Houston Conwill, Estella Conwill Majozo, and Joseph DePace’s terrazzo floor plan is located at the Schomburg Center for Research in Black Culture. This mosaic pays homage to both the poet Langston Hughes and the bibliophile Arthur Schomburg, after whom the building is named. The design features Hughes’s poem, *The Negro Speaks of Rivers*, and rivers flow outward. The poet’s ashes lie beneath the center of the design.

The Graduate Center
The City University of New York
365 Fifth Avenue
New York, NY 10016
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II. ASHP/CML ACTIVITIES AND NEW PROJECTS

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Who Built America? Videos/DVDs
Who Built America? CD-ROMs and Online

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APPENDIX A: ASHP/CML EDUCATION PROGRAM CALENDAR, 2007
I. HISTORY AND MISSION

For twenty-six 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 the only history organization that brings together full-time scholars, artists, media producers, and educators in a single staff, ASHP/CML fully integrates humanities scholars into all phases of its work. A model of public humanities programming and the recipient of numerous awards for its books, 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.

ASHP’s Leah Potter introduces an activity on the San Francisco’s Chinatown at the turn of the twentieth century to Teaching American History program teachers from Brooklyn and Staten Island.
II. ASHP/CML ACTIVITIES AND NEW PROJECTS

**Who Built America?**
The *Who Built America?* (WBA?) multimedia materials are 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 materials include a two-volume college-level textbook; a series of ten half-hour video/DVD documentaries with accompanying viewer guides and Web-based teaching resources; and two CD-ROMs with accompanying teacher guides.

**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.) The two-volume text 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; 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 that could be widely used by students, teachers, and general readers. The two volumes have been adopted over the past fifteen years in hundreds of college courses and dozens of community colleges around the country.

The third edition covers events through 2006 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?*, while Joshua Brown and David Jaffee are the textbook’s Visual Editors. Our partnership with publisher Bedford/St. Martin’s, a leading publisher of history textbooks, will greatly help the continued course adoption and dissemination of the book.

**Who Built America? Videos/DVDs**
Working in close collaboration with teams of historical advisors and classroom teachers, between 1983 and 1996 the ASHP/CML media staff produced ten 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 documentaries:

- *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*

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

- *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*

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 or in print) with historical overviews, documents, and lessons to promote viewers’ understanding and facilitate classroom use. The *WBA?* documentaries have won fifteen awards at major film festivals around the country and overseas including the Chicago, Houston, and Leipzig International Film Festivals, and the National Educational Media Network. Demand for the documentaries continues, and more than one thousand colleges, high schools, and adult and labor education programs around the country currently use *WBA?* documentaries and accompanying print materials. In 2006, we converted all ten programs to the DVD format and reduced the price to make them more accessible to individual teachers.

**Who Built America? 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 supplements chapters in the original textbook with 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 to this CD-ROM was published, also based on 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. While both disks will soon fall victim to changing computer operating systems, they 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)

In 2006 ASHP/CML began programming 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?* materials. When completed, this online resource will allow teachers, students, and the general public to have access to primary source documents and classroom activities that cover a wide range of U.S. history topics. Currently in the testing phase, we plan to open the database to the public in the next year.

**Education and Professional Development Programs**

ASHP/CML’s professional development programs link us directly to the classroom, encouraging exchange between scholars, media producers, teachers, and students. With support from ASHP/CML staff, teachers use our print and multimedia materials to strengthen and diversify secondary and college curricula and improve student learning. Deriving new insights into teaching and learning from our classroom laboratories and teacher seminars, ASHP/CML’s educational products contribute qualitatively to the broader effort to improve American education.

In 2006-07, ASHP/CML coordinated several professional development programs. Through ongoing seminars, we offered intensive services to more than 200 history, English, and interdisciplinary humanities faculty at more than 110 colleges and high schools nation-wide. In collaboration with these faculty, ASHP/CML directly served nearly 15,000 students, helping them develop their understanding of U.S. history and culture and advance their skills as learners, writers, and thinkers.

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

A 1903 *Judge Magazine* cartoon used in Teaching American History professional development programs to explore historical debates over immigration.
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 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., CD-ROMs, humanities websites, and electronic writing tools) into the secondary school and college classroom. The successes of our national **New Media Classroom** program prompted us to integrate new media technology into all of our professional development activities and to design new media teaching strategies. Our experiences have shown that well-conceived, content-rich new media resources can promote active learning and improve student understanding of U.S. history and culture. Our website also allows us to respond to the growing demand for broader dissemination of our teaching resources.

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

(top) Teachers from Brooklyn and Queens at the Brooklyn Historical Society in May, 2007 at a Retreat on “New York City Waterfront: A Global Gateway.”

(bottom) Participants in our new Teaching American History program for teachers of English Language Learners studying “From Gold Mountain to Angel Island: Chinese Immigration” at The Graduate Center.
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 2006-07 *Making Connections* program provided intensive professional development services to fifty-two history and English teachers. The teachers work directly with more than 7,000 students in twenty-four public schools.

