 included the World War II Homefront and Civil Rights Movement.

Finally, we began working with the Our American Democracy TAH program, led by our colleague John Gunn of the Queens College Department of Secondary Education and Youth Services. Working with middle and high school teachers in NYCDOE District 12 in the Bronx, ASHP/

CML provides two seminars annually where we explore content in depth and model classroom activities. In addition, ASHP/CML staff work intensively with small groups of teachers on developing classroom curriculum and approaches.

Making Connections: Interdisciplinary Humanities Program:

Since 1989, ASHP/CML's Making Connections program has brought together CUNY faculty and New York City secondary school humanities teachers

to explore social history scholarship, strengthen curricula, and rethink teaching and learning. After twenty-one years, the program's school-college collaboration continues to have a positive impact on teacher practice and student achievement in New York City public schools.

The 2010 Making Connections program provided teacher leadership services to half-a-dozen history and English teachers. This advanced group of teachers work directly with more than 600 students in three public schools.

Theme-based seminars, and curriculum development projects enable teacher leaders to construct advanced classroom activities and facilitate staff development for school-based humanities faculty. Seminars held at the Graduate Center during the school year provide teachers with a chance to explore ASHP/CML curriculum resources, share ideas and classroom experiences with colleagues

from other schools, acquire new historical perspectives and skills, and evaluate inquiry-based lessons that emphasize the use of primary documents. Topics covered in 2010 included the Great Depression/New Deal era; literature of the Harlem Renaissance; and document based activities on the Civil Rights Movement.

Contracted Workshops

In addition to multi-year grant-funded programs, ASHP/CML conducts short-term professional development workshops. In 2010, these included workshops for teachers at NYCDOE's Brooklyn Studio School and in Community School District 27; and Spring Valley High School in Ramapo, New Jersey.

Interactive Media Projects

Since 1998, ASHP/CML has developed interactive media history projects online to increase access to social history resources, engage students and teachers in historical inquiry, and assist in the interpretation of primary documents. These interactive



projects tackle a range of topics and take a range of presentational forms as we continue to experiment with new web approaches and technologies to make history accessible to a broader public.

HERB: Social History for Every Classroom

In 2010 we continued our work developing *HERB: Social History for Every Classroom*, a free website of primary documents, classroom activities, and other teaching tools in U.S. history (named in honor of ASHP/CML's co-founder, labor historian Herbert Gutman). Designed for middle school, high school, community and senior college



Lucy and Jonah, sister and brother characters from "Flight to Freedom," Mission US's upcoming game about slavery, abolition, and the Underground Railroad.

teachers, *HERB* will bring the materials we have developed during our more than two decades of professional development programs to a wide audience of educators. *HERB* will fill a real and pressing need for teachers of U.S. history and an unfilled niche in digital history. While primary sources abound in digital archives, almost none are presented in a manner that teachers (particularly those of low literacy students) can readily use. The growing number of sites devoted to the best practices of history education offer useful approaches and case studies, but lack the breadth of materials necessary to cover an entire survey course. *HERB* is scheduled to launch in the spring of 2011.

Mission US

In October 2010, ASHP/CML and Thirteen/WNET announced the public launch of *Mission US*, a free online educational game designed to improve middle school students' understanding of US history and their critical-thinking skills through innovative, engaging play. The first of five proposed games,

"For Crown or Colony?," is now live. By the end of December

2010, there were almost 50,000 unique student accounts and over 4,000 teacher accounts. In "For Crown or Colony," students play Nat Wheeler, a printer's apprentice who arrives in Boston in 1770 on the eve of the Boston Massacre. By completing tasks assigned to Nat by the master printer and his wife, students explore colonial Boston and learn about the growing tensions between Patriots, redcoats, and Loyalists. In addition to the game, *Mission US* provides online resources for teachers and students that include a robust set of classroom activities and assignments to enhance learning.

During 2010, ASHP/CML also began development on the second game in the *Mission US* series, "Flight to Freedom" (working title).

For this mission, ASHP/ CML is continuing its role as lead content developer of the historical narrative and characters, and key advisor on the visualizations, character dialogue, primary documents, and classroom materials.

“Flight to Freedom” takes place in 1849, and the player is Lucy, a 14-year-old slave on a plantation outside Lexington, Kentucky. Lucy escapes after being accused of burning down the smokehouse, and reaches safety in the free black community of Red Oak, just outside Ripley, Ohio. While learning about the abolitionist movement, the Underground Railroad, and other forms of resistance to slavery (meeting such notable figures as John Rankin and John Parker), Lucy is able to get information to her younger brother Jonah to help him escape to the North as well. However in 1850, with passage of the harsh Fugitive Slave Act, Lucy is captured and faces the possibility of being auctioned to settlers heading to the western territories. Lucy’s rescue and future options reflect choices the player has made throughout the game and illuminate the growing tensions within the U.S. and resistance to the institution of slavery.

ASHP/ CML has collaborated with New York’s public television station Thirteen/WNET since 2005 on *Mission US* (formerly titled *Mission America*). Other key partners are Electric Funstuff, a Manhattan-based game developer, and the Education Development Center’s Center for Children and Technology, a leader in educational research. *Mission US* is funded by the Corporation for Public Broadcasting’s (CPB) American History and Civics Initiative.

