

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

2005

Annual Report



Pursell, Weimer. *When You Ride Alone You Ride With Hitler!* 1943. National Archives and Records Administration, Washington, DC. Used in *Making Connections: American Studies Seminar*, 2005.

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I. INTRODUCTION

Fall 2006 marks the twenty-fifth anniversary of the founding of the American Social History Project/Center for Media and Learning, and as that momentous date approaches we are able to look back at a long record of achievement characterized by a consistent vision amid ever-changing circumstances. We are, indeed, very different from the small staff of five that gathered together at The Graduate Center in September 1981 with the aim to disseminate in innovative ways—and over the course of a mere two years!—the rich content of the “new social history” to a broad audience that included trade union educators, adult learners, high school and college students, and the general public.

Close to twenty-five years later, as this latest annual report attests, the work that extended past that original two-year timetable has resulted in a range of “products” and programs that have improved the way history is taught and learned in an array of approaches and settings we could not have imagined back then. For us, the much-abused term “innovation” has defined our efforts, a challenging and constantly shifting definition that signifies our dedication to *not* resting on our accomplishments. From the start we believed that history matters, it comprises the framework of individuals’ identity and the consciousness of the nation—but it remains a resource endangered by gaps in knowledge and misrepresentations of fact. For ASHP/CML, the bottom line is that the past belongs to all of us and that knowing about the rich diversity and energetic struggles that compose U.S. history contributes to both a vibrant society and an engaged citizenry. That goal and the technological advances in presenting and accessing the past as well as the shifting fortunes of public education have prompted us to perpetually reevaluate and revise the means and methods of our work.



Fortunately, our efforts continue to be recognized by our colleagues and peers. In 2005 alone, several of our projects received major citations, including two international festival awards for excellence in new media education and a National Endowment for the Humanities *EDSITEment* endorsement for *The Lost Museum* website, and the American Historical Association James Harvey Robinson Prize and New York Public Library Best of Reference for our *History Matters* website.

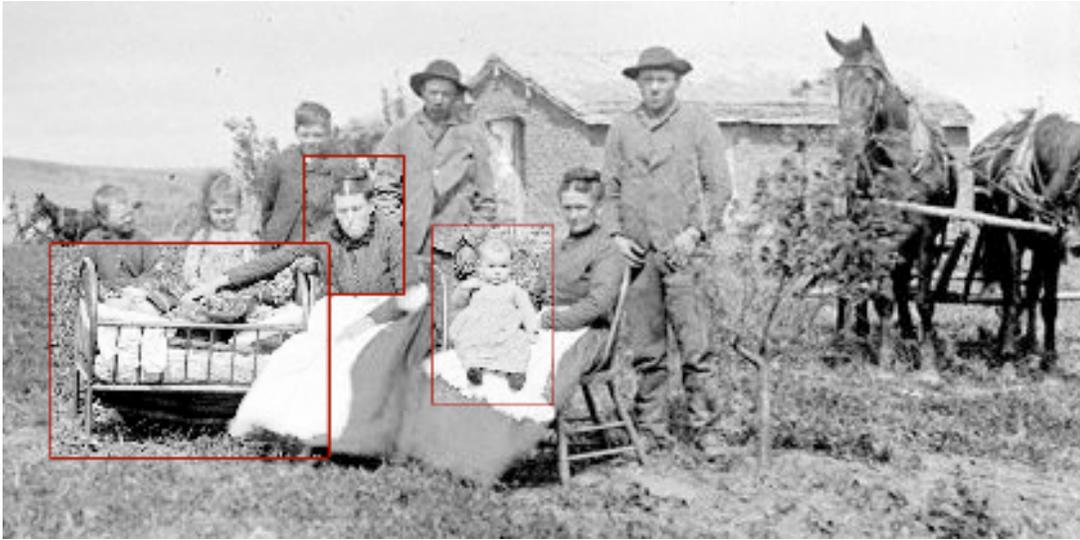


And, as this report goes to press, we have received word that, with the support of a materials development grant from the Education Division of the National Endowment for the Humanities (and “We, the People” initiative), the start of our second quarter-century will see the inauguration of our latest intervention in innovative history education, *Picturing U.S. History: An Online Resource for Teaching with Visual Evidence*. Along with this and other multimedia projects, we will continue our professional development work, begun in 1989, helping teachers in New York and around the nation to engage students in studying the past.

Twenty-five years on, and we recognize there’s still much to be done. In the spirit of not resting on our laurels, this annual report delineates what we have accomplished during the past year and the challenges that, with the assistance of our advisors and colleagues, we will address in the future.

II. HISTORY AND MISSION

For twenty-four 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. Synthesizing the most sophisticated and up-to-date political and social 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



Classroom activity analyzing photographs from Young America unit on the Frontier West.

scholars, artists, media producers, and educators to form a single staff, ASHP/CML fully integrates humanities scholarship 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 video 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 interdisciplinary facility where faculty and graduate students develop digital media projects.

