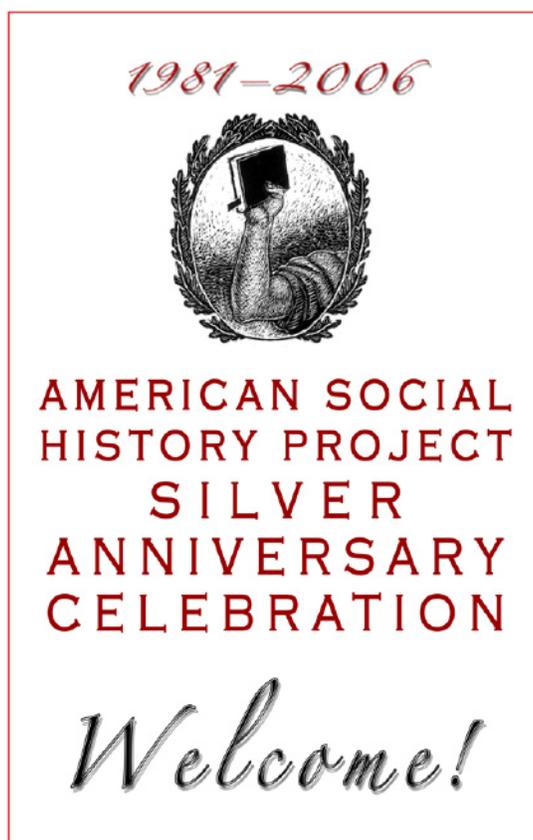


American Social History Project/
Center for Media and Learning
www.ashp.cuny.edu

2006
Annual Report



The Graduate Center
The City University of New York
365 Fifth Avenue
New York, NY 10016

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I. HISTORY AND MISSION

For twenty-five years, the American Social History Project/Center for Media and Learning (ASHP/CML) has revived 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 programming, and faculty development seminars combine rigorous humanities content with innovative methods of presentation. As the only history organization 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 and the recipient of numerous awards for its books, videos, CD-ROMs, and Web projects, in 1998 ASHP/CML received the National Council on Public History's Robert Kelley Memorial Award for "outstanding achievements in the use of new media to reach diverse public audiences."



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, *Making Connections*, 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. 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 and establishing the *New Media Classroom*, a nationwide humanities faculty training initiative. Since 1992, ASHP/CML has also regularly organized and 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 (CML), 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), GC's state-of-the-art facility where faculty and graduate students develop digital media projects.



II. ASHP/CML ACTIVITIES AND NEW PROJECTS

Who Built America? Multimedia Curriculum

The *Who Built America?* (WBA?) multimedia curriculum is the foundation of ASHP/CML's work. Designed to reshape the way U.S. history is taught and learned, and intended for both classroom use and general audiences, the award-winning curriculum now includes a two-volume college-level textbook; a series of ten half-hour video documentaries with accompanying viewer guides and Web-based teaching resources; and two CD-ROMs with accompanying teacher guides.

Who Built America? Textbook

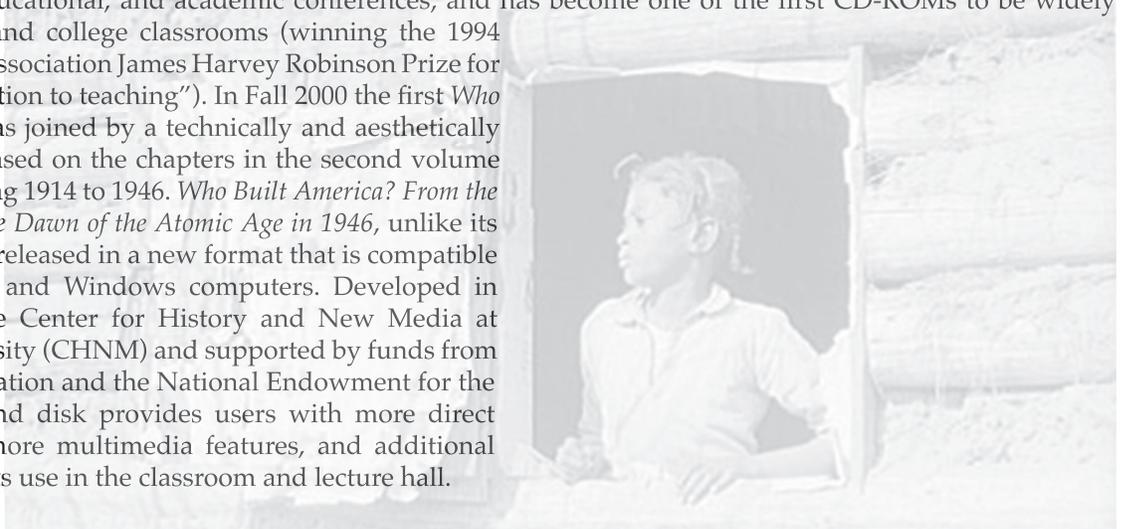
The first two volumes of *Who Built America? Working People and the Nation's Economy, Politics, Culture, and Society*, published in 1989 and 1992 by Pantheon Books, represented a decade's work of research, conceptualization, writing, illustrating, and editing by ASHP staff and consulting writers and editors. The two-volume text offers a unique synthesis of U.S. history that draws upon the best recent scholarship on "ordinary" Americans—artisans, slaves, farmers, women working in the home, factory and white-collar 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 synthesis of U.S. history that could be widely used by students, teachers, and general readers. The two volumes have been adopted over the past fifteen years in hundreds of college courses, including at Harvard University, the University of London, and the University of Pennsylvania; various campuses of the City University and State University of New York; and dozens of community colleges around the country.

The second edition of *Who Built America?* was published in October 2000 by Worth Publishers, a mid-sized college textbook publisher based in New York City. The second edition, still in two volumes, updated the book's original historical synthesis, incorporating new scholarship on social and cultural life, foreign policy, and national and international politics, while adding graphs, maps, and new primary documents and illustrations.

Work is well underway on a third edition of *Who Built America?*, due from Bedford/St. Martin's publishers in late 2007. This edition will include events through 2006 and feature organizational changes intended to increase its accessibility and utility for teaching. Christopher Clark and Nancy Hewitt are the authors of the first volume; Roy Rosenzweig and Nelson Lichtenstein are the authors of the second volume. Stephen Brier and Joshua Brown are Executive Editors and Pennee Bender and Ellen Noonan are Supervising Editors of *Who Built America?*, while Joshua Brown and David Jaffee are the textbook's Visual Editors. We are pleased to be working with Bedford/St. Martin's, whose editorial guidance and strength as a history publisher will greatly help the continued course adoption and dissemination of the book.

Who Built America? CD-ROM Series

Since 1990, ASHP/CML has been engaged in a major initiative to develop interactive multimedia programs that use the extraordinary power of computer-based technology to enhance the process of learning. Our first multimedia project was *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. The CD-ROM supplements chapters in the original textbook with more than 700 illustrations; twenty documentary and dramatic film clips from the period; over 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. Since its publication, the disk has received outstanding notices and reviews in computer magazines as well as mainstream newspapers; has been the focus of computer, educational, and academic conferences; and has become 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"). In Fall 2000 the first *Who Built America?* disk was joined by a technically and aesthetically advanced "sequel," based on the chapters in the second volume of the textbook covering 1914 to 1946. *Who Built America? From the Great War of 1914 to the Dawn of the Atomic Age in 1946*, unlike its predecessor, has been released in a new format that is compatible with both Macintosh and Windows computers. 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 provides users with more direct access to resources, more multimedia features, and additional functions facilitating its use in the classroom and lecture hall.