Crafting Freedom, A Mobile Tour Along NC Highway 86

As part of a National Endowment for the Humanities Level I Digital Start-Up grant given to the Apprend Foundation, ASHP/CML collaborated with documentary filmmakers, museum educators, historians, and classroom teachers to conduct a needs assessment for a mobile tour of historic North

were becoming automobile owners. The North Carolina Guide was published in 1939.

Crafting Freedom completed a needs assessment with historic site leaders and educators. Among the lessons learned was recognition of the shared historical and cultural themes present at each of the sites; the need for greater engagement with youth populations; the development of a multi-tiered deployment approach to



Union Tavern, Milton, North Carolina.

Carolina Highway 86 (NC 86). *Crafting Freedom, A Mobile Tour Along NC Highway 86* galvanized the staff and volunteers of historic sites such as the Burwell School, the Richmond-Miles Museum, and the Thomas Day House/Union Tavern (all located in towns along the highway) to join project staff in identifying design objectives for a mobile tour, and to specify content to be delivered through a range of mobile formats including audio, video, and gaming. The project draws its inspiration from the Works Project Administration’s development of “American Guide Series” tour books of the 1930s. The State Guides were designed to capitalize on the increased mobility of ordinary citizens who

ensure that the greatest number of people have access to tour content; the importance of aligning school field-trip content with curriculum standards; and the desire for participation among more culturally and economically diverse members of the local community.

Crafting Freedom, is based on an existing person-led tour—*Crafting Freedom: Thomas Day and Elizabeth Keckly, Black Artisans, Entrepreneurs and Artists in the Making of America*—developed as part of an NEH-funded Landmarks in American History and Culture Workshop coordinated by the Apprend Foundation. Since 2004, the person-led tour has been offered to over 400 K-12 teachers.

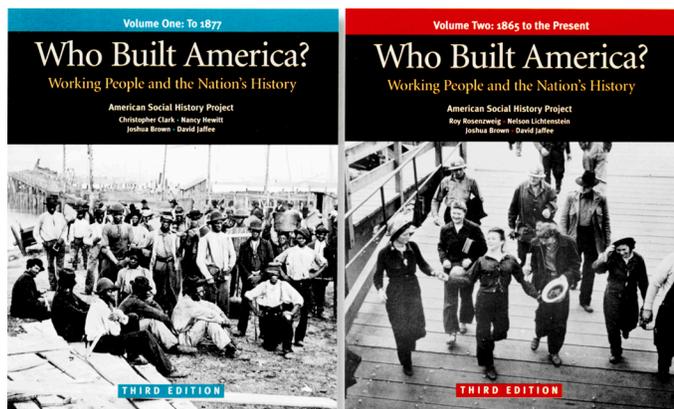
Ongoing Projects

Who Built America?

Who Built America? (WBA?) multimedia materials are the foundation of ASHP/CML's work. Intended for classroom use and general audiences, they are designed to reshape the way U.S. history is taught and learned. The award-winning materials include a two-volume college-level textbook; a series of ten half-hour video/DVD documentaries with accompanying viewer guides; and a CD-ROM.

Who Built America? Textbook:

The two-volume *Who Built America?*



Working People and the Nation's History is now in its third edition, published in December 2007 by Bedford/St. Martin's. (The first edition of the two volumes was published by Pantheon in 1989 and 1992; the second edition was published by Worth in 2000.) *Who Built America?* offers a unique synthesis of U.S. history that draws upon the best recent scholarship on “ordinary” Americans—artisans, slaves, small proprietors, tenant farmers, women working in the home, and factory, white-collar, and service workers—and integrates their stories into a full picture of the nation's historical development. *Who Built America?* represents the realization of one of ASHP's original and most important

goals: the creation of an accessibly written and illustrated synthesis of U.S. history. The two volumes have been adopted over the past eighteen years in hundreds of college and community college courses around the country.

The third edition covers events through 2007 and features organizational changes intended to increase its accessibility and utility for teaching. This edition also contains more “Voices” in each chapter, excerpts from letters, diaries, autobiographies, poems, songs, journalism, fiction, official testimony, oral histories, and other

historical documents. Christopher Clark and Nancy Hewitt are the authors of the first volume; Roy Rosenzweig (1950-2007) and Nelson Lichtenstein are the authors of the second

volume. Stephen Brier is Executive Editor and Pennee Bender and Ellen Noonan are Supervising Editors of *Who Built America?*; Joshua Brown and David Jaffee are the textbook's Visual Editors. Our partnership with Bedford/St. Martin's, a leading publisher of history textbooks, has greatly increased the course adoption and dissemination of the book.

Who Built America? CD-ROMs and Online: ASHP/CML's first multimedia project extended the *Who Built America?* material into the then-emerging digital world with *Who Built America? From the Centennial Celebration of 1876 to the Great War of 1914* (Voyager, 1993),