III. ASHP/CML ACTIVITIES AND NEW PROJECTS

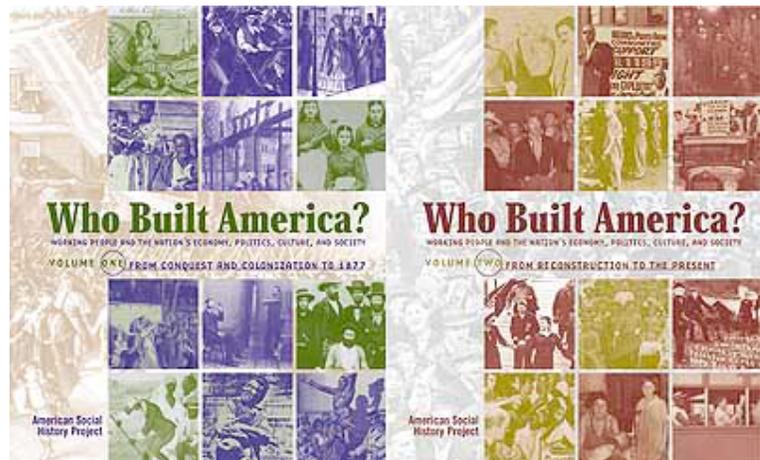
Who Built America? Multimedia Curriculum

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 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 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 ten 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.

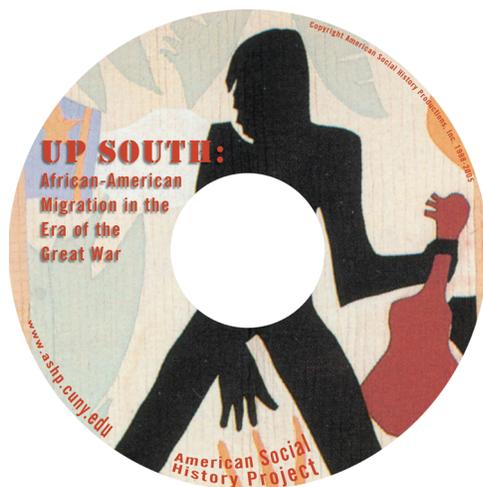
Work is well underway on a third edition of *Who Built America?*, due from Bedford/St. Martin's publishers in 2007. This edition will include events through 2004 and feature organizational changes intended to increase its accessibility and utility for teaching. Christopher Clark and Nancy Hewitt are authoring the first volume; Roy Rosenzweig and Nelson Lichtenstein are authoring 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 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. Both disks can be purchased online at <http://www.whobuiltamerica.org>.

Who Built America? Documentary Series

Working in collaboration with teams of historical advisors and classroom teachers, between 1983 and 1996 ASHP/CML 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*

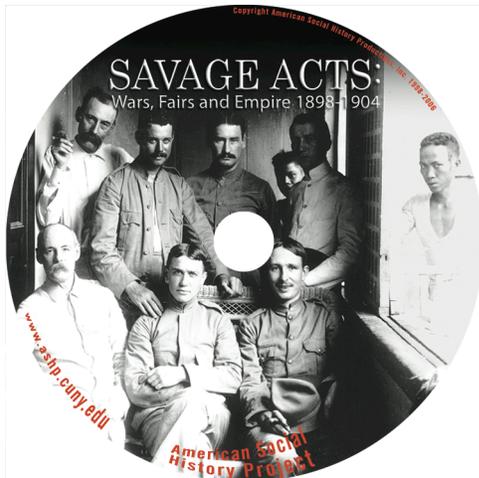
In 1996 we completed work on the second *Who Built America?* video series:

- *1877: The Grand Army of Starvation*
- *Savage Acts: Wars, Fairs, and Empire*
- *Heaven Will Protect the Working Girl*
- *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 program has a viewer



guide and teacher handbook (available online) 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 2005, ASHP/CML received a request for 75 copies of *Up South* for distribution to teachers attending a National Video Resources conference on the First World War. Prompted by this order, ASHP/CML released DVD versions of the four Series 2 programs. In the coming year, we intend to make Series 1 available in this format.



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, all of the program *WBA?* viewer guides have been made available online. These Web features enhance the videos by providing a host of resources for classroom use. The resources offer a wide range of perspectives and interpretations of the history in question, including primary source documents, oral history interviews, photographs, illustrations, scholarly essays, links to related websites, and suggestions for classroom assignments. Teachers participating in ASHP/CML's teaching-with-technology *New Media Classroom* and local high school *Making Connections* programs have been working with the documentaries and Web pages over the past three years. Teachers praised the multimedia approach for its depth, ease of use, and contemporary relevance. Over the next year, we plan to make a searchable archive of teacher resources available that will include all material related to the *WBA?* documentaries.



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, educators use our print and multimedia materials to strengthen and diversify secondary school and college curricula and improve student learning. New insight into teaching and learning developed in classroom laboratories and teacher seminars enriches ASHP/CML's educational products and helps the organization contribute qualitatively to the broader effort to improve American education.

Guided by professional development staff Landry Kouassi, Abigail Lewis, Ellen Noonan, Frank Poje, Leah Potter, Donna Thompson Ray, and Isa Vásquez, ASHP/CML professional development programs foster a community of learners who reflect on their work and explore up-to-date scholarship and teaching techniques. In 2004-05, ASHP/CML coordinated several professional development programs. Through ongoing seminars, we offered intensive services to over 250 history, English, and interdisciplinary humanities faculty at more than 40 colleges and high schools nation-wide. In collaboration with these faculty, ASHP/CML directly served nearly 23,000 students, helping them develop their understanding of U.S. history and culture and advance their skills as learners, writers and thinkers. Moreover, our workshops reached as many as 1,000 additional faculty at schools nationwide.

