

2008 ANNUAL REPORT



The 2009 ASHP/CML home page.

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HISTORY AND MISSION

For twenty-seven years, 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 programming, 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 and the recipient of numerous awards for its books, documentaries, 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 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, it has been affiliated with The Graduate Center, 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 develop digital media projects.

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.



Never known to miss an opportunity to feast together, ASHP/CML staff enjoyed watching the Presidential Inauguration in January 2009.

ACTIVITIES AND NEW PROJECTS

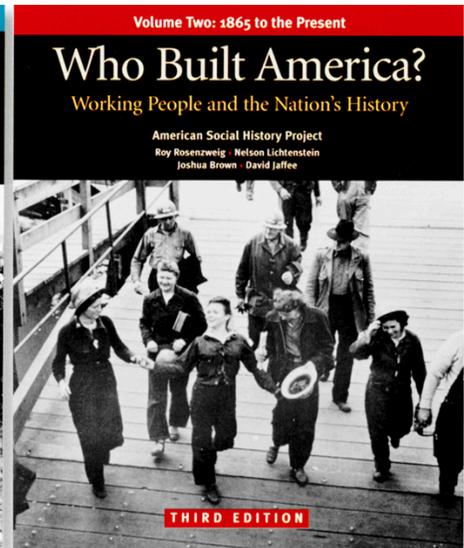
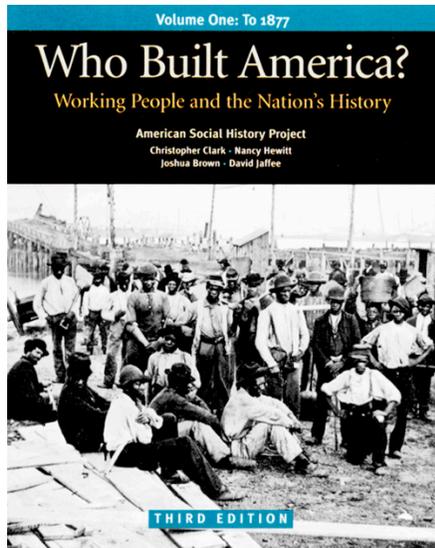
Who Built America?

The 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 and Joshua Brown are Executive Editors 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)

ASHP/CML has created an online searchable database for the extensive collection of history teaching resources we have developed over

two decades, including many created in conjunction with the *Who Built America?* documentaries and CD-ROMs. When completed in 2010, this online resource will offer teachers, students, and the general public primary source documents and classroom activities that cover a broad range of U.S. history topics. Currently in the testing phase, we plan to open the database to the public in the next year.

Series 1



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 will be available online in 2010 through our resources database. 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.

Series 2



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

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



This image was used in an activity in our Teaching American History program in December 2008. Anonymous, *The Old Plantation*, watercolor, c. 1800. Abby Aldrich Rockefeller Folk Art Museum, Colonial Williamsburg Foundation, Williamsburg, VA.

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.

In 2008, ASHP/CML coordinated several professional development programs. Through ongoing seminars, we offered intensive services to nearly 200 history, English, and interdisciplinary humanities faculty at more than 110 colleges and high schools nationwide. In collaboration with these faculty, ASHP/CML directly served

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 Department of Education have made major contributions to support ASHP/CML.

In recent years ASHP/CML's professional development work has been broadened 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 creation 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 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., humanities websites, Smartboards, and electronic writing tools) into the secondary school and college classroom. The success 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 ASHP/CML 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 four 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:

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 eighteen 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 2008 Making Connections program provided intensive professional development services to twenty-five history and English teachers. The teachers work directly with more than 4,000 students in fourteen public schools.

Citywide monthly seminars, school-site collaborations, and curriculum development support enable teacher participants to translate staff development into classroom activity. 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 women and community activism; a session on the literature of Irish immigration; and document based activities on the Civil War. At school sites, City University of New York 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.

Teaching American History

Programs: ASHP/CML's Teaching American History (TAH) programs use scholarly talks, primary source text and visual documents, material culture, and multimedia resources to engage teachers with the study of social history. The programs also present teaching strategies that both emphasize student inquiry and break down the processes of historical thinking and lesson design. We try to help teachers think beyond historical facts to formulate the historical understandings that they want their students to master, and to make thematic connections in their teaching among the topics they cover throughout the year.