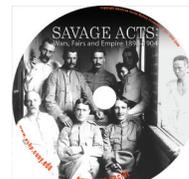
a CD-ROM based on the first four chapters of the second volume of the *WBA?* textbook. This CD-ROM offered more than 700 illustrations; twenty documentary and dramatic film clips from the period; more than four hours of archival sound, songs, and oral history interviews; nearly one hundred graphs, maps, and charts; and more than 5,000 additional pages of primary and secondary text sources. The disk received outstanding notices and reviews in computer magazines as well as mainstream newspapers; was the focus of computer, educational, and academic conferences; and became one of the first CD-ROMs to be widely used in high school and college classrooms (winning the 1994 American Historical Association James Harvey Robinson Prize for “outstanding contribution to teaching”). Seven years later, a technically and aesthetically advanced sequel was published, based on five additional chapters from the textbook and titled *Who Built America? From the Great War of 1914 to the Dawn of the Atomic Age in 1946* (Worth, 2000). Developed in collaboration with the Center for History and New Media at George Mason University (CHNM) and supported by funds from the Rockefeller Foundation and the National Endowment for the Humanities, the second disk provided users with more direct access to resources, more multimedia features, and additional functions facilitating its use in the classroom and lecture hall. Although the first disk has fallen victim to changing computer operating systems, both remain significant as ASHP/CML's inaugural projects in digital media, and as many of their resources as possible have been included on our website *History Matters: The U.S. Survey on the Web* (historymatters.gmu.edu).

Who Built America? Videos/DVDs:

Between 1983 and 1996 ASHP/CML produced ten documentaries that use detailed narratives to complement and enhance the *Who Built America?* textbook:

- *History: The Big H*
- *Tea Party Etiquette: A Boston Shoemaker and the American Revolution*
- *Daughters of Free Men: Life and Labor in the Textile Mills of Lowell*
- *Doing As They Can: Slave Life in the American South*
- *Five Points: New York's Irish Working Class in the 1850s*
- *Dr. Toer's Amazing Magic Lantern Show: A Different View of Emancipation*
- *1877: The Grand Army of Starvation*
- *Savage Acts: Wars, Fairs, and Empire 1898-1904*
- *Heaven Will Protect the Working Girl: Immigrant Women in the Turn-of-the-Century City*
- *Up South: African-American Migration in the Era of the Great War*

Working in collaboration with teams of historical advisors and classroom teachers, we designed the documentaries primarily for classroom use to provide instructors and students with an accessible and sophisticated overview of American life from the colonial era to the 1920s. The Ford Foundation, state humanities councils, and private foundations provided funding for the series. Each program has a viewer's guide (available online) with historical overviews, timelines, and bibliographies to facilitate classroom use. We have also developed classroom activities and focus questions for each documentary that have been tested with teachers and classes and are available online in HERB (<http://herb.ashp.cuny.edu/>). The *WBA?* documentaries have won fifteen awards at major film festivals around the country and overseas including the Chicago, Houston, and Leipzig International Film Festivals, and the National Educational Media Network. Distribution of the documentaries actively continues with more than one thousand colleges, high schools, and adult and labor education programs around the country using the documentaries and accompanying print materials. In 2006, we converted all ten programs to the DVD format and reduced the price to make them more affordable to individual teachers.



The Lost Museum: One of ASHP/CML's most ambitious and innovative web project to date, *The Lost Museum: Exploring Antebellum American Life and Culture* (<http://www.lostmuseum.cuny.edu>) is a 3-D interactive re-creation of P. T. Barnum's American Museum, circa 1865. Barnum's American Museum, mid-nineteenth century America's preeminent popular cultural institution, both reflected and refracted the compromises, accommodations, and conflicts of the antebellum and Civil War

periods. Produced with support from the National Endowment for the Humanities' Education and Public Programs Divisions and the Old York Foundation, *The Lost Museum* combines a narrative game with spatial investigation and primary documents to offer pedagogical strategies to convey the social, cultural, and political history of antebellum America.

The Lost Museum has won the Center for Digital Education 2006 Digital Education Achievement

Teacher-Focused Application Award; National Endowment for the Humanities 2005 EDSITEment Citation; WorldFest-Houston Independent International Film Festival 2005 Platinum Award in Interactive-Educational Media; Horizon Interactive 2005 Honorable Mention; and Archivists Round Table of Metropolitan New York 2000 Prize for Innovative Use of Archives.

The September 11 Digital Archive / Ground One: Voices from Post-911 Chinatown: In the weeks after the September 11, 2001 attacks in New York City and Washington, D.C., ASHP/CML—in collaboration with the Center for History and New Media at George Mason University (CHNM) and funded by the Alfred P. Sloan Foundation—began to develop *The September 11 Digital Archive* (<http://911digitalarchive.org>), an unprecedented humanities web initiative. Based on the recognition that the historical record is no longer composed only of paper, but also of email, websites, digital images, online discussion forums, and other electronic forms of communication and expression, *The September 11 Digital Archive* uses electronic media to collect, preserve, and present the history of the attacks and the outpouring of public responses to them. *The September 11 Digital Archive* addresses not only the history of the event itself but also the continuing issue of how the emergence of new electronic media and networks can involve the broad public in the collection, preservation, and writing of history. *The September 11 Digital Archive*'s collection of more than 150,000 digital objects has received extensive coverage in a variety of media outlets, including the *New York Times*, *Wall Street Journal*, CNN, and NPR. The Archive itself has made history: in 2003 the Library of Congress announced that *The September 11 Digital Archive* would



become the first digital acquisition in the Library's history. In order to extend the mission of *The September 11 Digital Archive* and enrich its collection, in 2004 ASHP/CML—in collaboration with the Museum of Chinese in the Americas, the Columbia University Oral History Research Office, and NYU's Asian/Pacific/American Studies Program and Institute—created *Ground One: Voices from Post-911 Chinatown* (<http://911digitalarchive.org/chinatown>). This web-based project recorded and disseminated online oral histories to foster thoughtful community conversations and reflections on the impact of the September 11 attacks on New York City's Chinatown and its residents. The website presents dialogues and oral histories in Chinese and English, and via both words and video, is a resource for the community's articulation of its identity and the on-going process of defining its future.