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

**Teaching American History Program**

In 2007 ASHP/CML continued its extensive faculty development work supported by six different *Teaching American History* grants. Funded by the U.S. Department of Education, *Teaching American History (TAH)* grants require school districts to partner with local academic and/or cultural organizations in three-year projects to improve the knowledge and teaching practices of U.S. history teachers in grades K-12. For ASHP/CML, the *TAH* funding allows us to continue and expand our work with public school teachers in New York City and elsewhere.

These programs engage participating teachers with a range of social history topics through a combination of scholarly talks, primary source text and visual documents, material culture, and multimedia resources. *TAH* programs also present teaching strategies that not only emphasize student inquiry but also 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.

![Participating teachers, faculty mentors, and seminar leaders for the 2007-2008 Making Connections program.](image-url)
During the 2006-2007 academic year, ASHP/CML worked with schools in community school districts 20, 21, 24, 29, 30, and 31 and Region 6 of the New York City Department of Education, and with the Greencastle/Antrim school district in Lancaster County, Pennsylvania. These programs, each at different stages in the three-year grant cycle, reached a total of 171 teachers.

In two TAH-funded programs, ASHP/CML acted as the lead partner. In these programs, 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, Brooklyn Historical Society, and Museum of Television and Radio; these museum 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. At the end of the three-year grant cycle, each program will have produced a set of teacher-created, classroom-tested lessons and other resources for district-wide distribution. Teachers in these programs tackled such topics as the American Revolution, Civil War and Reconstruction, U.S. imperialism in Cuba and the Philippines, Progressive Era, the Cold War in Latin America, Black Freedom Struggles, and War in Vietnam.

In two programs, ASHP/CML acted as a joint partner with colleagues from Queens College. In these programs, middle- and high-school teachers attended pairs of day-long 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 second year in 2007, we continued to partner with Professors Jack Zevin, David Gerwin, and John Gunn from the Secondary Social Studies Education program at the Queens College, CUNY, School of Education. Topics covered in 2007 included Gilded Age Industrialization, Progressive Era, Great Depression and New Deal, and Black Freedom Struggles, with a thematic emphasis on how Americans have defined and fought for freedom. 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, which began in fall 2007, we collaborated with Beverly Bisland and Eva

Joshua Brown (Gilded Age Industrialization), Karen Kupperman (Jamestown), and Gerald Markowitz (Great Depression and New Deal) discuss current scholarly interpretations of their subjects with Teaching American History program teachers.
Fernandez of Queens College and Carolyn Henner-Stanchina of LaGuardia Community College. The first two Retreats focused on Colonial New York and Mid-Nineteenth Century Irish Immigration, the beginning of a year-long sequence of topics on “Immigration and Encounters.” Participants in this program teach students who are English language learners (ELLs) in grades K-12 in Queens and parts of Brooklyn, and will participate in a week-long summer institute at Queens College where they can develop classroom materials that combine their new content knowledge with pedagogical strategies tailored for ELL students.

During 2007, we also hosted two day-long seminars for social studies teachers from 23 schools in New York City’s Region 6. Seminars were led by ASHP staff and featured speakers who addressed such content and pedagogy topics as teaching history as a mystery, the Civil Rights Era, and World War One. CUNY faculty and veteran teachers from the New York City Department of Education served as classroom visitors, providing biweekly mentoring support and materials. 2007 marked the culminating year of our TAH partnership with Region 6 schools. For teachers from Districts 20, 21, and 31, we hosted a four-day summer institute on U.S. foreign policy from the War of 1898 to the Cold War. This institute focused on developing teachers’ historical knowledge; their skill in teaching with historical documents, art, and film; and their ability to infuse new knowledge and materials into their classroom teaching.

Finally, in its TAH partnership with the Greencastle-Antrim (Pennsylvania) school district, ASHP/CML helped a dozen teachers, middle through high school, to integrate technology into their history instruction through classroom mentoring and a week-long summer institute. In all these cases, teachers were given the opportunity to discuss, experience, and gain access to technological instruction regardless of their varied ability levels. The visits, workshops, and institute addressed such issues as curriculum planning, identification of resources, and discussion of new scholarship. 2007 marked the culminating year of our TAH partnership with Greencastle-Antrim schools.

Horace Pippin’s first painting, *The End of the War: Starting Home*, took over three years to complete and reflects his grappling with the memories and traumas of his service in World War One. This piece was introduced as part of the Making Connections December 2007 seminar focusing on African American soldiers during the Great War.
Interactive Media Projects

Mission America

In 2005, ASHP/CML collaborated with New York’s public television station Thirteen/WNET on a proposal for Mission America submitted to the Corporation for Public Broadcasting’s (CPB) American History and Civics Initiative. 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. In spring 2007, Mission America was one of seven proposals that CPB funded. The funding is for the development of a prototype of the project to be submitted along with a revised proposal by October 2008. CPB will select three projects for full funding.