Funded by the U.S. Department of Education, TAH grants provide three years' worth of funding so that school districts can partner with local academic and cultural organizations to improve the knowledge and teaching practices of grade K-12 U.S. history teachers. TAH funding allows us to continue our work with public school teachers in New York City at a time when there is little other money available for social studies professional development.



Participating teachers, faculty mentors, and seminar leaders for Making Connections, 2008-2009.

During the 2007-2008 academic year, ASHP/CML worked with teachers at 76 schools in community school districts 20, 21, 24, 29, 30, 31, and 32. These programs, each at different stages in the three-year grant cycle, reached a total of 118 teachers.

In our TAH work with districts 20, 21, and 31 (Brooklyn and Staten Island), teachers participated in

five day-long Retreats, led by local historians and ASHP staff, held during the school year. Each Retreat presented scholarship and primary source documents on a key historical topic and modeled pedagogical strategies for teaching the topic with seventh, eighth, and eleventh grade students. Some Retreats were hosted at TAH partner organizations, including the Brooklyn Museum and Brooklyn Historical Society; these museum

compelling real-world examples of the relationship between lesson design and student learning that will prove useful in future professional development workshops.

In three programs (which work with districts 24, 29, and 30) ASHP/CML acted as a joint partner with colleagues from the Queens College School of Education. In these programs, middle- and high-school teachers attended pairs of day-long

and Eva Fernandez of Queens College, Carolyn Henner-Stanchina of LaGuardia Community College, and consultant Alice D'Addario. Participants in this program teach students who are English language learners (ELLs) in grades K-12 in Queens and parts of Brooklyn, and participate in a week-long summer institute at Queens College where they develop classroom materials that combine their new content knowledge with pedagogical strategies tailored for ELL students. Topics covered in 2008 included Late Nineteenth through Early Twentieth Century Immigration through Ellis Island and Angel Island, the American Revolution, and Slavery.



Rutgers University historian Michael Adas at the 1890s TAH Retreat with Staten Island teachers on December 8, 2008.

experiences introduced teachers to new materials and approaches for teaching U.S. history. At the end of the school year, teachers participated in a week-long institute, led by ASHP/CML staff, where they developed 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. During October 2008, we worked with program evaluator Bill Tally to videotape a participant teaching a summer institute lesson to her eighth grade class at I.S. 98 in Brooklyn. The resulting footage provides

Retreats: the first, led by ASHP/CML, introduced scholarship and primary documents on a key historical topic; the second, led by Queens College, helped teachers to focus on pedagogical issues. In one of these programs, which completed its third year in 2008, we continued to partner with Professors Jack Zevin, David Gerwin, and John Gunn from the Secondary Social Studies Education program. Topics covered in 2008 included Colonial New York, Mid-Nineteenth Century Irish Immigration, Chinese Immigration, and Twentieth Century Immigration. Teachers in this program also attended a two-day summer institute where they focused in greater depth on best practices in history education. In the second of these programs, we collaborated with Beverly Bisland

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 have tackled a range of topics and taken a range of presentational forms as we continue to experiment with new web approaches and technologies to make history accessible to a broader public.

Mission America: Since 2005, ASHP/CML has collaborated with New York's public television station Thirteen/WNET on *Mission America*, an innovative multimedia initiative to improve the learning of American history by middle and high school students. Other key partners are Electric Funstuff, a Manhattan-based software developer, and the Education Development Center's Center for Children and Technology, a leader

in educational research. *Mission America* is one of seven projects being funded by the Corporation for Public Broadcasting's (CPB) American History and Civics Initiative.

Mission America features five online video games set in different eras



In "For Crown and Colony," one of five missions comprising the educational video game *Mission America*, students witness the chaotic events of the Boston Massacre and are asked to make sense of this turning point on the road to Revolution.

in American history. Assuming the roles of printer's apprentice, runaway slave, railroad worker, muckraking journalist, and Dust Bowl migrant, student-players explore rich historical settings, develop relationships with key figures, investigate primary documents, witness pivotal events, and choose their own path in life. In addition to the game, *Mission America* provides online resources for teachers and students that include classroom activities and assignments, key vocabulary, primary document collections, and social networking opportunities.