History Matters: The U.S. Survey on the Web (<http://historymatters.gmu.edu>), a collaboration with the Center for History and New Media at George Mason University and funded by the W. K. Kellogg Foundation and the National Endowment for the Humanities, provides web-based resources to assist high school and college teachers of the basic U.S. History survey courses and serves both as a resource itself and as a "gateway" to the vast but uneven resources available on the Internet. With 150,000 visitors per month and designation as a "best of the humanities" site by the NEH's EDSITEment, *History Matters* remains a premier website for many U.S. history teachers.

Liberty, Equality, Fraternity: Exploring the French Revolution (<http://chnm.gmu.edu/revolution/>), a co-production of ASHP/CML and the Center for History and New Media, is available as both a CD-ROM and website. Authored by historians Lynn Hunt and Jack R. Censer, *Liberty, Equality, Fraternity* is an introductory history of the French Revolution that includes overviews of the revolution's place in world history, its impact on the French colonies, and its cultural legacy. A wide range of primary resources linked to ten chapters of text enable users to analyze images, documents, music, and artifacts, along with sections on methods for "reading" visual and other cultural evidence. The disk and website include hundreds of primary text documents (many available in English for the first time), more than two hundred images, as well as slide presentations, songs, and commentary on a broad array of historical images and documents. The disk and website also include maps, a glossary, and a timeline.

Picturing U.S. History: An Interactive Resource for Teaching with Visual Evidence (<http://picturinghistory.gc.cuny.edu>) is a digital teaching resource based on the belief that visual materials are vital to understanding the American past. By providing web-based guides, essays, case studies, classroom activities, and forums that help teachers incorporate visual evidence into their classroom practice, *Picturing U.S. History* seeks to improve high school and college teaching about U.S. history and culture. The website spans the breadth of U.S. history with a focus on visual analysis and activities that assist teachers and allow students

to engage with the process of interpretation in a more robust fashion than through text alone. *Picturing U.S. History* features model teaching resources (“Lessons in Looking”) for the humanities classroom produced by teams of one scholar specializing in the study of art or visual culture and one scholar devoted to specific areas or eras in U.S. history. Online forums moderated by specialists in particular areas of U.S. visual history highlight the challenges and possibilities of teaching history with images and bring the discussion to a broader audience. Other features include reviews of the latest books, exhibits, and web resources; a searchable annotated guide to the best visual resources on the web; and “My Favorite Image,” a department composed of scholar/teacher selections of archival images that have proven useful in classroom teaching. Supported by a grant from the National Endowment for the Humanities, *Picturing U.S. History* is part of the Endowment’s We, The People initiative.

Uncovering the Five Points: A Hands-on History of a New York Immigrant Neighborhood (<http://www.ashp.cuny.edu/fivepoints>), first developed in 2003 as an online resource, began as a demographic database of the downtown Manhattan neighborhood compiled from the New York State Census of 1855. The data on households in the area was assembled by archaeologists excavating Block 160 of the historic Five Points district in lower Manhattan. Since 2003, improvements to *Uncovering the Five Points* have included developing an explanation of census categories and occupations, a new search interface, and additional census data that includes the sex and race of

the residents. In 2007, a classroom activity featuring *Uncovering the Five Points* was tested in two of our Teaching American History faculty development retreats. Future improvements to *Uncovering the Five Points* include adding the revised classroom activity to the site, along with a map of the Five Points area, images of artifacts from the archaeological dig of Five Points, and records from the Emigrant Savings Bank and Church of the Transfiguration donated by historian Tyler Anbinder.

Young America: With support for the Humanities, *Young America: Experiences of Youth in U.S. History* is an online teaching resource utilizing the perspectives of children and youth in the past to enhance the U.S. history survey. The website features a wide range of evidence that highlights young people’s experiences in history as family members, students, workers, immigrants, consumers, pioneers, and activists. Using both database and narrative elements, the site helps students to understand the choices and methods that historians use when interpreting historical evidence and fashioning coherent and compelling historical narratives. While *Young America* does not provide comprehensive coverage, it offers a way to understand U.S. history that is engaging and immediately relevant to young people in secondary and college classrooms. Reflecting the chronological structure of most U.S. history survey courses, the site’s four main topics include: Growing up in Bondage (Slavery and Civil War), Settled and Unsettled Childhoods (Post Civil War Frontier West), Reforming Urban Children (Progressive Era), and A Lost Generation? (Great Depression).

Now and Then: An American Social History Project Blog (<http://ashp.cuny.edu/nowandthen>) features commentary by staff about developments in the fields of history and history education along with observations about the uses and abuses of the past in the news. One of our greatest resources is the range of expertise possessed by the American Social History Project



staff, and the *Now and Then* blog will serve as a public venue to discuss staff projects and passions, aperçus and annotations—as well as the place to post occasional in-process reports and announcements of ASHP/CML programs and public events.

The ASHP/CML Website: ASHP/CML launched its newly re-designed website (<http://ashp.cuny.edu/>) in October 2009 and it has continued to grow. In the past year we have expanded our podcast offerings to include interviews with staff, scholars, and public historians as well as continuing to offer podcasts of all our TAH scholar lectures. Our “In the Limelight” feature has highlighted videos of our TAH seminars in action, primary documents from our teaching seminars, and essays and documents related to our public programs.