The growth of ASHP/CML's professional development programs has been made possible by the support of private and public sources. Initial support for our first faculty development program, provided by the Aaron Diamond Foundation in 1988, has been supplemented many times over by donors 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 the local programs have grown the CUNY Office of Academic Affairs, New York Community Trust, JP Morgan Chase, and the NYC Board of Education have also made major contributions to support ASHP/CML.



CUNY English professor, Cynthia Jones (Hostos Community College) discusses American history and culture studies content with *Making Connections* teachers. Left to right: Clidege Pierre (Richmond Hill HS), Cynthia Jones, Dawn Kelly (Peace and Diversity HS), Yahaira Garcia-Yara (Richmond Hill HS).

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 College of New York's *U.S. History Initiative* have expanded the range of subjects covered and added new pedagogical approaches.

The second development centers 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 success of our national *New Media*

Classroom program has 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 several parallel but distinct programs:

Making Connections: Interdisciplinary American History 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 model 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



Doug Erickson, Head of Special Collections and Archives at Lewis and Clark College (OR) helps teachers prepare curriculum on the "Corps of Discovery."

Left to right: Matthew Ellis (School for Community Based Research and Learning), Nick Goodness (Fannie Lou Hamer High School), Doug Ericsson, Claire Comerford (High School of Economics and Finance)

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 the analysis of the photography and music of the first African American Great Migration; a session on the adaptation of materials, activities, and corresponding curriculum for an ESL audience; and document based activities on the Spanish-American-Filipino War and rise of U.S. imperialism. 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 2004-05 *Making Connections* program provided intensive professional development services to sixteen history and English faculty members. The teachers work directly with more than 2,000 students in eleven public schools. Through targeted workshops the program reached another

300 humanities faculty and thousands of students city-wide.

One outgrowth of this effort was the 2002-2005 grant-funded ASHP/CML initiative with new Bronx small schools. The results were well received and the consortium of Bronx small schools has expanded over the past three years, 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. As we move beyond the grant, ASHP/CML is exploring ways of expanding the collaboration with Bronx small schools.

Teaching American History

"Am I Not a Man and a Brother?" Wedgewood, c. 1786. Brooklyn Museum. Social studies teachers from Regions 4 and 7 Teaching American History programs discussed the relationship between slavery and equality in the Revolutionary Era by examining this Wedgewood medallion from the Brooklyn Museum's *American Identities* exhibit.



In 2005 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 for three-year projects to improve the knowledge and teaching practices of U.S. history teachers in grades K-12. During the 2004-05 academic year, ASHP/CML worked with schools in Regions 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 reach a total of 160 teachers.

ASHP/CML is the lead partner in our *TAH* programs with New York City public school Regions 7 and 4. The program, structured identically for both Regions, consists of five day-long Retreats, led by local historians and ASHP/CML 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 of Art, the 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. Bill Tally of the Education Development Center is the program evaluator, using methods that both evaluate the program's effectiveness and model assessment tools that teachers can use in their own classrooms.

In their second program year, teachers from Region 7 participated in a series of Retreats on immigration in U.S. history, exploring:

- Early Encounters at Jamestown (with historian Karen Kupperman, New York University)
- Mid-nineteenth century Irish immigration (Kevin Kenny, Boston College)
- Racial dynamics and the myth of the melting pot in late nineteenth and early twentieth century immigration (Matthew Frye Jacobson, Yale)
- Immigration since 1965 (David Reimers, New York University)

At the Brooklyn Historical Society for the Retreat on the myth of the melting pot, teachers undertook an exercise in “curating” their own museum exhibit on immigration, while the retreat on Irish immigration introduced teachers to the Five Points census database (developed by former ASHP/CML staff

member Fritz Umbach) as a teaching tool. Both Region 7 and Region 4 teachers took part in a Retreat at the Brooklyn Museum that used the insights of historian Herbert Sloan (Barnard) and the museum's art and artifacts to explore the question: "How revolutionary was the American Revolution?" Region 4 teachers, in their first program year, also explored:



"1876.- On Guard. Unceasing Violence is the price of Liberty." Currier & Ives, 1876. Historian Joshua Brown used this and other primary source images in his lecture on the Gilded Age at the TAH program's February seminar.

- The Civil War (Jeanie Attie, Long Island University)
- The Gilded Age (Joshua Brown, ASHP/CML)
- The Cold War (Van Gosse, Franklin and Marshall)
- The Civil Rights Movement (Komozi Woodard, Sarah Lawrence)

These Retreats also introduced teachers to primary source documents, images, moving images (via the Museum of Television and Radio, host of the Cold War Retreat), and oral history interviews.

At the week-long Summer Institute (June 28-July 1, 2005 for Region 4, July 5-8, 2005 for Region 7), ASHP/CML staff facilitated small groups of participants, each assigned to one of the topics covered during the Retreats, that worked together to delve deeply into selected primary documents and develop classroom activities. 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.

ASHP/CML also provides services to two other *TAH* programs. During the 2004-05 school year, we hosted four day-long workshops for Assistant Principals and Literacy Coaches from 25 schools in New York City's Region 6. We worked intensively with six of those 25 schools, providing biweekly mentoring support, workshops, and materials. In the 2005-2006 academic year, we will begin to work directly with social studies teachers from 23 schools, and eight of these schools will participate in our mentoring program.