Throughout 2008, ASHP/CML worked closely with our partners in the development and testing of the game prototype, "For Crown or Colony?" In the prototype, students play Nat Wheeler, a printer's apprentice who arrives in Boston in 1770 on the eve of the Boston Massacre. Completing tasks assigned to Nat by the printer and

his wife, students explore colonial Boston and learn about the growing tensions between Patriots, redcoats, and Loyalists. ASHP/CML served as content developers and advisors on the prototype, and helped to create the historical narrative, characters, visualizations of colonial Boston, character dialogue, primary documents, and classroom materials. In fall 2008, ASHP/CML participated in field testing "For Crown or Colony?" in classrooms in Manhattan and Brooklyn. In December 2008, ASHP/CML also participated in a panel presentation to CPB and independent reviewers in Washington, D.C. to secure full funding for the development of the prototype and remaining games.

Picturing U.S. History: *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 supplements textbook accounts of U.S. history with 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. The *Picturing U.S. History* website serves as a clearinghouse for teachers interested in incorporating visual documents into their U.S. history survey, American studies, American literature, or media studies courses.

Picturing U.S. History debuted nationally in October 2008. The site

features model teaching resources ("Lessons in Looking") for the humanities classroom produced by two-person scholar teams. Taking advantage of the insights derived from interdisciplinary collaboration, each team is 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. Month-long 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.

Picturing U.S. History is supported by a grant from the National Endowment for the Humanities as part of its *We, The People* initiative.



Hiram Powers, *The Greek Slave*, 1846. Visit *Picturing U.S. History* to find out what this popular 1840s statue had in common with the era's anti-slavery movement.

Uncovering the Five Points:

Uncovering the Five Points: Evidence from a New York Immigrant Neighborhood (<http://www.ashp.cuny.edu/fivepoints/>) 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 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. 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.)

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

Asian

Literate

House No.

House Material

House Value

Landowner

Disability

Since 2003, several features have been added to *Uncovering the Five Points*: 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 2008,

classroom activities featuring *Uncovering the Five Points* were tested and revised, and then added to ASHP/CML's forthcoming Resource Database. In 2009, ASHP/CML will seek funding to further develop the site with additional classroom activities and related primary documents and images such as a map of the Five Points, images of artifacts from the archaeological dig, and records from the Emigrant Savings Bank.

Young America: With funding from the National Endowment 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 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), and The Rise of the Teenager (1950s).

Young America consists of three main components:

- "Mini documentaries" that use archival materials and recent scholarship to link experiences of young people to major topics in U.S. history;
- Inquiry-Based Classroom Activities, including "Story Builder" software, that help teachers and students delve into the documentaries' text and visual evidence, interpretive choices, and narrative structures; and
- A searchable archive containing many of the primary source materials used throughout *Young America*, which teachers and students can also use independent 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 New Deal's Civilian Conservation Corps, and student activities. The prototype has been tested and evaluated to help guide the remaining production.

Now and Then: *Now and Then:*

The American Social History Project Blog (<http://ashp.cuny.edu/nowandthen/>) features commentary from ASHP/CML staff about current issues, trends, feats, and foibles that address in one way or the other history scholarship, history education, or public history. The American Social History Project blog was started to also convey the range of expertise within ASHP/CML to the public at-large, as well as to announce upcoming public events sponsored by us (most at The Graduate Center).



The ASHP/CML Website:

ASHP/CML is undertaking a major redesign of the organization's central website (<http://ashp.cuny.edu>). The new website is being developed from the ground up and will bring both exterior changes to the look and layout of the existing site, as well as an entirely new "behind-the-scenes" functionality and architecture. ASHP/CML will continue to use its website to provide important information about its projects and programs and is also adding several new sections including ASHP/CML's blog *Now and Then*, podcasts and videocasts, *Who Built America?* documentary clips, and an extensive "Resource Database" of more than 1,000 classroom documents and activities. The website is being developed using WordPress, an open-source publishing tool dedicated to improving web standards and usability. During 2008, staff met to review a needs assessment for the redesign and to identify "best practices" in layout and functionality exemplified in other websites. With such information influencing the redesign, the launch of the website

is set for Fall 2009. Development of the Resource Database will continue through the year, with an expected launch of that feature in Spring 2010.