NEW MEDIA LAB

The Graduate Center launched the New Media Lab (<http://www.newmedialab.cuny.edu>) as a major effort to develop and improve new educational technologies at CUNY and to assist GC and CUNY faculty and doctoral students from across the academic disciplines in creating digital projects based on their own scholarly research. Our goal is to integrate new media into traditional doctoral academic practice, challenging scholars to develop fresh questions in their respective fields using the tools of new technology. The New Media Lab (NML) is committed to a vision of new technology based on open access to ideas, tools, and resources. Based at ASHP/CML, the NML contains state-of-the-art hardware and software and supports faculty and graduate student projects. Student researchers receive financial support to incorporate sophisticated mapping tools, three-dimensional animation techniques, audio/ video components, graphic and Internet design and production, and other forms of new media into their Ph.D. dissertations and other doctoral academic work. Since its inception, the New Media Lab has been the digital home to over 75 doctoral students and, recently, to many Graduate Center faculty as well. In 2010 twenty students and five faculty members worked at the facility, more than at any time – and interest continues to grow at a rapid pace.

In the past year, the New Media Lab received additional support from the office of the provost in the form of a Graduate Assistant A fellowship. Claire Fontaine was hired as the New Media Lab's Digital Research Fellow, specifically to assist GC faculty in their digital endeavors. We also continued to support graduate students in Anthropology, Art History, Classics, English, Environmental Psychology, Hispanic and Luso-Brazilian Literatures and Languages, Masters in Liberal Studies, Music, Social Personality Psychology, Sociology, Urban Education to develop projects while learning advanced digital skills that will enhance their future careers.

NML's 2010 projects include:



Memoscopio is a Participatory Action Research Project that documents an international grassroots campaign, the World March for Peace and Nonviolence, through an online archive of individual testimonies. The project explores questions such as: As an initiative designed to educate, inspire and mobilize movements for peace and nonviolence, what is the World March's role in contesting/reframing/questioning discourses that portray militarism, violence and war as "natural" and "inevitable" aspects of human interactions?

[Carolina Muñoz Proto, social personality psychology]



Children Framing Childhoods is a longitudinal visual research project that documents how children from diverse cultural backgrounds growing up in an urban context use photography and video to represent themselves, and their complex identities from childhood to teenagehood. The on-line audio-visual archive has special relevance for urban educators and aims to cultivate a new set of lenses through which to visualize urban youth.

[Wendy Luttrell, doctoral faculty, urban education and social personality psychology]



Black Sea Fish and Mollusca: This project is a display and visualization of Santangelo's budding comparative collection of Black Sea fish osteology and mollusks. As one component of a larger website about archaeological research in Sinop, Turkey, it will serve as a bilingual (English and Turkish) multimedia home for this collection from the Black Sea coastal regions of Bulgaria, Turkey, Romania, Ukraine, Russia and Georgia and be available to other zooarchaeologists for their reference.

[Antonia Santangelo, anthropology]



Digital Humanities Course Design: seeks to fine tune web architecture and underlying pedagogy for undergraduate wiki-based, inquiry-driven digital humanities course that blends online collaborative commenting on texts with live weekly seminar discussions. It will engage students in multicultural history of classical world(s) by turning every document into a conversation

[Andrew Lynch, Masters in Liberal Studies, classics]



CUNY Games Network:

Established in 2008, the CUNY Games Network connects educators from every campus and discipline at CUNY who are interested in games, simulations, and other forms of interactive teaching. Its long-term goals are to facilitate the pedagogical uses of both digital and non-digital games in order to improve student success, and encourage further research and scholarship in the developing field of games-based learning. ASHP/CML staff joined the steering committee of the CUNY Games Network in 2009 and helped to organize a series of “First Friday” professional development workshops for CUNY faculty in 2010.

The CUNY Games Network presented at CUNY’s 9th Annual IT Conference on December 14, 2010 at the CUNY Graduate Center. In the session, “Get in the Game: Using Games to Support Teaching and Learning at CUNY,” ASHP/CML staff and other members of the CUNY Games Network discussed research supporting games-based learning and modeled examples of pedagogical applications.

Also in December 2010, members of the CUNY Games Network were guest lectures in a CUNY Interactive Technology and Pedagogy Certificate Program course co-taught by Steve Brier and Michael Mandiberg.

Making Objects Speak:

ASHP/CML designed and produced *Making Objects Speak: Portable Audio Guides for Teaching With*

Visual Culture in the Humanities (http://jjcweb.jjay.cuny.edu/history/making_objects_speak/) in conjunction with faculty members from John Jay College, CUNY as part of a National Endowment for the Humanities grant. *Making Objects Speak* offers 12 free downloadable audio-tours of museums and historic



neighborhoods in New York City. Designed to enrich college courses in the humanities, these interactive podcasts invite thoughtful examination of cultural artifacts. By illuminating historical contexts, they bring the past to life. ASHP/CML built and designed the WordPress website in addition to creating the accompanying downloadable maps and iTunes podcast pages.