In its *TAH* partnership with the Greencastle-Antrim (Pennsylvania) school district, ASHP/CML helps a dozen teachers, elementary through high school, to integrate technology into their history instruction through classroom visits, workshops, 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 and identification of resources, and also involve discussions of new scholarship.

Learning to Look: Visual Evidence and the U.S. Past in the New Media Classroom

In 2002, the National Endowment for the Humanities supported the development of the American Social History Project/Center for Media and Learning's faculty development program, *Learning to Look: Visual Evidence and the U.S. Past in the New Media Classroom (LtL)*. *LtL* is premised on the belief that archival visual materials are a vital resource for understanding the American past. *LtL* seeks to improve teaching U.S. history and culture with visual evidence at the high school and college

levels. Informed by the latest scholarship, *LtL* engages a broad range of participants (teachers of U.S. history and culture, art historians, museum educators, and archivists) in an interdisciplinary dialogue and provides participating faculty with:

- 1) a sense of the scope and nature of visual evidence available on the World Wide Web, including illustration, painting, public art, photography, advertising, and film;
- 2) an understanding of the interpretive questions scholars ask of visual evidence; and
- 3) models for how to use visual sources to enhance students' understanding of U.S. history and culture.

Building on the successful model of ASHP/CML's *New Media Classroom: Narrative, Inquiry, and Technology in the U.S. History Survey* faculty development program, *LtL* was implemented in ten Regional Centers including two located on the campuses of historically black colleges and universities. *LtL*'s structure involved intensive summer institutes and workshops, curriculum development projects, and online communication during the academic year.

In 2004-05, *LtL* Regional Centers completed work on the collaborative research program by hosting a summer institute and yearlong meetings and workshops. Each Regional Center combined *LtL*'s broad goals with its own particular regional and/or thematic focus. Curriculum and professional development workshops developed as part of *LtL* are disseminated nationwide on the program website (<http://web.gc.cuny.edu/ashp/LTLNMC>).

Interactive Media Projects

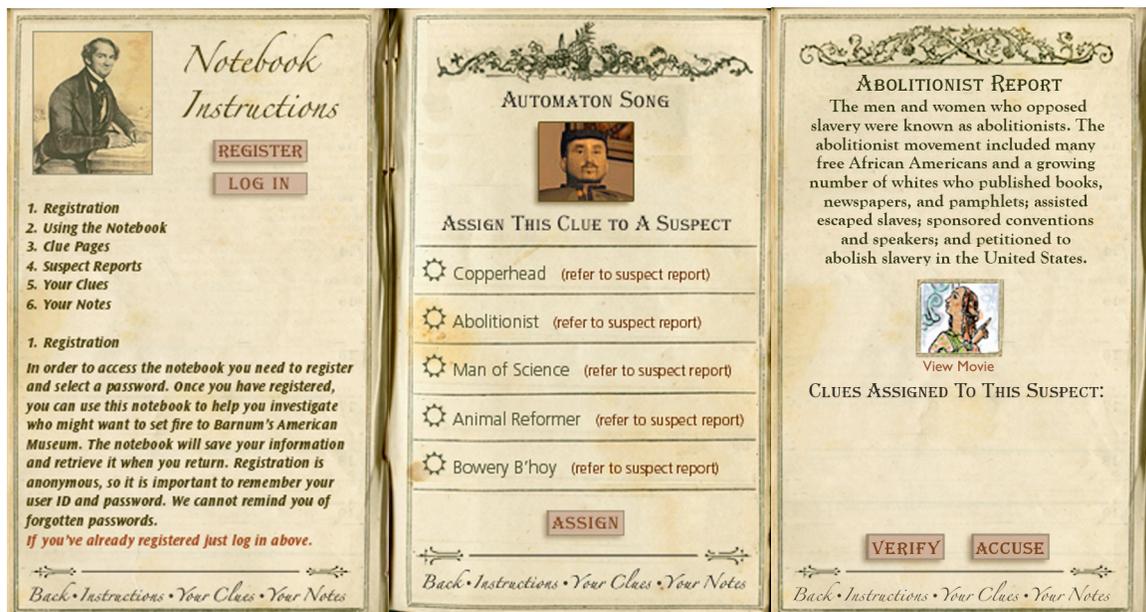
ASHP/CML develops projects that are in the forefront of educational media production. Support from the National Endowment for the Humanities, the Rockefeller Foundation, the Old York Foundation, and CUNY has enabled us to explore advances in database and imaging software that make the innovative presentation 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 pre-eminent 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 Public Programs and Education 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.

The Lost Museum's virtual three-dimensional reconstruction of the American Museum is based on extensive research in the historical record. Specific rooms in the re-created museum convey the

site's major humanities themes (including slavery and the anti-slavery movement, immigration and the creation of white working-class identities, temperance and industrial morality movements, urbanization and middle-class formation, sectional tensions, gender and women's rights, and the rise of commercial popular entertainment). The site provides multiple ways to examine and learn from the American Museum. The interactive Exploration engages users in a journey through the museum's rooms, exhibits, and attractions. As one option in the 3-D visit, users may choose to solve a mystery by searching for evidence about possible causes of the fire that destroyed the building in July 1865. Moving through the re-created museum's rooms and investigating its varied attractions, visitors make use of a notebook to record information on possible arsonists who represent some of the political organizations and social groups that contended for power, representation, and rights in



Three pages from *The Lost Museum* online "notebook". Clue and suspect report pages allow visitors to investigate the mystery of who burned down P.T. Barnum's American Museum.

the mid-nineteenth century. The site also contains a searchable Archive of primary source documents and images that expand on the themes raised by the exploration. The Classroom section, featuring activities, essays, and reference resources, facilitates the site's use in college and advanced-level high school classrooms.