Ongoing Projects:

The Lost Museum: 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-9/11 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 200,000 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-9/11 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, as a resource for the community's articulation of its identity and the on-going process of defining its future.

History Matters: *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 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 many 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;

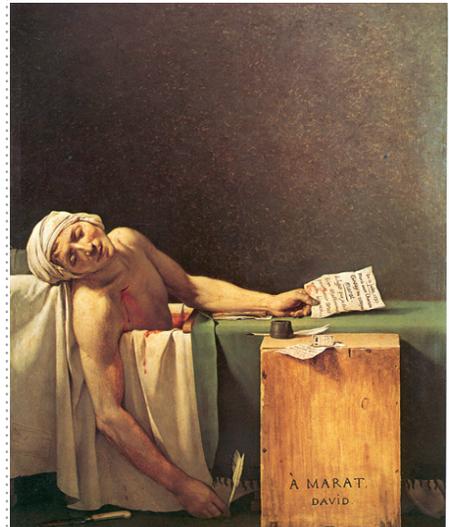
- *Making Sense of Evidence*, a series of “Learner Guides” on strategies for interpreting online primary sources;
- *Scholars in Action*, brief audio clips of humanities scholars modeling analysis of different types of historical evidence.

Investigating U.S. 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 with 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. *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 for students, 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 report on use or suggest ways to customize or modify the module.

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



Jacques-Louis David, *The Death of Marat*, 1793. Royal Museums of Fine Arts of Belgium, Brussels.

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 (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.

NEW MEDIA / CUNY PROJECTS

New Media Lab

The Graduate Center launched the New Media Lab (<http://www.newmedialab.cuny.edu>) 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 doctoral 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 may receive financial support to incorporate sophisticated 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. In 2008, several CUNY faculty members carried out portions of their research at the NML, including Queens College political science professors George Priestly and Jill Humphries, who edited footage on AIDS in

Latin America, and Jessie Daniels, a visiting professor in the Ph.D. program in Public Health, who studied smoking and advertising in New York City. The Lab also was home to a visiting post-doctoral scholar, Lin Proitz, from the University of Oslo, who studied “Gender, Sexuality and Intimacy in Autobiographical Digital Genres.”



The NML supported graduate students in Hispanic and Luso-Brazilian Literatures and Languages, Philosophy, History, Art History, English, Environmental Psychology, Sociology, and Music to develop projects while learning advanced digital skills that will enhance their future careers. Some of the 2008 NML projects include:



- “A Geography of Impertinence” is a web-based tool for studying Spanish piracy and contraband in the Early Modern period. The website will allow users to interactively discover key points in the geography of piracy, using a set of Portuguese maps from the 1630s. The tool is also designed to serve as a gateway into—and as an annotation platform for—a variety of literary, historical, and historiographic documents. By navigating between maps and TEI-encoded texts, users will have the opportunity to explore the history of foreign incursion into Spain’s vast possessions in this age of European imperial expansion and competition.
- “Land Conflict” examines an ongoing land dispute in the small town of Caledonia, Ontario, Canada. The conflict centers on land that was granted to the Six Nations Confederacy in 1784. Today, the Canadian government and the Six Nations Confederacy make vastly different claims regarding the ownership of this land. Using GIS mapping techniques, Flash software, and database methodology, this project will provide an online, interactive exploration of this conflict.
- “Extreme Makeover: Producing Extreme Homes Reproducing Ideal Citizens” examines the reality television program *Extreme Makeover: Home Edition* (EMHE). In the context of an ongoing war and economic recession, each episode of EMHE chooses a “deserving” family whose home receives a makeover. Using audio recordings from interviews while on the set of the show, the project includes an audio documentary that will discuss how EMHE, along with their corporate sponsors, attempts to reinvent a particular kind of person—a middle class, do-it-yourself, patriotic citizen—through the remodeling of a home.
- The “Virtual Poetry Project” is an online journal that showcases the ways contemporary poetry overcomes the limitations of the written text. Connecting artists and scholars around the world through web 2.0 technologies, this project will build a set of resources and a network of people interested in these new forms of experimental poetry.