Who Built America? Documentary Series

Working in close collaboration with teams of historical advisors and classroom teachers, between 1983 and 1996 the ASHP/CML media staff produced ten video documentaries that use detailed narratives to complement and enhance the *Who Built America?* textbook. Funded by the Ford Foundation, state humanities councils, and private foundations, these documentaries, designed primarily for classroom use, provide teachers and students with an accessible and sophisticated overview of American life from the colonial era to the 1920s. In 1987 we completed the first *Who Built America?* series of video documentaries:

- *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*

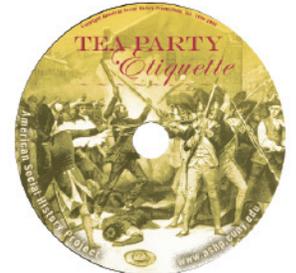
In 1996 we completed work on the second *Who Built America?* video series:

- *1877: The Grand Army of Starvation*
- *Savage Acts: Wars, Fairs, and Empire*
- *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*

The programs in Series 2 combine archival images with computer generated visual techniques to present detailed, dramatic accounts of working peoples' experiences. Each video has a viewer guide and teacher handbook (available online or in print) with historical overviews, documents, and lessons to promote viewers' understanding and facilitate classroom use. 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. Demand for the documentaries continues, and more than one thousand colleges, high schools, and adult and labor education programs around the country currently use WBA? videos and accompanying print materials. In 2006, we converted all ten programs to the DVD format and reduced the price to make them more accessible to individual teachers.

Who Built America? Documentary Web Resources

In 1999 ASHP/CML began to expand and adapt its video documentaries for publication/viewing on the World Wide Web. Since then, the WBA? viewer guides and related resources have been made available online. These Web features enhance the videos by providing a host of materials for classroom use including primary source documents, oral history interviews, photographs, illustrations, scholarly essays, links to related websites, and suggestions for classroom assignments. The resources offer a wide range of perspectives and interpretations of each program's historical topic. Teachers participating in ASHP/CML's teaching-with-technology *New Media Classroom* and local high school *Making Connections* programs have been working with the videos and Web resources over the past three years. Teachers praise the multimedia approach for its depth, ease of use, and contemporary relevance. In 2006 we began programming an online searchable database for all our teaching resources to increase their accessibility to teachers and the public. Currently in the testing phase, we hope to open the database to the public in the next year.





Teachers from ASHP's first TAH program with Region 7 of the NYC public schools enjoyed a boat tour on the industrial history of the Brooklyn waterfront in May, 2006, with ASHP and the Brooklyn Historical Society.

Education and Professional Development Programs

ASHP/CML's professional development programs link us directly to the classroom, encouraging exchange between 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. Deriving new insights into teaching and learning from our classroom laboratories and teacher seminars, ASHP/CML's educational products contribute qualitatively to the broader effort to improve American education.

In 2005-06, ASHP/CML coordinated several professional development programs. Through ongoing seminars, we offered intensive services to over 200 history, English, and interdisciplinary humanities faculty at more than 116 colleges and high schools nation-wide. In collaboration with these faculty, ASHP/CML directly served nearly 15,000 students, helping them develop their understanding of U.S. history and culture and advance their skills as learners, writers, and thinkers.

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, New York Community Trust, JP Morgan Chase, and the NYC Board of Education have made major contributions to support ASHP/CML.

In recent years ASHP/CML's professional development work has been enhanced by three developments that will continue to shape our practice. First, collaborations have played a vital role in the growth of our professional development programs. We have built sustained relationships with a cohort of experienced college and high school faculty who lead workshops and contribute to the development of new curriculum materials. Collaboration with local and national institutions, including the New-York Historical Society, the Education Development Corporation, the Brooklyn Museum of Art, and the City University's *Investigating U.S. History* project have expanded the range of subjects covered and added new pedagogical approaches.

The second development involves on the use of new media technology to improve teaching and learning. ASHP/CML's professional development programs are committed to bringing the benefits of innovative multimedia instruction (e.g., CD-ROMs, humanities websites, and electronic writing tools) into the secondary school and college classroom. The successes of our national *New Media Classroom* program prompted us to integrate new media technology into all of our professional development activities and to design new media teaching strategies. Our experiences have shown that well-conceived, content-rich new media resources can promote active learning and improve student understanding of U.S. history and culture. Our website also allows us to respond to the growing demand for broader dissemination of our teaching resources.

The third and most recent development reflects the importance of responding to the changing needs of teachers and students. Three major factors have encouraged us to refine our curriculum resources and teacher workshops. One factor is the challenge posed by state-mandated exams and literacy initiatives. While we always emphasize critical thinking and reading and writing skills, 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. This change, in turn, better prepares us to respond to another pressing area of concern: the professional needs of an increasing number of new teachers in New York City and nationwide. And our partnerships with five U.S. Department of Education *Teaching American History* programs for national and local school teachers have extended the impact of our longstanding efforts to help students connect to the U.S. past.

ASHP/CML's professional development work is comprised of parallel but distinct programs:



(top) Professors Megan Elias (Queensborough Community College, Department of History) and Alberta Arnold (LaGuardia Community College, Department of Communication) serve as CUNY Faculty Mentors in ASHP's Teaching American History - Region 6 (Brooklyn) and Making Connections interdisciplinary humanities programs.

(bottom) ASHP Faculty Development Coordinator, Madeleine Lopez, and ASHP classroom visitor, Michele Hamilton (New York City Technical College), collaborate on school-based work for the Teaching American History - Region 6 (Brooklyn) program.

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 fifteen 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.

Citywide monthly seminars, school-site collaborations, and curriculum development support enable teacher participants to translate staff development into classroom application. Seminars held at The Graduate Center during the school year give teachers a chance to explore ASHP/CML curriculum resources in hands-on workshops, share ideas and classroom experiences with colleagues from other schools, and evaluate inquiry-based lessons that emphasize the use of primary documents. Highlights in the past year included a workshop focusing on railroads and Jim Crow laws; a session on the literature of the Great Depression; and document based activities on the Second World War and the rise of wartime propaganda posters. At school sites, CUNY and ASHP/CML mentors work with social studies and English teachers to plan student-centered, interdisciplinary classroom strategies and implement multicultural content to foster literacy skills.

The 2005-06 *Making Connections* program provided intensive professional development services to fourteen history and English faculty members. The teachers work directly with more than 1,500 students in five public schools. Many of our teachers were drawn from the 2002-2005 grant-funded ASHP/CML initiative with new Bronx small schools. The program was so well received that the consortium of Bronx small schools extended their participation through school year 2005-06, enabling more teachers to participate and learn ASHP/CML methods and "best practices," new historical scholarship, and curriculum resources. During the school year, Bronx small school teachers participated in all facets of *Making Connections* program activities, including monthly seminars, school-based or region-wide workshops, and mentoring services.

Teaching American History Program

In 2006 ASHP/CML continued its extensive faculty development work funded by the nationwide Teaching American History program. Offered by the U.S. Department of Education, Teaching American History (TAH) grants require school districts to partner with local academic and/or cultural organizations in three-year projects to improve the knowledge and teaching practices of U.S. history teachers in grades K-12. During the 2005-2006 academic year, ASHP/CML worked with schools in Regions 3, 4, 6, and 7 of the New York City Department of Education and with the Greencastle/Antrim school district in Lancaster County, Pennsylvania. These programs reached a total of 197 teachers.