In addition to the citations and awards noted above, *The Lost Museum* won the 2000 New York Metropolitan Archivists Roundtable Prize for "the most innovative application of archives to the Internet," and was the subject of a 2000 *New York Times* article, a feature essay in the July / August 2002 *Automobile Association of America* magazine, and a comprehensive review in the October 2005 *Common-place: The Interactive Journal of Early American Life*.

The September 11 Digital Archive/The Chinatown Documentation Project

<http://911digitalarchive.org/> / <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 purely made of paper, but also of email, websites, digital photos, online discussion forums, and other electronic forms of communication, *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 the larger questions of how the emergence of new electronic media and networks will change the collection, preservation, and writing of history.



The screenshot shows the website for the Museum of Chinese in the Americas (MoCA). The header includes the museum's name and navigation links: About MoCA, MoCA Store, MoCA Calendar, Exhibitions, Resources, and Community. A sidebar on the left contains a vertical menu with options like 'BACK TO EXHIBITIONS', 'TO CHINESE SITE', 'SEARCH INTERVIEWS', 'VIDEO EXCERPTS FROM INTERVIEWS', 'PARTNERING INSTITUTIONS', 'STAFF', and 'FREQUENTLY ASKED QUESTIONS'. The main content area features the exhibition title 'Ground One: Voices from Post 9/11 Chinatown' and three video excerpts with their respective descriptions and durations.

MUSEUM OF CHINESE IN THE AMERICAS
About MoCA | MoCA Store | MoCA Calendar | Exhibitions | Resources | Community

MoCA Exhibitions:
**Ground One:
Voices from Post 9/11 Chinatown**

A Personal Account (3 minutes):
Jeanne Jackson, who owns an employment agency in Chinatown, describes the attack and its consequences in the neighborhood.

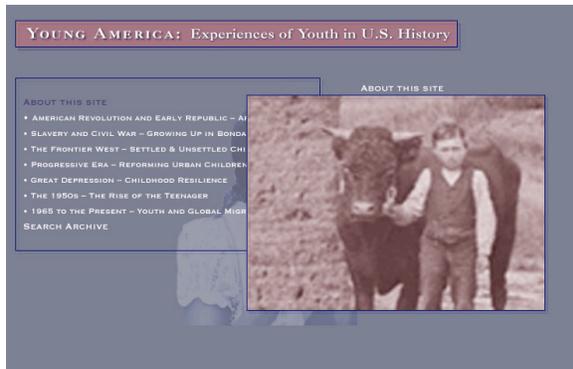
9/11, Public Health, and Chinatown (6 minutes):
Jeanie Chin, a communications specialist, discusses the impact of 9/11 on air quality in Chinatown and community concerns regarding the government response.

9/11 Relief (15 minutes):
Wing Ma, a garment factory owner, David Chen, Executive Director of the Chinese-American Planning Council – a social service organization – and Karen Hsin, a college student and daughter of a garment worker, discuss the response by public and private relief agencies to 9/11 and its aftermath with a focus on Chinatown.

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 consequences of the September 11, 2001 attacks on New York City's Chinatown and its residents. The completed website, *Ground One: Voices from Post-911 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.

Young America: Experiences of Youth in U.S. History



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 that uses 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 seven 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)
- Childhood Resilience (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 all 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 Childhood and Resilience section features a multimedia overview of the impact of the Great Depression on youth, and presentations on student activism in the 1930s and life in the Civilian Conservation Corps. Additional visual and document resources are provided to allow students to research, script, and present their own narratives on the experiences of families migrating to California and teenagers riding the rails. This prototype will be tested and evaluated to help guide the remaining production in 2006. The completed website will be available in 2007.

Ongoing Projects

- i. *History Matters: The U.S. Survey on the Web*
<http://historymatters.gmu.edu>

History Matters, a collaboration with CHNM, 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.

- ii. *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.

IV. 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. 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 2005, fifteen graduate students in History, Art History, Physics, English, Psychology, Sociology, Music, Computer Science, and Theater developed projects while learning advanced digital skills that will enhance their future careers.

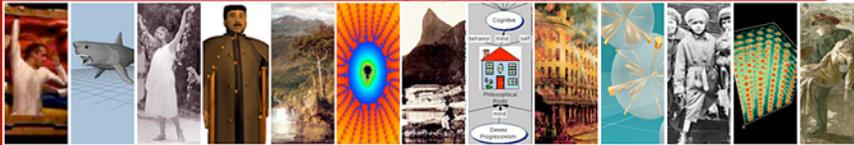
THE NEW MEDIA LAB (NML) was launched in 1997 to assist Graduate Center and City University of New York (CUNY) faculty and doctoral students from a variety of academic disciplines to create multimedia projects based on their own scholarly research. Our goal is to integrate new media into traditional academic 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.

With ongoing support from CUNY, the New Media Lab has become a dynamic environment in which projects funded by the National Endowment for the Humanities, the Rockefeller Foundation, the Old York Library Foundation, and other private and public sources demonstrate new approaches and methods of merging digital media, scholarship, and learning.