CUNY Projects

Virtual New York City: *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 have digitized material and constructed this website.

The Lessons of History: In 2008 ASHP/CML completed its work 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

Technology and Pedagogy since its inception in 1998. The ITP 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



Their dances vich they vse att heir hyge feastes.

Theodor DeBry 1590 engraving, based on John White watercolor.

The Lessons of History asks students to analyze primary sources to understand how visual and literary images played an important role in the English colonization of Virginia.

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* extends EDSITEment's usefulness to teachers and students of U.S. history in high school by offering 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 feature a new software tool for annotating and collecting text and images and are available on EDSITEment.

Interactive Technology and Pedagogy Certificate Program

ASHP/CML has been an active participant in The Graduate Center's Certificate Program in Interactive

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 new media tools for use in teaching and research.

PUBLIC PROGRAMS / INTERNSHIPS

Public Programs

In addition to our many activities and programs, each year ASHP/CML hosts public and professional events to focus on particular history-related issues and trends. During 2008 we also marked the publication of a new book and performed the unfortunate task of commemorating the life and career a long-time friend and colleague.

On March 5, 2008, ASHP/CML hosted a public seminar at The Graduate Center entitled, "Recovering Community History: Puerto Ricans and African Americans in Postwar New York City," co-sponsored by the Gotham Center for New York History. The event highlighted the personal narratives of lesser-known Puerto Ricans and African Americans living in New York City who participated in different forms of social activism. The evening's panelists included filmmaker Lillian Jimenez; Marci Reaven, Managing Director of City Lore; and historian Craig Wilder of Dartmouth College.

During the 2008 annual meeting of the Organization of American Historians, held in New York City on March 28-30th, ASHP/CML organized and sponsored "Morning Coffee with Roy Rosenzweig: A Remembrance," a tribute to our departed colleague and friend. A roster of professional colleagues offered brief reflections on the many aspects of Roy's incomparably varied career to a packed audience. Participants included Joshua Brown, James O. Horton, Mike O'Malley, Kelly Schrum, Gary Gerstle, Ellen Noonan, Betsy Blackmar, Jean-Christophe Agnew, Elena Razlogova, Steve Brier, Cynthia

Copeland, Barbara Ashbrook, and Shane White.

Another ASHP/CML contribution to the annual OAH conference was made by ASHP/CML's Leah Potter at "The City Speaks: Stories and Collections from New York City Cultural Institutions," a workshop highlighting the use of cultural resources in history education. History educators led participants through a "round-robin" of historical analysis featuring documents and artifacts from nine participating institutions, followed by a discussion of the possibilities that such materials offer to history instructors.

"Recovering Community History: Puerto Ricans and African Americans in Postwar New York City" presenters: (left to right) Marci Reaven, Craig Wilder, and Lillian Jimenez.



Rounding off ASHP/CML's participation in the OAH conference, Bedford/St. Martin's Press hosted a well-attended publication party for the third edition of our *Who Built America?* textbook.

On October 14, 2008, Pulitzer prize-winning historian Leon Litwack delivered the annual Herbert G. Gutman Memorial Lecture at The Graduate Center. Litwack discussed his most recent research project, "Pearl Harbor Blues: Black Southerners and World War II." Leon Litwack is an emeritus professor of history at the

University of California, Berkeley. ASHP/CML co-sponsored the event, dedicated to the memory of our co-founder, with the Center for the Humanities and the Ph.D. Program in History at the Graduate Center.

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 Summer and Fall 2008, ASHP/CML provided internships for two undergraduate humanities students and one history graduate student. The interns' work included new media production and planning of podcast audio presentations, organization of curriculum materials, writing, research, and image permissions. We encourage and support internships for class credit or professional experience.

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

Pennee Bender

Publications

- Review of *Kids Rule! Nickelodeon and Consumer Citizenship* by Sarah Baner-Weiser, *Journal of the History of Childhood and Youth*, 2:1 (Winter 2009).