Scenes from some of ASHP's Teaching American History programs: [L to R] Professor Jeanie Attie of Long Island University speaking on the Civil War, Matthew Frye Jacobson of Yale University speaking on immigration, and Professors Fritz Umbach and Kojo Dei of John Jay College, CUNY, speaking on the Transatlantic Slave Trade.

ASHP/CML is the lead partner in our TAH programs with Regions 7 and 4. The program, structured identically for both Regions, consists of five day-long Retreats, led by local historians and ASHP staff, held during the school year. Each Retreat focuses on a key historical topic and models pedagogical strategies for using documents with seventh, eighth, and eleventh grade students. Many are hosted at TAH partner organizations, including the Brooklyn Museum, Brooklyn Historical Society, and the Museum of Television and Radio; these museum experiences introduce teachers to new materials and approaches for teaching U.S. history. At the end of the school year, teachers participate in a week-long institute, led by ASHP/CML staff, where they develop lessons on the historical topics covered during the Retreats. This process of applying new historical knowledge to classroom practice continues during the following year, when participants undertake classroom instruction of the lessons they developed during the summer institute and work collaboratively to make final changes to the lessons. At the end of the three-year grant cycle, each Region will have a set of teacher-created, classroom-tested lessons and other resources for district-wide distribution.

In a joint program with Regions 3 and 4, which began in February, 2006, ASHP/CML partners with faculty from the Secondary Social Studies Education program at the School of Education at Queens College. In this TAH program, teachers attend pairs of day-long Retreats: the first, led by ASHP/CML, introduces scholarship and primary documents on a key historical topic; the second, led by Queens College, helps teachers to focus on pedagogical issues. Teachers in this program attend a shorter, two-day summer program where they focus in greater depth on best practices.

During 2006, we concluded one program with Region 7 teachers in July and commenced a second program, with different teachers from the Region, in October. We also conducted our second year of work with teachers in Region 4, and began our combined program with teachers in Regions 3 and 4. Among these various programs we covered a number of topics and approaches (*See Appendix*). Highlights of the year included a day on "Vietnam From All Sides" at the Museum of Television and Radio with historian Christian Appy; a boat tour where Rob Snyder of Rutgers University at Newark and Brooklyn Historical Society staff explored the history of industrialization and global trade in Brooklyn; and a lively session that situated slavery in the U.S. in the global context of the transatlantic slave trade, with Fritz Umbach and Kojo Dei of John Jay College.

ASHP/CML also provides services to two other TAH programs. During 2006, we hosted four day-long workshops for social studies teachers from 23 schools in New York City's Region 6. We worked intensively with eight of those 23 schools, providing biweekly mentoring support and materials.

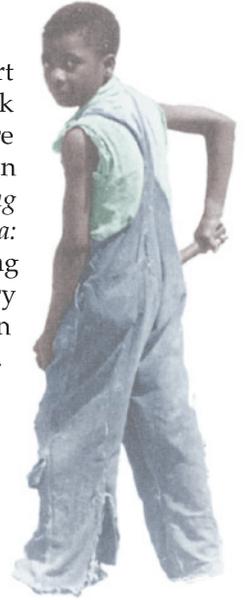
In its TAH partnership with the Greencastle-Antrim (Pennsylvania) school district, ASHP/CML assists a dozen middle through high school teachers to integrate technology into their history instruction through classroom mentoring and a week-long summer institute. In all these cases, teachers are given the opportunity to discuss, experience, and gain access to technological instruction regardless of their varied ability levels. The visits, workshops, and institute address such issues as curriculum planning, identification of resources, and discussion of new scholarship.

Museum Educator Andrea DelValle (left) with Region 4 teachers touring the Brooklyn Historical Society's "Brooklyn Works" exhibit.



Interactive Media Projects

ASHP/CML develops projects that are in the forefront of educational media production. Support from the National Endowment for the Humanities, the Rockefeller Foundation, the Old York Foundation, and CUNY has enabled us to explore advances in database and imaging software that make the innovative presentation of history possible. In 2004-05 work was completed on *The September 11 Digital Archive*, *Chinatown Documentation Project*, and *The Lost Museum: Exploring Antebellum American Life and Culture*. Other projects, such as the NEH-funded *Young America: Experiences of Youth in U.S. History* and our contract work for *The Lessons of History*, are just getting underway. ASHP/CML's projects continue to be recognized as models for the presentation of history in digital media. In January 2005, *History Matters: The U.S. Survey on the Web* received the American Historical Association's biennial James Harvey Robinson Prize for an Outstanding Teaching Aid. It also garnered a Best of Reference 2005 citation from the New York Public Library. In the same year, *The Lost Museum* was named a "best of the humanities on the Web" EDSITEMENT website by the National Endowment for the Humanities (<http://edsitement.neh.gov/>). *The Lost Museum* also received the Platinum Award in Interactive-Education Media at the Worldfest Houston 2005 festival and an Honorable Mention Award from 2005 Horizon Interactive.



The Lost Museum: Exploring Antebellum American Life and Culture <http://www.lostmuseum.cuny.edu/>

ASHP/CML's most ambitious and innovative Web project to date, *The Lost Museum: Exploring Antebellum American Life and Culture* is an 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 NEH Education and Public Programs Divisions and the Old York Foundation, *The Lost Museum* combines narrative, spatial investigation, documentation, and pedagogical strategies to convey the social, cultural, and political history of its era.

In addition to the numerous awards the website has received in the past, in 2006 the Center for Digital Education named *The Lost Museum* the winner of its Digital Education Achievement Teacher-Focused Application award.

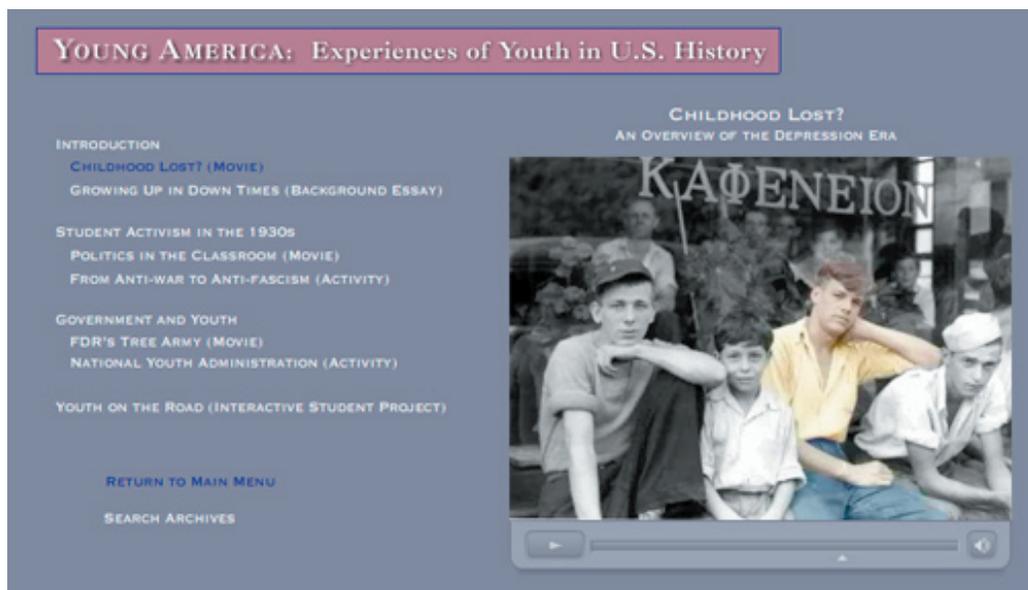
The September 11 Digital Archive <http://911digitalarchive.org>

The Chinatown Documentation Project <http://911digitalarchive.org/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 (CHNM) and funded by the Alfred P. Sloan Foundation—began to develop *The September 11 Digital Archive*, 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 photos, 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 will change the collection, preservation, and writing of history.