Virtual New York City: (<http://www.virtualny.cuny.edu>) draws on and disseminates the renowned collection of the Old York Library to provide online resources for high school and college classes. Donated to the Graduate Center in Spring 2000, the Old York Library is the largest private collection of books and memorabilia on New York City, amassed by the late Seymour B. Durst, a New York real estate developer, including approximately 13,000 books and 20,000 postcards, as well as thousands of photographs, maps, newspaper tearsheets, and other ephemera. The Old York Foundation has created an

endowment to support the housing and maintenance of the collection at the Graduate Center, to fund educational initiatives that utilize material in the collection, and to support digitizing large portions of the collection. Working with ASHP/CML, history graduate student Durst Research Scholars digitized material and constructed this website.

Investigating History: As part of a City University of New York Central Office initiative, ASHP/CML collaborated with history faculty from across the seventeen CUNY campuses under the leadership of historian David Jaffee (formerly City College, CUNY now at the Bard Graduate Center) to produce a series of interactive web-based teaching modules for use in introductory U.S. history courses. Just as science or language courses include laboratory work as an essential component of the learning experience, these computer lab history activities challenge students to “do history” by analyzing and interpreting primary source materials. With funding from the National Endowment for the Humanities, this project is designed to put primary source materials—documents, audio and video clips, images, and datasets—in the hands of students and engage them in using those materials interactively. *Investigating U.S. History* (<http://www.ashp.cuny.edu/investigatinghistory/>) is open to faculty and students nationwide. It contains twelve classroom-tested history lab exercises, along with faculty annotations on using or modifying individual elements. The lessons span the U.S. history curriculum and are each linked to a discussion page, where faculty and

students can suggest ways to customize or modify the module.

Interactive Technology and Pedagogy Certificate Program

ASHP/CML and the NML have been active participants in the Graduate Center's ITP program since its inception in 1998. The program responds to strong doctoral student interest in teaching with interactive digital technology. It aims to better prepare doctoral students for life and work in the contemporary university and to impart valuable pedagogical skills and experience. The ITP certificate's interdisciplinary approach is designed to provide a critical introduction to the constellation of questions related to science, technology, and critical thinking, to explore pedagogical implications of interactive technology, and to advance students' skills as creators and users of technology-based tools and resources. The sequence of courses, several of which are taught by ASHP/CML staff, provides theoretical, historical, philosophical, and sociological perspectives on technology and pedagogy and their

intersection in the classroom. In keeping with ASHP/CML's new media faculty development projects, the ITP program provides students with the critical skills to reflect on and then design and implement new media tools for use in teaching and research. Many students in the ITP program also work on projects at the New Media Lab, some completing their final digital work in NML facility.

Service to the Graduate Center and Doctoral Programs

For almost thirty years ASHP/CML's materials, projects, and activities—and the international, national, and state-wide awards and citations they have garnered—have been recognized as a significant part of The Graduate Center's reputation for nurturing, developing, and promulgating outstanding humanities scholarship and innovative approaches to research and instruction. In addition to such contributions to the Graduate Center's scholarly and pedagogical mission and its distinction for excellence, ASHP/CML and

its staff actively and regularly participate in and support the GC's intellectual community in a number of capacities. These forms of service to the GC include: participation in search, evaluation, and special project committees; teaching and advisement in Ph.D. and certificate programs; service on doctoral and certificate program committees and on boards of advisors for GC research centers; sponsorship and co-sponsorship of guest speaker appearances in doctoral programs; organization, sponsorship, and co-sponsorship of conferences and public programs highlighting current developments and issues in scholarship and teaching; co-sponsorship and participation in interdisciplinary humanities initiatives; participation in CUNY-wide evaluation and policy committees relevant to the GC's mission; and assistance in and advising for federally funded grant projects in programs at individual CUNY campuses. For specific ASHP/CML staff service, see "Staff Contributions to the Fields of History, Media, and Education".

PUBLIC PROGRAMS / INTERNSHIPS

The Digital University: Power Relations, Publishing, Authority and Community in the 21st Century Academy

The City University of New York's Digital Media Studies Group, in collaboration with the Center for the Humanities, the Interactive Technology and Pedagogy Program, and the New Media Lab, organized an all-day conference on Wednesday, April 21, 2010, at the CUNY Graduate Center. Bringing together an invited group of media practitioners, academic publishers, digital content developers, and academics, the conference assessed



the impact of digital media on academic work and academic policy. The conference included a series of workshops, round table discussions, and panels at which participants discussed and debated a broad range of issues related to the main conference themes: the impact of digital technology on academic instruction and research; the transformative impact of digital media on traditional forms of publishing, including academic monographs, textbooks, and academic journals; tenure and promotion in an era of digital scholarship; and collaborative

research relationships within and across academic institutions and national boundaries. The conference culminated in an evening public keynote address by cultural historian and media scholar Siva Vaidyanathan, associate professor of media studies and law at the University of Virginia.

The Digital University conference attracted over 150 attendees and was tweeted throughout the day by dozens of participants enabling those who could not attend to participate virtually.