Professional Service

- Member, Brooklyn Historical Society's Scholars Council
- Member, *Radical History Review* Advisory Board.
- Advisor, I'mMigrant Project, Breakthrough: Building Human Rights Culture

Joshua Brown

Publications and Art:

- "The Great Uprising and the Collapse of Pictorial Order in Gilded Age America," in *The Great Strike of 1877: New Perspectives*, ed. David Stowell (Champaign: University of Illinois Press, 2008).
- "My Mimeographed Career; Part One: 1968," autobiographical comic strip in *Students for a Democratic Society: A Graphic History*, ed. Paul Buhle (New York: Hill and Wang, 2008).
- "The Academic Gulag: A Tribute to Roy Rosenzweig," comic strip, *Radical History Review* 102 (2008).
- (with Peter Carroll), "Robeson in Spain," chapters 3, 4 and 5 of an eight-part graphic history, *The Volunteer* (publication of the Abraham Lincoln Brigade Archives) 25 (June, September and November 2008).
- *Life during Wartime*, weekly graphic observations posted on the Internet and e-mailed to subscribers (installments 269-320).

Exhibition:

- *Life during Wartime: 2003-2007*, Exhibition Hallway, The Graduate Center, 365 Fifth Avenue, New York (January 10-February 29, 2008).

Papers, Presentations, and Professional Service:

- Lectures/workshops, "Seeing Americans in the Gilded Age Pictorial Press" and "Seeing the Boom and Bust," NEH seminars for community college teachers, Rutherford B. Hayes Presidential Center, May 19-20 and June 2-3, 2008.
- Panelist, "Beyond Portraits of Dead White Men: Art History as Social History," Society for Historians of the Early American Republic (SHEAR) Annual Meeting, Philadelphia, July 17-20, 2008.
- Moderator/Panelist, "The Persuasive Image," in "Picturing Politics," a symposium presented by the Illustration Program, Parsons The New School for Design and The Politics Department, New School for Social Research, November 15, 2008.
- Program Committee, "Home, School, Play, Work: The Visual and Textual Worlds of Children," American Antiquarian Society Conference, November 14-15, 2008 and Cotsen Children's Library, Princeton University, February 2009.

2008 GRANTS AND INCOME

Financial statement available upon request.

GOVERNANCE AND STAFFING

American Social History Project/Center for Media and Learning Staff

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Michele James, Education Technology Coordinator/Production Assistant
Charles June, Research and Media Assistant
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Frank Poje, Education Consultant
Leah Potter, Co-Project Director, Teaching American History Programs
Donna Thompson Ray, Project Director, Faculty Development Programs
Andre Ades Vásquez, Associate Director/New Media Lab Managing Director
Isa Vásquez, Education Programs Associate

ASHP/CML Board of Advisors

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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

2008 ASHP/CML Education Program Calendar

February			
	1	The Great Depression and Harlem Renaissance	Making Connections
	7	Three Worlds Meet: Colonial Jamestown	TAH Brooklyn/Queens
	8	Transatlantic Slave Trade	TAH Brooklyn/Staten Island
	15	Chinese Immigration and Angel Island	TAH Queens ELL
March			
	7	20th Century Civil Rights Movements	Making Connections
April			
	4	Chinese Immigration and Angel Island	TAH Brooklyn/Staten Island
	8	Mid-19th Century Irish Immigration	TAH Brooklyn/Queens
	14	Early 20th Century Immigration: Ellis Island	TAH Queens ELL
May			
	9	Activism in an Global Era	Making Connections
	15	Early 20th Century Immigration: Ellis Island (Brooklyn Historical Society)	TAH Brooklyn/Staten Island
July			
	7-11	Summer Institute: Creating Classroom Activities	TAH Brooklyn/Staten Island
August			
	25-26	Leadership Retreat	TAH Brooklyn/Queens
October			
	17	The American Revolution	TAH Queens ELL
	27	Chinese Immigration: Angel Island	TAH Brooklyn/Queens
November			
	5	Westward Expansion and the US-Mexican War	TAH Brooklyn/Staten Island
	14	Bringing Social History into the Classroom	Making Connections
December			
	1	20th Century Immigration to the US	TAH Brooklyn/Staten Island
	4	Slavery in America	TAH Queens ELL
	8	1890s Imperialism and War in the Philippines	TAH Brooklyn/Staten Island
	12	Mid-19th Century Irish Immigration: Five Points	Making Connection