The September 11 Digital Archive's collection of more than 200,000 digital objects has received extensive coverage in a variety of media outlets, including the *New York Times*, the *Wall Street Journal*, CNN, and NPR. The *Archive* itself has made history: in 2003 the Library of Congress, ASHP/CML, and CHNM announced that *The September 11 Digital Archive* would become the first digital acquisition in the Library's history. This unprecedented addition to the institution's holdings, ensuring both the long-term stability and future accessibility of the *Archive's* collection, was officially marked at the Library in a ceremony and one-day conference, *September 11 as History: Collecting Today for Tomorrow*, held on September 10, 2003.

In order to extend the mission of *The September 11 Digital Archive* and enrich its collection, 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—received a \$150,000 grant from the Rockefeller Foundation in 2004 to create *The Chinatown Documentation Project (CDP)*. The CDP aims, through facilitated dialogues and recorded oral histories, to foster thoughtful community conversations and reflections on the impact of the September 11, 2001 attacks on New York City's Chinatown and its residents. The completed website, *Ground One: Voices from Post-9/11 Chinatown*, went online in 2005, presenting these dialogues and oral histories in Chinese and English, and via both words and video, as a resource for the community's articulation of its identity and to help define its future.



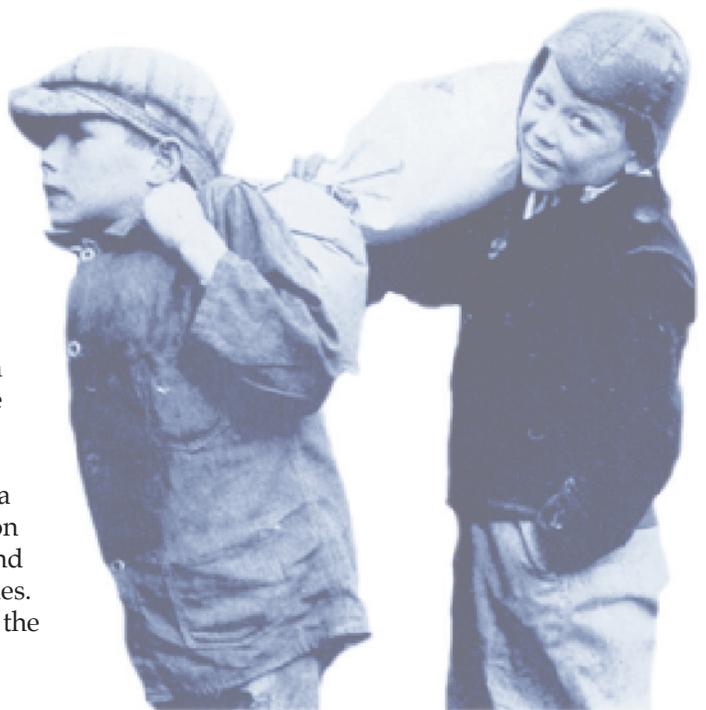
In 2005, ASHP/CML began production of *Young America: Experiences of Youth in U.S. History* with funding from the National Endowment for the Humanities. *Young America* will be an online teaching resource utilizing the perspectives and experiences of children and youth to enhance the U.S. history survey taught in high school and college classrooms. The website features a wide range of evidence that highlights young people's role 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 high school and college classrooms. Reflecting the chronological structure of most U.S. history survey courses, the site's six main topics include:

- Apprenticeship (American Revolution and Early Republic)
- Growing up in Bondage (Slavery and Civil War)
- Settled and Unsettled Childhoods (Post Civil War Frontier West)
- Reforming Urban Children (Progressive Era)
- A Lost Generation? (Great Depression)
- The Rise of the Teenager (1950s)

Young America will consist of three main components:

- 1) Multimedia Presentations consisting of "mini documentaries" that use archival materials and recent scholarship to link experiences of young people to major topics in U.S. history;
- 2) Inquiry-Based Classroom Activities, including "Story Builder" software, that will help teachers and students delve into the presentations' documentary evidence, interpretive choices, and narrative structures; and
- 3) a searchable Archive containing many of the primary source materials used throughout *Young America*, which teachers and students can also use independently of the site's structured presentations and activities.

A prototype of the Great Depression section features a multimedia overview of the impact of the Great Depression on youth, presentations on student activism in the 1930s and life in the Civilian Conservation Corps, and student activities. This prototype will be tested and evaluated to help guide the remaining production.



Ongoing Projects: *History Matters; Liberty, Equality, Fraternity*

History Matters: The U.S. Survey Course on the Web

<http://historymatters.gmu.edu>

History Matters, a collaboration with the Center for History and New Media, 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 Web. With 50,000 visitors per month and designation as a “best of the humanities” site by the NEH’s EDSITEment, *History Matters* is the premier website for U.S. history teachers. *History Matters* is organized into eleven sections, including:

- *WWW.History*, an annotated guide to the most useful history websites
- *Many Pasts*, nearly 1,000 first-person documents in text, image, and audio formats that chronicle the experiences of “ordinary” Americans
- *Making Sense of Evidence*, a series of “Learner Guides” on strategies for interpreting online primary sources
- *Scholars in Action*, brief audio clips of humanities scholars analyzing different pieces of historical evidence.

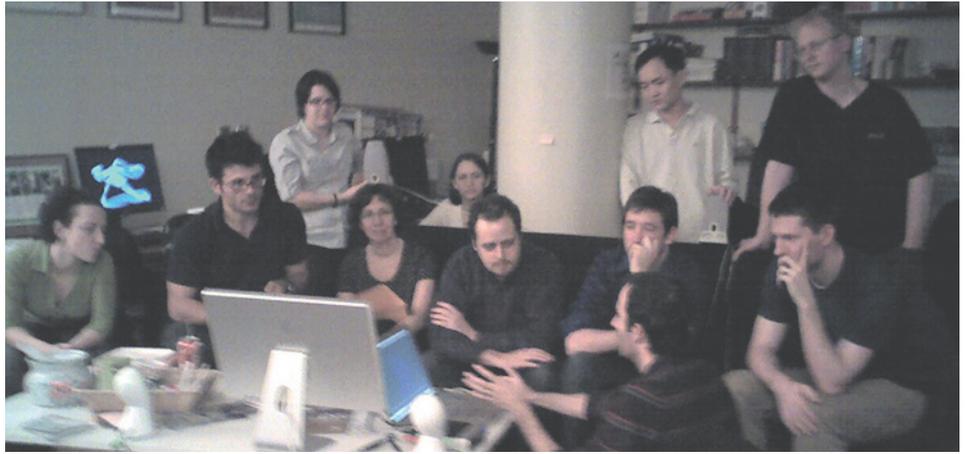
Liberty, Equality, Fraternity: Exploring the French Revolution

<http://chnm.gmu.edu/revolution/>

Liberty, Equality, Fraternity: Exploring the French 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 Lynn Hunt and Jack R. Censer, *Liberty, Equality, Fraternity* is a 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), over two hundred images (including many rarely seen engravings from the Museum of the French Revolution in Vizille, France), 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.



NML students watch as Zachary Seldess demonstrates his latest project, *Art Games*, an interactive sound installation inside a 3-D game space.