Near Andersonville: Winslow Homer's Civil War with historian Peter H. Wood

On November 8, 2010, ASHP/CML hosted a lecture by Peter H. Wood, Professor Emeritus of History at Duke University. Professor Wood discussed his most recent book, *Near Andersonville: Winslow Homer's Civil War* (Harvard University Press, 2010). At the center of his talk was Winslow Homer's little-known painting of an enslaved black woman observing a group of captured Union soldiers en route to the notorious Andersonville prison during the Civil War in late summer 1864. In his talk, Professor Wood traced the discovery of the painting and his work to interpret the various symbols and ideas present in it. He

placed the painting in context of Homer's other Civil War sketches and paintings, as well as those of other artists, printmakers, and journalists working in the period. Professor Wood masterfully wove together a lifetime's worth of scholarship to extract the remarkable political, military, and social meanings of the painting. The talk, held in the History Lounge at the CUNY Graduate Center, was co-sponsored by the History and Art History Departments. Additionally, Professor Wood sat down for a conversation with ASHP/CML's Donna Thompson Ray to record a podcast about the life of Thomas Day, a free black craftsman working in antebellum

Internships

ASHP/CML provides internships for history students (public and social history), and those interested in social studies education and new media. Periodically, we offer internships for students with particular technical skills. Interns may assist in research and production of our educational materials (DVDs and websites) or in preparing for the professional development programs we run for New York City high school and middle school teachers.

During spring, summer, and fall of 2010, ASHP/CML provided internships for four undergraduate students and two graduate students.

The interns' work included web programming, research, collection of education program archival materials, and writing. We encourage and support internships for class credit or professional experience.



Near Andersonville
WINSLOW HOMER'S CIVIL WAR

Peter H. Wood

North Carolina. Both the lecture and the conversation can be downloaded from the Podcasts section of ASHP/CML's website.

STAFF CONTRIBUTIONS to the Fields of History, Media, and Education

Pennee Bender

Professional Service

- Panelist, NEH Public Programs Grant Review
- Peer Reviewer, Merlot (Multimedia Educational Resource for Learning and Online Teaching)
- Member, Brooklyn Historical Society's Scholars Council
- Member, Radical History Review Advisory Board.
- Advisor, FreedomQuest, (a multi-player/alternate reality game), Breakthrough: Building Human Rights Culture.

Service to the Graduate Center and CUNY:

- Faculty and Executive Committee, Interactive Technology and Pedagogy Certificate Program
- Advisement, Interactive Technology and Pedagogy Certificate Program
- Member, Web Design and Social Media Committee, Professional Staff Congress/CUNY

Joshua Brown

Grants and Awards:

- John Simon Guggenheim Memorial Fellowship for *The Divided Eye: Studies in the Visual Culture of the American Civil War*.

Publications:

- "Political Cartoons," in *Princeton Encyclopedia of United States Political History*, ed. Michael Kazin (Princeton University Press, 2010).
- Author/art, ITHACA, a graphic historical novel serialized bimonthly on *Common-place* website (beginning November 2010) – <http://www.common-place.org/interim/ithaca/>.
- Cartoon commentary/portrait, *LABOR: Studies in Working-Class History of the Americas* 7:2 (Summer 2010).
- Illustration, *New Labor Forum*, 19:2 (Spring 2010).

Papers and Presentations:

- Panelist, symposium marking exhibition opening, Denys Wortman [Rediscovered]: Drawings for the *World-Telegram & Sun*, 1930-1953, Museum of the City of New York, November 18, 2010 (co-sponsored by the Center for Cartoon Studies and the Society of Illustrators).
- Presentation and workshop on political cartoons in history, Tenement Museum, September 30, 2010
- Guest faculty, "Interpreting Historical Images for Teaching and Research," NEH Summer Seminar, Center for Historic American Visual Culture, American Antiquarian Society, June 24-25, 2010.
- Participating scholar, "American Visions: Towards Modern America, 19th-early 20th century," Picturing America School Collaboration Conference, Newark Museum, April 23-24, 2010.
- Participating scholar, "Interpreting the American Landscape," Picturing America School Collaboration Conference, Newberry Library, April 16-17, 2010.
- Presentation, "Teaching with Prints, Photographs, and Ephemera," Organization of American Historians Annual Meeting, Washington, D.C., April 10, 2010.
- Panelist, "Eyewitness News: When Prints were Truth," SGC Philadelphia (Southern Graphics Council) conference, Tyler School of Art, Philadelphia, March 26, 2010.
- Roundtable, "The Artifact in the Age of New Media," Bard Graduate Center, February 3, 2010.

Interviews:

- South African Broadcasting Corporation News (five on-camera sessions).
- America's Mayor: John V. Lindsay and the Reinvention of New York, Museum of the City of New York exhibition, May-October 2010, and on accompanying exhibition website: <http://lindsay.mcny.org/>.

Service to the Graduate Center and CUNY:

- Ph.D. Program in History: Evaluation of incoming student applications; advisement for dissertations; chair and service on dissertation defense committees, dissertation proposal meetings, and orals committees; independent study advisement; chair, website committee.
- Ph.D. Program in Theatre: service on dissertation committee.
- Centers and Institutes Committee.
- Faculty and Executive Committee, Interactive Technology and Pedagogy Certificate Program.
- Board of Advisors, Center for the Humanities.

Leah Nahmias

Papers and Presentations:

- Panelist, “Putting Pedagogy into Digital Archives: Making Online History Collections for K-12 Teachers and Students,” Organization of American Historians Annual Conference, Washington, D.C., 9 April 2010.
- Paper, “How History is Random, How Interpretation is Arranged: Crafting an Educational Program for Art+History,” New England American Studies Association Conference, October 2010.

Ellen Noonan

Service to the Graduate Center and CUNY:

- Liberal Arts Committee, New Community College, CUNY
- Negotiating committee, Professional Staff Congress/CUNY RF Field Unit

Leah Potter

Papers and Presentations:

- Presentation, “Get in the Game: Using Games to Support Teaching and Learning at CUNY,” CUNY 9th Annual IT Conference, December 14, 2010.