Located in room 7388.01 at the CUNY Graduate Center and run under the auspices of the Center for Media and Learning / American Social History Project, NML researchers:

- * work across academic disciplines to produce scholarly digital media projects;
- * analyze Internet usage in the educational, social, and commercial sectors;
- * construct 3-D environments that explore ways of visualizing the arts, humanities, and sciences
- * digitally archive and analyze a wide range of data
- * participate in public programs that address the critical intersection of knowledge and technology

WELCOME to the NEW MEDIA LAB



Some of the 2004-2005 NML projects include:

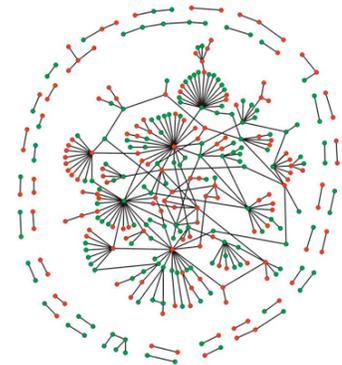
- “A Digital 3D Model Library,” a search engine that will make online 3D models easily accessible, by Computer Science student Ilknur Icke
- A MultiUser Virtual Environment (MUVE) on theories of educational psychology by City College and Graduate Center Professor of Instructional Psychology Hope Hartman
- “Performance and Spiritual Movements,” a website studying groups that are generally labeled as “religious cults,” by Theater student Edmund Ligan (graduated 2005)
- “Complex Networks,” a study of the components of networks from the Internet to the Web to scientific collaborations, by Physics student Huafeng Xie
- An online project documenting and analyzing information on homeless youth in New York City by Sociology student Marcos Tejada

With ongoing support from the CUNY Central Office and project support from the Old York Foundation and the NEH, the New Media Lab has grown to be a dynamic environment in which new directions in media communications are forged.

Virtual New York City

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

Virtual New York City is another ASHP/CML foray onto the World Wide Web, providing 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—Rebecca Amato and Irene Meisel—are digitizing material and constructing the website.

The focal point of this effort, inaugurated in December 2001 and completed in Fall 2005, is a multi-part “exhibit” called *Disaster: Cataclysm and Change in New York’s History* which presents 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 range 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.

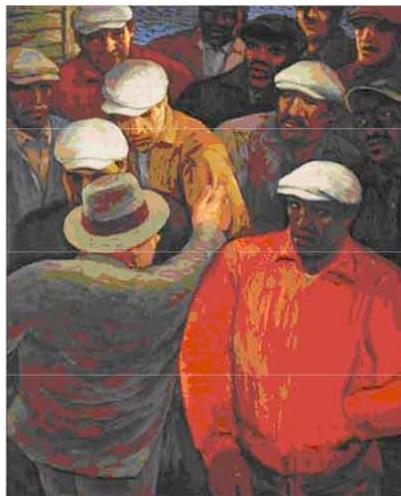
Investigating U.S. History

As part of a City University of New York Central Office initiative, ASHP/CML is collaborating with history faculty from across the 17 CUNY campuses under the leadership of Professor 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

 **WHAT
WAS SO BIG
ABOUT
"THE BIG STRIKE"
OF 1934?**

In the depths of the Great Depression 32,000 longshoremen on the Pacific Coast refused to work under conditions they called intolerable. They battled ship owners, “goons,” red-baiters, and the National Guard, sparking a general strike in San Francisco. Was the Revolution at hand? Was President Franklin Roosevelt’s New Deal to blame? Where would this labor upsurge lead?

Vincent DiGirolamo
Department of History
Baruch College, CUNY
vincent_digirolamo@baruch.cuny.edu



James Grocco, *Shape Up* (ca. 1955)

What’s going on in this painting?

materials—documents, audio and video clips, images and datasets—in the hands of students and engage them in using those materials interactively. It brings together faculty members working in one discipline but with many specialties, and at all levels. Additionally, it provides new models for teaching American history. 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 utilizing new media in history education, ASHP/CML has been engaged in these discussions from the beginning and serves as a consultant to the module developers, testers, and Web designers. The final stage of the project will be an *Investigating U.S. History* website, open to faculty and students nationwide, that contains eighteen tested history lab exercises for students, along with faculty annotations on using or modifying individual elements. The exercises will span the U.S. history curriculum. Each module will be linked to a discussion page, where faculty and students can report on how its use changed the dynamics of their class, or suggest ways to customize or modify the module. In November 2006 the faculty engaged in the project will sponsor a full-day conference at The Graduate Center to present their work and discuss how interactive teaching materials can best serve students and teachers.

The Lessons of History

ASHP/CML is working with City College of New York, CUNY, and the Center for History and New Media to produce interactive teaching activities for *The Lessons of History*, a project contracted by 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 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 early 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.

V. IN DEVELOPMENT

Picturing United State 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. 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.