III. NEW MEDIA/CUNY PROJECTS

The New Media Lab

<http://www.newmedialab.cuny.edu>

The Graduate Center launched the New Media Lab in 1997 as a major effort to develop and improve new educational technologies at CUNY and to assist GC and CUNY faculty and doctoral students from a variety of academic disciplines in creating multimedia projects based on their own scholarly research. Our goal is to integrate new media into traditional academic practice, challenging scholars to develop fresh questions in their respective fields using the tools of new technology. The NML is committed to a vision of new technology based on open access to ideas, tools, and resources. Based at ASHP/CML, the New Media Lab contains state-of-the-art hardware and software and supports faculty and graduate student projects. Student researchers receive financial support to incorporate sophisticated three dimensional animation techniques, audio/video components, graphic design, and other forms of new media into their Ph.D. dissertations and other doctoral academic work. In 2006, the NML supported graduate students in History, Art History, Physics, Environmental Psychology, Sociology, and Music to develop projects while learning advanced digital skills that will enhance their future careers.

Some of the 2006 NML projects include:



Architecture and Wayfinding looks at particular characteristics of built environments that influence the process of wayfinding (how people find their way in certain environments). Aga Skorupka is preparing a 3D simulation of one of The Graduate Center floors, with AUTOCAD software used by architects and the 3D animation program, 3D Studio Max.

Art Games: Using existing audio processing and 3D modeling software (Cycling 74's Max/MSP and Fountainhead Entertainment's Machinimation), Zachary Seldess is creating a virtual 3D sound environment that, via a local area network (LAN), can be simultaneously experienced and altered in real-time by several users.

The *New Media Lab Research Forum* is a blog that extends the new media workplace beyond the walls of the Lab. Participatory in approach, the blog serves as a communication forum for students working within the Lab and as a site of reflective research—a place where participants can reflect on their activities and consider further research ideas.

Effluviium is a musical/visual exploration of the phenomenon that occurs when a listener's ear mechanism transitions between hearing individual partials and hearing a single frequency. The frequency, location, and amplitude of each of 32 partials will be visually represented in real-time using 3D modeling.

Media2Politic: This project looks at correlations between values based on class, race, and ethnicity as conveyed through images by contemporary artists. Given a cache of images and value-laden words, will demographic patterns emerge if respondents are asked to connect the images with the words that best describe them?

Virtual New York City (<http://www.virtualny.cuny.edu>) provides online resources on the history of the city for high school and college classes. *Virtual New York City* draws on and disseminates the renowned collection of the Old York Library, 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, two history graduate student Durst Research Scholars—Irene Meisel and David Parsons—are digitizing material and constructing the website.

The first effort of this project, inaugurated in December 2001 and completed in Fall 2005, is a multi-part online “exhibit” called *Disaster: Cataclysm and Change in New York’s History*. Offering students, scholars, and the public multimedia resources that reveal how accidents, epidemics, blizzards, fires, riots, and other cataclysmic events affected New Yorkers and shaped the city’s development, *Disaster* includes the most comprehensive online presentation, interpretation, and collection of primary text and visual resources about the 1832 Cholera epidemic, 1835 Great Fire, 1863 Draft Riot, and 1888 Blizzard. In Fall 2005, *Virtual New York City* also hosted “*I am a Guttersnipe, I Fight Fascism*”: *The Struggle for Free Speech at City College of New York, 1931-42*, an online history of the impact of New York State’s Rapp-Coudert laws on university students and faculty during the Great Depression.

In 2006, with the assistance of historian Dr. Steven Jaffe and a panel of advisors, work began on redesigning the website and developing a multimedia social and cultural history of the Times Square area. The prototype “exhibit” for this resource will be posted online in late 2007.

Investigating U.S. History

As part of a City University of New York Central Office initiative, ASHP/CML has collaborated with history faculty from across the 17 CUNY campuses for the last three years under the leadership of historian David Jaffee (CCNY) 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. The project builds on a collaborative effort undertaken by historians from across CUNY in 2001 and 2002 to share their best practices and begin grappling with how to use the vast resources of the Web to address the dual demands of depth and breadth in introductory U.S. history courses. As a pioneer in using new media in history education, ASHP/CML has been engaged in these discussions from the beginning and served as a consultant to the module developers, testers, and Web designers. In 2006, the *Investigating U.S. History* website (<http://www.ashp.cuny.edu/ushi/>) opened to faculty and students nationwide. It contains twelve classroom-tested history lab exercises for students, along with faculty annotations on using or modifying individual elements. The lessons span the U.S. history curriculum and are singularly linked to a discussion page, where faculty and students can report on its use or suggest ways to customize or modify the module.

The Lessons of History

ASHP/CML is working with the City College of New York, CUNY, and the Center for History and New Media to produce interactive teaching activities and online teaching tools for *The Lessons of History*, a project contracted by the National Endowment for the Humanities. *The Lessons of History* incorporates scholarly online resources in American history with constructivist lesson plans to make available to students the best of the new social and cultural history and to promote active engagement by students in the historical craft. The proliferation of digital archives on the Web has made possible a wealth of information once only available to intrepid professionals traveling to distant libraries or archives. But such a wealth of resources and opportunities creates its own dilemmas—how can educators and students locate well-designed activities and make sense of the documentary riches available on the Web? The NEH's EDSITEMent portal assists by providing an abundance of reviewed websites along with a growing number of lesson plans. *The Lessons of History* will extend EDSITEMent's usefulness to teachers and students of U.S. history in high school by developing twenty-four lesson plans and interactive exercises covering Colonial America, the American Revolution and Constitution, FDR and the New Deal, and the 1960s to the 1980s. These exercises will feature new software tools for text and image annotation and collection, and will be available on the EDSITEMent site in 2007.

Interactive Technology and Pedagogy Program

ASHP/CML has been an active participant in The Graduate Center's Certificate Program in Interactive Technology and Pedagogy since its inception in 1998. The ITP program responds to strong doctoral student interest in interactive digital technology (IT) training and certification. It aims to better prepare doctoral students for life and work in the contemporary university and to impart valuable IT 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's Joshua Brown and Pennee Bender, 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 IT tools for use in teaching and research.



Chris Burke (left), one of the creators of *This Spartan Life*, speaks with fellow presenter and pioneer electronic composer Morton Subotnick at Expo 2006.

IV. IN DEVELOPMENT

Picturing United States History: An Online Resource for Teaching with Visual Evidence



Picturing U.S. History 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. Supported by a grant from the National Endowment for the Humanities in 2006, when completed the website will supplement textbook accounts of U.S. history with visual analysis and activities that allow students to engage with the process of interpretation in a more robust fashion than through text alone. The *Picturing U.S. History* website will serve as a clearinghouse for teachers interested in incorporating visual documents into their U.S. history survey, American studies, American literature, or media studies courses.

The website will include six major components: model teaching resources on major topics in U.S. history, an annotated searchable database of visual history resources on the Web, moderated forums on teaching with visuals, reviews of print and online resources, essays that assist teachers and students in using archival visual evidence, and sample classroom activities. At the heart of the new website will be a set of teaching resources created by four two-person teams, each composed 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.