Service to the Graduate Center and CUNY:

- Instructor, “Real Pirates of the Caribbean,” Interdisciplinary Studies Program, John Jay College of Criminal Justice, Spring 2010.
- Guest lecturer, games-based learning, Interactive Technology and Certificate Program, Fall 2010.
- Steering Committee, CUNY Games Network

Donna Thompson Ray

- Association of African-American Life and History Annual Conference, presenter, *Crafting Freedom*, September 2010.

Isa Vásquez

Service to the Graduate Center and CUNY:

- Instructor, Adult Learning Center, GED Math Program, Hostos Community College, CUNY.
- Facilitator, Edward T. Rogowsky Internship program, Model City Council, CUNY.

Andrea Ades Vásquez

Service to the Graduate Center and CUNY:

- Graduate Center 2010 Middle States Reaccreditation, Committee on Integrity
- Executive Council and Contract Negotiations Committee, Professional Staff Congress/CUNY
- Member, Graduate Center HEO Labor/Management Committee

2010 GRANTS AND CONTRACTS

Grants And Contracts

- Learning History Together for Teachers of English Language Learners, U.S. Department of Education, Teaching American History program, subcontract to District 24, New York City Department of Education, 2007-2010: \$186,137.
- History For All: Improving U.S. History Knowledge for Teachers of Special Education and Mainstream Students, U.S. Department of Education, Teaching American History program, subcontract to District 31, New York City Department of Education, 2009-2012: \$297,110.
- History Matters: Bringing U.S. History to Diverse Learners, U.S. Department of Education, Teaching American History program, subcontract to District 32, New York City Department of Education, 2010-2013: \$357,402.
- Our American Democracy, U.S. Department of Education, Teaching American History program, subcontract to District 12, New York City Department of Education, 2010–2013: \$77,100.
- Making Connections, New York City Department of Education, Regional Superintendents and New York City Schools, 2009-2010: \$13,500.
- *Crafting Freedom on NC 86: Discovering Hidden History with Mobile Technology*, consultants to Apprend Foundation, Durham, North Carolina, recipients of National Endowment for the Humanities planning grant, 2009-2010: \$5,000.
- *Making Objects Speak: Portable Audio Guides for Teaching with Visual Culture in the Humanities*, assistance in designing workshops and recruitment for National Endowment for the Humanities-funded John Jay College education project, 2009–10: \$5,250.
- *Mission US*, television and gaming history curriculum, Corporation for Public Broadcasting grant through WNET/Thirteen, 2007-2010: \$75,000.
- Contracted Workshops: \$7,800

GOVERNANCE AND STAFFING

American Social History Project/Center for Media and Learning Staff

Pennee Bender, Associate Director/Media Producer

Joshua Brown, Executive Director

Sally Dawidoff, Administrator

Charles June, Research and Media Assistant

Aaron Knoll, Web Developer

Leah Nahmias, Resident History Educator

Ellen Noonan, Project Director, Teaching American History Programs/Media Producer

Frank Poje, Education Consultant

Leah Potter, Co-Project Director, Teaching American History Programs/Media Producer

Donna Thompson Ray, Project Director, Faculty Development Programs

Andrea Ades Vásquez, Associate Director/New Media Lab Managing Director

Isa Vásquez, Education Programs Associate Coordinator

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Matthew K. Gold, Department of English, New York City College of Technology, CUNY

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David Nasaw, Ph.D. Program in History, The Graduate Center, CUNY

Michael O'Malley, Department of History, George Mason University

Brian Purnell, Department of History and Bronx African American History Project, Fordham University

Elena Razlogova, Department of History and Director, Digital History Lab, Concordia University

Roy Rosenzweig (1950–2007), Department of History, George Mason University

Martha A. Sandweiss, Department of History, Princeton University

Jack Tchen, Departments of History and Asian/Pacific/American Studies, New York University

Fritz Umbach, Department of History, John Jay College, CUNY

Philip Weinberg, High School of Telecommunications Arts & Technology

Craig Wilder, Department of History, MIT

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Ellen Noonan, Project Director, Teaching American History Programs/Media Producer

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Andrea Ades Vásquez, ASHP/CML Associate Director, New Media Lab Managing Director, *Vice President*

Wendy Wolf, Executive Editor, Viking Penguin

APPENDIX

2010 ASHP/CML Education Programs Calendar

January			
	12	Metropolitan Museum of Art	TAH History For All
	15	Teaching the Great Depression	TAH Queens ELL
February			
	5	World War II Homefront	TAH Queens ELL
	18	1890s Imperialism	TAH District 27
March			
	5	Teaching the WWII Homefront	TAH Queens ELL
	8	World War II Homefront	TAH District 27
April			
	14	Slavery	TAH History For All
	22	Civil Rights Movement	TAH Queens ELL
May			
	21	Teaching the Civil Rights Movement	TAH Queens ELL
June			
	10	The Civil War	TAH History For All
	10	New-York Historical Society	TAH Queens ELL
July			
	6-9	Summer Institute	TAH Queens ELL
	19-23	Summer Institute	TAH History For All
November			
	2	Social History	TAH History Matters
	2	Colonial New York	TAH History For All
December			
	4	“Nueva York”	TAH History For All
	13	U.S. Constitution	TAH History Matters