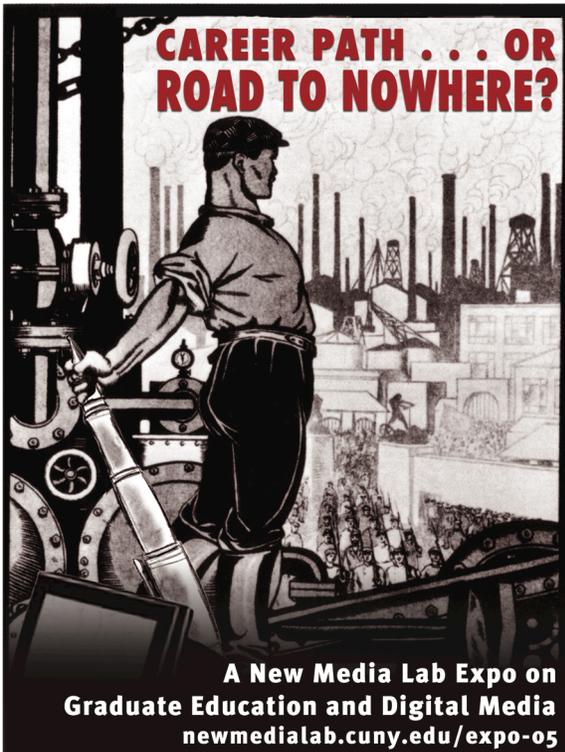
The website will include six major components: model teaching resources on major topics in U.S. history, an annotated searchable database of visual history resources on the Web, moderated forums on teaching with visuals, reviews of print and online resources, essays that assist teachers and students 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 interdisciplinary teams of scholars. *Picturing U.S. History* will draw together five 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's American History and Civics Initiative will award \$20 million in grants to fund partnerships to create innovative multimedia projects to improve the teaching and learning of U.S. history. The submitted proposal outlines an ambitious project targeting middle school students that will include the development of an interactive adventure video game, online resource collection, broadcast program, game-authoring product, and companion book spanning the U.S. history survey. Other key partners on the proposal include Immersive Education, an award-winning developer of educational software, Oxford University Press, and 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 would assume a historic role, often that of an adolescent or young adult, and explore a 3-D environment rich in historical detail, encountering primary source documents, other texts and images, streaming video, and audio downloads that would 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 local and international partnerships with innovative media developers and further advance ASHP/CML's commitment to bringing cutting-edge technologies and media into the history classroom.

VI. PUBLIC PROGRAMS



Wednesday Nov. 30th, 1-4 pm Martin Segal Theatre, GC

On November 30, 2005 ASHP/CML's New Media Lab hosted a one-day conference at The Graduate Center, "Career Path . . . or Road to Nowhere? A New Media Lab Expo on Graduate Education and Digital Media." This event marked the first in a series of public discussions assessing the future of new technology in doctoral training and Graduate Education. After welcoming remarks by Stephen Brier, Vice-President for Information Technology and External Programs and New Media Lab Co-Director, three panels addressed aspects of new media doctoral work from the vantage-point of faculty, students, and funders. In the first panel "Problems and Possibilities of Integrating Digital Media into Doctoral Education," professors David Jaffee (History), Kevin Murphy (Art History), and Brian Schwartz (Physics) considered how using digital media has changed, with differing effects, their respective fields. The second panel featured five Graduate Center students whose multimedia projects were developed in the Lab: Yuri Artemov, a recent Ph.D. in Physics, discussed the impact of creating 3-D simulations of vortices in superconductors on his dissertation (<http://www.newmedialab.cuny.edu/vortex/>); Beth

Counihan, a recent Ph.D. in English and Queensboro Community College faculty member, considered the opportunities and professional hazards of producing "Mousepads and Memoirs: An Online Oral History Project with Senior Women" (<http://www.newmedialab.cuny.edu/beth/>); Rebecca Amato, a fourth-year doctoral student in History, described the challenge of constructing teachable narratives for the "Virtual New York City" website (<http://www.vny.cuny.edu>); Ed Langan, a recent Ph.D. in Theatre, talked about the online life of his doctoral research on occult religions and performance; and Ellen La Forge, a second-year student in Art History, described her digital re-creation of the experience of viewing Frederic Church's panoramic 1859 painting, "The Heart of the Andes" (<http://www.timegallery.org/HA/>). The last panel, "New Problems, New Solutions: Institutional Support for New Media Scholarship," addressed funding opportunities in the humanities and sciences and featured Dr. Saul Fisher, Director of Fellowship Programs at the American Council of Learned Societies, who delineated the purpose of and response to ACLS's new Digital Innovation Fellowship initiative. And, to show that there is, incredible as it may seem, a lighter side to doctoral education, John Jay mathematician and New Media Lab participant Gary Welz offered a satirical Powerpoint presentation on "The Digital Archive of Everything."



NML Managing Director Andrea Ades Vásquez moderates student panel with (left to right) Yuri Artemov, Beth Counihan, Becky Amato, Ed Ligan, and Ellen LaForge.

The compelling and provocative presentations prompted enthusiastic interaction with the well-informed audience. As revealed by the lively proceedings, this is a topic of great interest to Graduate Center students, faculty, and administrators. Having only scratched the surface of issues involving new media and a range of graduate disciplines, this event will be followed by annual Expos that will continue to explore the subject as we also highlight the many ways that students and faculty can produce digital projects at the New Media Lab's facility.