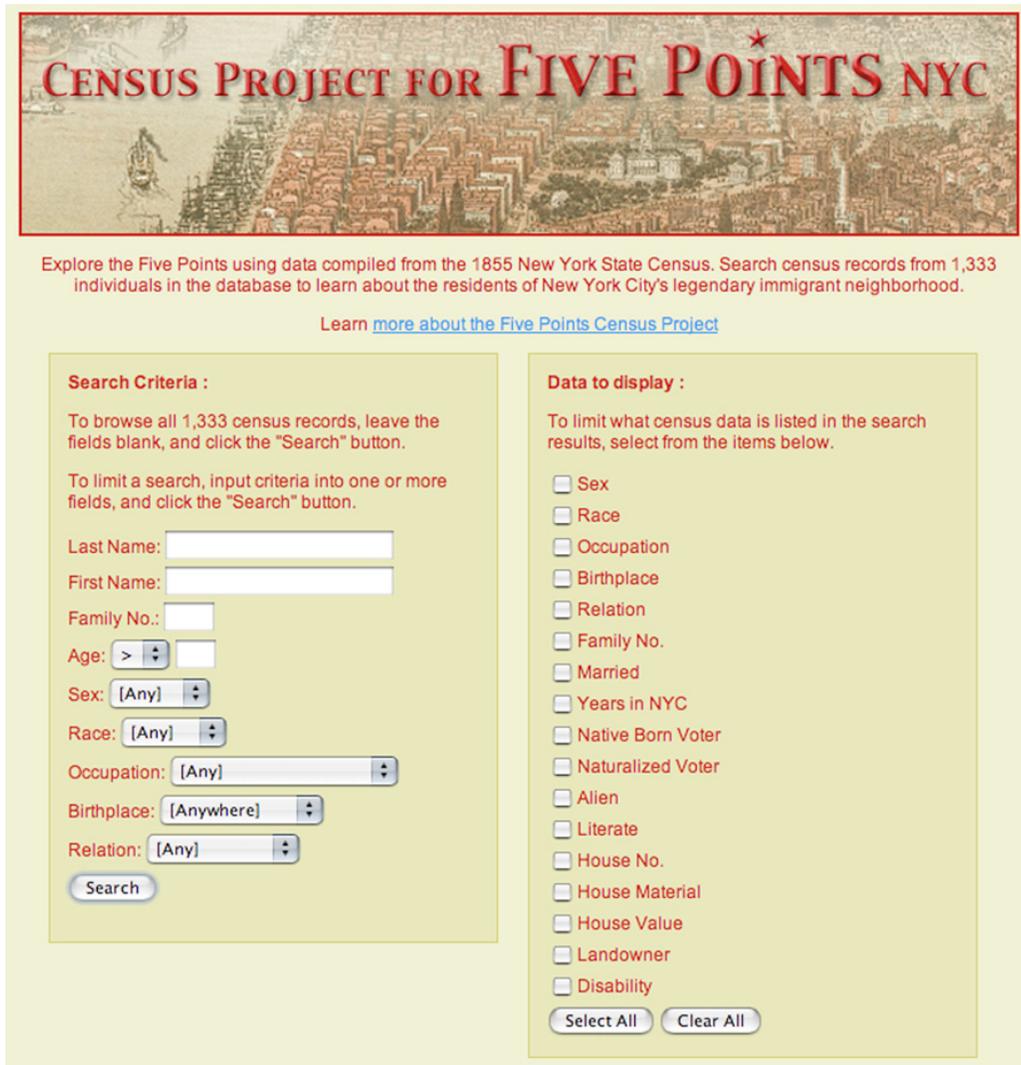
Mission America

In fall 2005, ASHP/CML collaborated with New York's public television station Thirteen/WNET on a proposal for the Corporation for Public Broadcasting entitled "Mission America." The CPB will award \$20 million in grants to fund partnerships to create integrated interactive multimedia projects that foster the teaching and learning of U.S. history. In November 2006, ASHP/CML was informed that "Mission America" was selected among 88 proposals as a finalist for the initiative and was invited to give an in-person presentation to CPB in Washington, D.C., in January 2007. . CPB will announce the grantees in mid-2007.

The submitted proposal outlines an ambitious project targeting middle school students that will include the development of an interactive adventure video game, an online resource collection, a broadcast television program, a game-authoring product, and a companion book spanning the U.S. history survey. Other key partners on the proposal are Electric Funstuff, a Manhattan-based software developer, Oxford University Press, and the Education Development Center's Center for Children and Technology, a leader in educational research. ASHP/CML's primary role will be as content developers for the interactive game and related media resources. The videogame will feature ten discrete missions tied to significant historical themes and eras. The student-player will assume a historic role, often that of an adolescent or young adult, and explore a 3D environment rich in historical detail, encountering primary source documents, other texts and images, streaming video, and audio downloads that enable the player to complete a set of knowledge challenges and advance to the next mission. With funding, this project will provide ASHP/CML the opportunity to build additional partnerships with innovative media developers and further advance our commitment to bringing cutting- edge technologies and media into the history classroom.

Uncovering the Five Points

Uncovering the Five Points: A Hands-on History of a New York Immigrant Neighborhood was first developed in 2003 at ASHP/CML by Fritz Umbach, now Assistant Professor of History at John Jay College, CUNY. Originally called *The Five Points Census Project*, the Web-based 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. The General Services Administration, a federal agency, undertook this excavation when construction on a federal courthouse unearthed artifacts from the Five Points. (The National Historic Preservation Act and other federal legislation require such archaeological digs when federal construction projects take place on historically significant sites.) *Uncovering the Five Points* was featured in our Teaching American History faculty development retreats with NYC Board of Education Regions 4 and 7, and received enthusiastic feedback from social studies teachers who cited the need for more quantitative primary materials in the history classroom.



CENSUS PROJECT FOR FIVE POINTS NYC

Explore the Five Points using data compiled from the 1855 New York State Census. Search census records from 1,333 individuals in the database to learn about the residents of New York City's legendary immigrant neighborhood.

[Learn more about the Five Points Census Project](#)

Search Criteria :

To browse all 1,333 census records, leave the fields blank, and click the "Search" button.

To limit a search, input criteria into one or more fields, and click the "Search" button.

Last Name:

First Name:

Family No.:

Age: >

Sex: [Any]

Race: [Any]

Occupation: [Any]

Birthplace: [Anywhere]

Relation: [Any]

Data to display :

To limit what census data is listed in the search results, select from the items below.

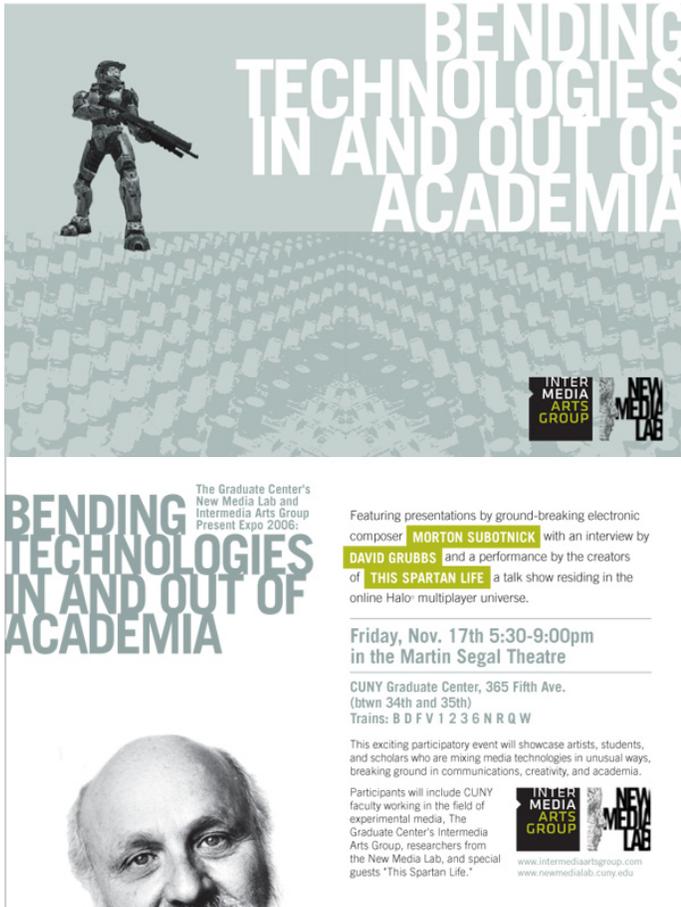
- Sex
- Race
- Occupation
- Birthplace
- Relation
- Family No.
- Married
- Years in NYC
- Native Born Voter
- Naturalized Voter
- Alien
- Literate
- House No.
- House Material
- House Value
- Landowner
- Disability

In 2006, improvements to *Uncovering the Five Points* 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.

V. PUBLIC PROGRAMS

Bending Technologies In and Out of Academia

On Friday, November 17, 2006 the New Media Lab, in collaboration with The Graduate Center's Intermedia Arts Group, held its annual "Expo" entitled *Bending Technologies In and Out of Academia*. The event featured a conversation with pioneering electronic composer Morton Subotnick moderated by David Grubbs (Brooklyn College, CUNY), and a performance by the creators of *This Spartan Life (TSL)*, a talk show residing in the online Halo© multiplayer universe. New Media Lab projects were also demonstrated during a break-out session. Online movies of the event are posted at <http://www.newmedialab.cuny.edu/expo06/>.



The Graduate Center's
New Media Lab and
Intermedia Arts Group
Present Expo 2006:

**BENDING
TECHNOLOGIES
IN AND OUT OF
ACADEMIA**

Featuring presentations by ground-breaking electronic composer **MORTON SUBOTNICK** with an interview by **DAVID GRUBBS** and a performance by the creators of **THIS SPARTAN LIFE** a talk show residing in the online Halo® multiplayer universe.

Friday, Nov. 17th 5:30-9:00pm
in the Martin Segal Theatre

CUNY Graduate Center, 365 Fifth Ave.
(btwn 34th and 35th)
Trains: B D F V 1 2 3 6 N R Q W

This exciting participatory event will showcase artists, students, and scholars who are mixing media technologies in unusual ways, breaking ground in communications, creativity, and academia.

Participants will include CUNY faculty working in the field of experimental media, The Graduate Center's Intermedia Arts Group, researchers from the New Media Lab, and special guests "This Spartan Life."

**INTER
MEDIA
ARTS
GROUP** **NEW
MEDIA
LAB**

www.intermediaartsgroup.com
www.newmedialab.cuny.edu

Teaching U.S. History in the Age of New Media

On November 17, 2006, ASHP/CML co-hosted a half-day academic conference to celebrate the completion of the new media project *Investigating U.S. History* and to encourage discussion about teaching among history faculty from all the CUNY campuses. Over 100 participants gathered in the Elebash Recital Hall at The Graduate Center to hear a keynote talk by Stanford University's Sam Wineburg, author of groundbreaking studies on how historians know what they know, including *Historical Thinking and Other Unnatural Acts* (2001). Dr. Wineburg's address, "Seeing Thinking," reviewed his studies of the ways students learn history and how instructors can facilitate that process. CUNY faculty members who developed teaching modules for *Investigating U.S. History* then presented and discussed their work in informal "poster" sessions outside the Recital Hall. The day ended with breakout discussion sessions focusing on approaches to teaching U.S. historical periods and themes. In addition to his plenary presentation, Sam Wineburg met with graduate students from the History and ITP programs to discuss approaches and strategies for teaching history.

Lectures

In 2006 ASHP/CML hosted two lectures at The Graduate Center highlighting groundbreaking history scholarship, continuing a tradition dating back to the first years of the organization. In March, Molly McGarry, professor of history at the University of California, Riverside, gave a

talk on "Sexual Sedition: From the Espionage Laws to the War on Terror," part of her forthcoming study, *Ghosts of Futures Past: Spectral Sexualities in Nineteenth-Century Anglo-America*, a cultural history of gender, sexuality, and religion in the nineteenth-century U.S. In May, Bruce Levine, J. G. Randall Professor of History at the University of Illinois at Champaign-Urbana and ASHP/CML's founding research director as well as co-author of the first edition of *Who Built America?*, presented "An Emancipation Proclamation from the Confederacy? Southern Plans to Arm and Free Slaves during the Civil War," a distillation of his recent book, *Confederate Emancipation*, which was cited by the *Washington Post* as one of the best nonfiction books of 2005. A third public event exploring the impact of biography on history scholarship, publishing, and popular perceptions of the past, scheduled for December 2005, was cancelled due to the New York transit strike.

VI. STAFF CONTRIBUTIONS TO THE FIELDS OF HISTORY, MEDIA, & EDUCATION

Pennee Bender

Papers and Presentations:

- Presentation (with Andrea Ades Vasquez), "Learning U.S. History Through an Online 3D Mystery," American Journey Gotham Fellows Workshop, The Graduate Center, January 7, 2006.
- Panel Chair, *Teaching U.S. History in the Age of New Media* CUNY Conference, November 2007.

Professional Service

- Member, POV public television series Educational Advisory Board.
- Member, *Radical History Review* Advisory Board.
- Member, Professional Staff Congress (PSC) "Labor Goes to the Movies" series Advisory Board.

Joshua Brown

Publications and Art:

- "Life during Wartime," *positions: east asia cultures critique*, special issue: *Against Preemptive War*, 13:1 (Spring 2005).
- "Interview with Joshua Brown: The Historian as Illustrator (or Illustrator as Historian)," *History News Network* (<http://hnn.us/articles/29834.html>), September 24, 2006.

Papers and Presentations:

- Comment, "Visualizing Citizenship: Images of Workers and the Struggle for Social Identity," session at American Studies Association Annual Meeting, Oakland, October 13, 2006.
- Presentation, Roundtable on Cultural History, Ph.D. Program in History, May 5, 2006.

Professional Service:

- Member, American Antiquarian Society.
- Member, Advisory Committee, Center for Historic American Visual Culture, American Antiquarian Society.
- Member, Editorial Board, *Encyclopedia of American Studies Online*, American Studies Association.
- Evaluator, Education Division: Grants for Teaching and Learning Resources and Curriculum Development, National Endowment for the Humanities.
- Evaluator, Digital Innovation Fellowships, American Council of Learned Societies.

Leah Potter

Professional Service:

- Consultant for documentary film in progress, *Thomas Day, American* (Laurel C. Sneed, Executive Producer/Writer).
- Consultant for documentary film in progress, *A Sharecropper's Daughter* (Laurel C. Sneed, Executive Producer/Writer).

Donna Thompson Ray

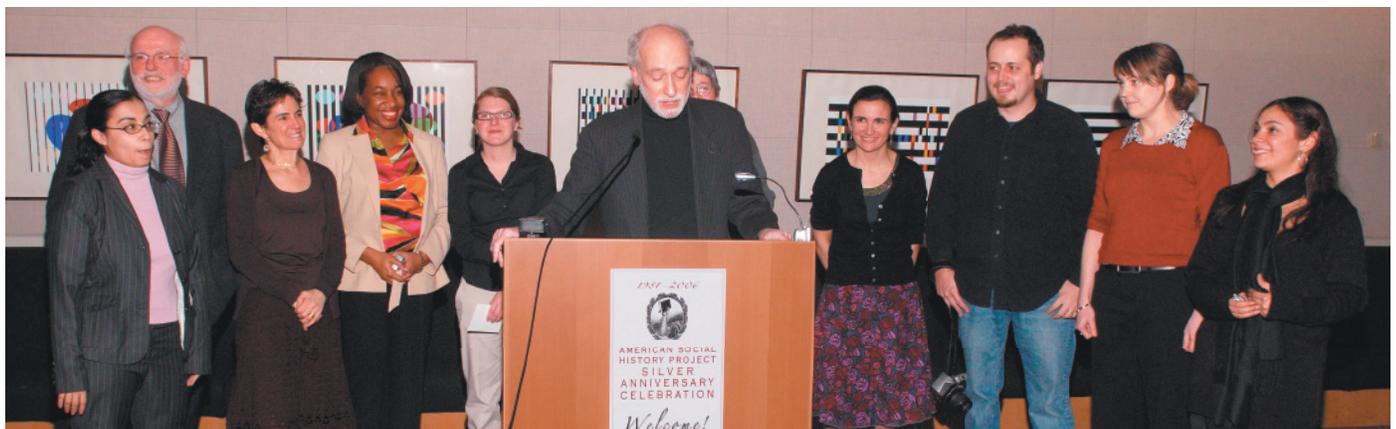
Professional Service:

- Member, Association for the Study of African American Life and History.
- Member, College Art Association.
- Member, Board of Directors, Westfield Community Center.
- Member, Organization of American Historians.