VII. STAFF CONTRIBUTIONS TO THE FIELDS OF HISTORY, MEDIA, AND EDUCATION

Pennee Bender, Associate Director/Media Producer

Papers and Presentations

- Presentation (with Andrea Ades Vásquez), "Barnum's Audience, Our Students: Learning U.S. History Through an Online 3-D Mystery," New York State Council on Social Studies, Saratoga Springs NY, March 2005.
- Paper, "'There's Only One America Now': The OIAA Film Programs in the U.S.," Rockefeller Archive Center Workshop on Nelson A. Rockefeller's Office of Inter-American Affairs, 1940-1946, Tarrytown, NY, August 2005, at the Rockefeller Archive.
- Panel chair, "Creative Databases: Teaching, Learning, and Documenting Social Change." CUNY Fourth Annual Information Technology Conference, John Jay College, New York City, December 2005.

Professional Service/Consultation

- 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, Executive Director

Publications and Art

- (Author: visual essays), *Forever Free: The Story of Emancipation and Reconstruction*, Eric Foner principal author (Alfred A. Knopf, 2005).
- Cartoon commentary, "Great Moments in Labor History VI," *LABOR*, 3:2 (2006).
- Cartoon commentary, "Great Moments in Labor History V," *LABOR*, 2:3 (2005).
- Cartoon commentary, "Great Moments in Labor History IV," *LABOR*, 1:4 (Winter 2004).

Papers and Presentations

- Forever Free*: presentations with Eric Foner about co-authored book: New-York Historical Society, January 12, 2006 (broadcast over C-SPAN *Book-TV*); Brooklyn Public Library, February 4, 2006; "Hardcover History" History Channel podcast.
- Paper, "Gaps in the Fabric: Visualizing the Past in Cyberspace," in session: "Picturing the Past: History Photographed, Filmed, Drawn, and Digitized," American Historical Association Annual Meeting, Philadelphia, January 8, 2006.
- Comment, "Locating Self, Nation and Race in the Mid-19th Century Periodical's 'World'" session at American Studies Association annual meeting, Washington, D.C., November 4, 2005.
- Paper, "Printed Ephemera and the Web," in session: "State of the Field: Visual and Material Culture," Organization of American Historians Annual Meeting, San Jose, April 2, 2005.

Courses

- "Visual Culture and U.S. History, 1776-1976," Ph.D. Program in History, The Graduate Center, CUNY (Fall 2005).

Professional Service

- Panelist, American Council of Learned Societies Digital Innovation Fellowship, Spring 2006.
- Member of delegation, Association of American Publishers International Freedom to Publish Committee, Istanbul, Turkey, December 2004. Interviewed publishers, journalists, writers, broadcasters, scholars, and human rights activists about censorship and free expression.

Ellen Noonan, Project Director Teaching American History Programs/Producer

Papers and Presentations

- Presentation (with Andrea Ades Vásquez), "History and Humbugs: Online Narrative and the Past," Organization of American Historians annual conference, March 2004, San Jose.

Professional Service/Consultation

- Consultant, *Interactive Online Tenement Museum Experience* website, Lower East Side Tenement Museum.
- Consultant, Dyckman Farmhouse Museum.

Donna Thompson Ray, Project Director New Media Classroom and Making Connections HS Programs

Publications

- "African Americans in Cyberspace," *Journal of African American History* (Fall 2005).

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

Presentations

- Presentation (with Ellen Noonan), "History and Humbugs: Online Narrative and the Past," Organization of American Historians annual conference, March 2004, San Jose.
- Presentation (with Pennee Bender), "Barnum's Audience, Our Students: Learning U.S. History Through an Online 3-D Mystery," New York State Council on Social Studies, Saratoga Springs NY, March 2005.
- "Creative Databases: Teaching, Learning, and Documenting Social Change," CUNY Fourth Annual Information Technology Conference, John Jay College, New York City, December 2005.

VIII. GRANTS, HONORS AND AWARDS, 2005

1. Grants Received in the 2004-05 School Year:

Contract services from the New York City Department of Education via U.S. Department of Education <i>Teaching American History</i> program	\$372,339
Contract services from the Greencastle-Antrim School District, Pennsylvania via <i>Teaching American History</i> program grants	\$35,593
JP Morgan Chase Foundation grant for Bronx small schools	\$30,000
<i>Total funding from grants:</i>	<i>\$437,932</i>

2. Contract services, 2004-2005:

Contract services from New York City Department of Education	\$13,000
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3. Income from sales of products

Sales of <i>Who Built America?</i> video documentaries (net)	\$12,362.56
Sales of <i>Who Built America?</i> and <i>Liberty, Equality, Fraternity</i> CD-ROMs	\$1,974.26
<i>Total income from sales of products</i>	<i>\$14,336.82</i>

4. Grants Previously Awarded, Still Active

From the National Endowment for the Humanities: <i>Young America: Experiences of Youth in U.S. History</i> , Materials Development program	\$202,350
From the Rockefeller Foundation: <i>Chinatown Documentation Project</i>	\$150,000
<i>Total from these two ongoing projects earmarked and used in 2004-05</i>	<i>\$352,350</i>

HONORS AND AWARDS

National Endowment for the Humanities *EDSITEment* Citation for *The Lost Museum* website.

2005 American Historical Association James Harvey Robinson Prize for *History Matters* website.

Worldfest Houston 2005 Platinum Award in Interactive-Educational Media for *The Lost Museum* website.

Horizon Interactive 2005 Honorable Mention Award for *The Lost Museum* website.

New York Public Library Best of Reference 2005 citation for *History Matters* website.

IX. GOVERNANCE AND STAFFING

American Social History Project/Center for Media and Learning Staff

Pennee Bender, Associate Director / Media Director
Joshua Brown, Executive Director
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