Andrea Ades Vasquez

Papers and Presentations:

- Presentation (with Pennee Bender), "Learning U.S. History Through an Online 3D Mystery," American Journey Gotham Fellows Workshop, The Graduate Center, January 7, 2006.



VII. 2006 GRANTS, HONORS, AND AWARDS

- Contract services from the New York City Board of Education via *Teaching American History* program grants from the U.S. Department of Education, [Regions 3,4,6, 7], \$528,599
- Contract services from the Greencastle-Antrim School District, Pennsylvania via *Teaching American History* program grants from the U.S. Department of Education, \$ 35,593
- Contract services from New York City Department of Education, \$ 7,800

OTHER INCOME

- Sales of *Who Built America?* video documentaries (net), \$22,562
- Sales of *Who Built America?* and *Liberty, Equality, Fraternity* CD-ROMs, \$958

GRANTS

- Picturing U.S. History*, Materials Development program – National Endowment for the Humanities, \$160, 000

GRANTS PREVIOUSLY AWARDED, STILL ACTIVE

- Young America: Experiences of Youth in U.S. History*, Materials Development program – National Endowment for the Humanities, \$202, 350
- Chinatown Documentation Project* – Rockefeller Foundation, \$ 150,000 (ongoing)

HONORS AND AWARDS

- 2006 Center for Digital Education Digital Education Achievement Teacher-Focused Application award for *The Lost Museum* website
- 2006 National Endowment for the Humanities “We The People” citation for *Picturing U.S. History* website



VIII. GOVERNANCE AND STAFFING

American Social History Project/Center for Media and Learning Staff

Pennee Bender, *Associate Director/Media Director*

Joshua Brown, *Executive Director*

Edith DeGrammont, *Administrator*

Simin Farkhondeh, *Editing Manager*

George Gregory, *Production Assistant*

Michele James, *Education Technology Coordinator/Production Assistant*

Landry Kouassi, *Education Programs Assistant*

Abigail Lewis, *Education Programs Coordinator*

Madeleine Lopez, *Faculty Development Coordinator*

Ellen Noonan, *Project Director, Teaching American History Programs/Multimedia Producer*

Andre Pitanga, *Web Programmer*

Frank Poje, *Education Consultant*

Leah Potter, *Teaching American History Coordinator*

Donna Thompson Ray, *Project Director, Faculty Development Programs*

Andre Ades Vasquez, *Associate Director/New Media Lab Managing Director*

Isa Vasquez, *Education Programs Assistant*

Ellen Zitani, *Associate Coordinator, Teaching American History Programs*

ASHP/CML Board of Advisors

Peter Almond, film producer, Beacon Pictures

Alberta Arthurs, former Director, Arts and Humanities Program, The Rockefeller Foundation

Randy Bass, Executive Director, Center for New Designs in Learning and Scholarship, Georgetown University

Blanche Wiesen Cook, Department of History, John Jay College and The Graduate Center, CUNY

Bret Eynon, Director, Center for Teaching and Learning, LaGuardia Community College, CUNY

Eric Foner, Department of History, Columbia University

Joshua Freeman, Ph.D. Program in History, The Graduate Center, CUNY

Nancy Hewitt, Departments of History and Women's Studies, Rutgers University

Robin D. G. Kelley, Departments of History and American Studies, University of Southern California

William Kornblum, Ph.D. Program in Sociology, The Graduate Center, CUNY

Richard Lieberman, Department of History, LaGuardia Community College, CUNY

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

Patricia Oldham, Behavioral-Social Science Department, Hostos Community College, CUNY

Roy Rosenzweig, Department of History, George Mason University

Larry Sapadin, Vice President of Business Affairs, Winstar TV and Video

Barbara Winslow, School of Education, Brooklyn College, CUNY

American Social History Productions, Inc. Officers and Board of Directors

Carol Groneman, Department of History, John Jay College, CUNY, *Chair*

Stephen Brier, Vice President for Information Technology and External Programs, The Graduate Center, CUNY,
President

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

Donna Thompson Ray, ASHP/CML Project Director, Faculty Development Programs, *Secretary*

Pennee Bender, ASHP/CML Associate Director / Media Director, *Treasurer*

Joshua Brown, ASHP/CML Executive Director

Gerald Markowitz, Department of History, John Jay College and The Graduate Center, CUNY

Roberta Matthews, Provost, Brooklyn College, CUNY

Wendy Wolf, Executive Editor, Viking Penguin

IX. APPENDIX—ASHP/CML EDUCATION PROGRAM CALENDAR, 2006

February

2	The Problem of Equality in the American Revolution	TAH Regions 3/4
4	19 th Century America: The Gilded Age, Railroads, and Labor	Making Connections
9	Cold War	TAH Region 7 (1)

March

1	The Transatlantic Slave Trade	TAH Region 4
4	The Great Depression	Making Connections
14	The Great Depression	TAH Region 6
17	The Wars in Vietnam (Museum of Television & Radio)	TAH Region 7 (1)

April

1	World War II and the Home Front	Making Connections
7	Beyond the Melting Pot: Early 20 th Century Immigration (Brooklyn Historical Society)	TAH Region 4

May

2	The Vietnam War	TAH Region 6
5	Post-1965 Immigration (Museum of Television & Radio)	TAH Region 4
6	The Vietnam War	Making Connections
19	Reading the New York Waterfront (Brooklyn Historical Society)	TAH Region 7 (1)

June

29-29	New Media Classroom: Narrative, Inquiry, and Technology in the U.S. History Survey	TAHPA
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July

10-14	Summer Institute	TAH Region 4
17-20	Summer Institute	TAH Region 7 (1)

August

28-29	Summer Leadership Retreat	TAH Regions 3/4
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September

16	Inquiry and Evidence: Planning for Interdisciplinary Teaching and Learning Course Work	Making Connections
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October

12	The Birth of American Freedom	Making Connections
13	Whose Freedom? The U. S. Civil War	TAH Regions 3/4
20	Visions of the 19 th Century West (Brooklyn Museum)	TAH Region 4
26	The Problem of Equality in the American Revolution	TAH Region 7 (2)

November

7	The Birth of American Freedom	TAH Region 6
7	Activity Testing and Revision	TAH Region 4
9	Reconstruction and the Rise of Jim Crow	TAH Regions 3/4
10	Westward Expansion and Emerging Borderlands	Making Connections

December

1	The United States and Slavery	Making Connections
12	The United States and Slavery	TAH Region 6
13	The 1890s: Expanding Areas of Influence	TAH Region 4
18	Whose Freedom? The U.S. Civil War (Brooklyn Museum)	TAH Region 7 (2)