Mission America is an integrated multimedia project targeting middle school students that includes the development of an interactive adventure video game, an online resource collection, a broadcast television program, and a companion book spanning the U.S. history survey. The videogame will feature ten discrete “missions” tied to significant historical themes and eras. The student-player will assume a historic role, often that of an adolescent or young adult, and explore a 3D environment rich in historical detail, encountering primary source documents, other texts and images, streaming video, and audio downloads that enable the player to complete a set of knowledge challenges and advance to the next mission.

In 2007, ASHP/CML’s served as Mission America’s content developers for the interactive game prototype and related media resources. ASHP/CML wrote learning outcomes, identified primary and secondary material, advised on script and game structure, attended meetings in Washington, DC, and Boston, and helped to shape the overall instructional design of the project. The game prototype focuses on the coming of the American Revolution in colonial Boston. Students play a printer’s apprentice who moves to Boston in 1770 on the eve of the Boston Massacre. Students actively learn about different social groups and political perspectives in colonial Boston, and the variety of protests that the Patriot cause used to protest British taxation and military occupation.

Picturing U.S. History

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 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 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.

With the support of a Materials Development grant from the Education Division of the National Endowment for the Humanities, in 2007 Picturing U.S. History began with a two and a half-day seminar in
New York City which brought together four two-person scholar teams assigned to produce model teaching resources for the humanities classroom. 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. The completed website will also feature a searchable database of visual history resources on the Web, moderated forums on teaching history with visuals, reviews of print and online resources, essays that assist teachers and students in using archival visual evidence, and sample classroom activities. *Picturing U.S. History* is scheduled for national online debut in October 2008.

**Uncovering the Five Points**

*Uncovering the Five Points: A Hands-on History of a New York Immigrant Neighborhood* was first developed in 2003 at ASHP/CML by Fritz Umbach, now Assistant Professor of History at John Jay College, CUNY. Originally called *The Five Points Census Project*, the Web-based resource began as a demographic database of the downtown Manhattan neighborhood compiled from the New York State Census of 1855. The data on households in the area was assembled by archaeologists excavating Block 160 of the historic Five Points district in lower Manhattan. The General Services Administration, a federal agency, undertook this excavation when construction on a federal courthouse unearthed artifacts from the Five Points. (The National Historic Preservation Act and other federal legislation require such archaeological digs when federal construction projects take place on historically significant sites.) Since 2003, improvements to *Uncovering the Five Points* have included developing an explanation of census categories and occupations, a new search interface, and additional census data that includes the sex and race of the residents. In 2007, a classroom activity featuring *Uncovering the Five Points* was field-tested in two of our Teaching American History faculty development retreats with NYC Department of Education districts in Queens, Brooklyn, and Staten Island.

In 2008, planned improvements to *Uncovering the Five Points* include adding the revised classroom activity to the site, along with a map of the Five Points, images of artifacts from the archaeological dig, and records from the Emigrant Savings Bank.

**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* is an online teaching resource utilizing the perspectives and experiences of children and youth to enhance the U.S. history survey taught in high school and college classrooms. The website features a wide range of evidence that highlights young people’s role in history as family members, students, workers,
immigrants, consumers, pioneers, and activists. Using both database and narrative elements, the site helps students to understand the choices and methods that historians use when interpreting historical evidence and fashioning coherent and compelling historical narratives. While *Young America* does not provide comprehensive coverage, it offers a way to understand U.S. history that is engaging and immediately relevant to young people in 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)
- The Rise of the Teenager (1950s)

*Young America* consists of three main components:

1) “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 help teachers and students delve into the documentaries’ text and visual evidence, interpretive choices, and narrative structures; and
3) A searchable archive containing many of the primary source materials used throughout *Young America*, which teachers and students can also use 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. This prototype will be tested and evaluated to help guide the remaining production.

**Ongoing Projects**

*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* is an interactive recreation of P. T. Barnum’s American Museum, circa 1865. Barnum’s American Museum, mid-nineteenth century America’s preeminent popular cultural institution, both reflected and refracted the compromises, accommodations, and conflicts of the antebellum and Civil War periods. Produced with support from the NEH Education and Public Programs Divisions and the Old York Foundation, *The Lost Museum* combines narrative, spatial investigation, documentation, and pedagogical strategies to convey the social, cultural, and political history of its era.

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

*The September 11 Digital Archive*

http://911digitalarchive.org

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 at George Mason University (CHNM) and funded by the Alfred P. Sloan Foundation—began to develop *The September 11 Digital Archive*, an unprecedented humanities Web initiative. Based on the recognition that the historical record is no longer composed only of paper, but also
of email, websites, digital photos, online discussion forums, and other electronic forms of communication and expression, The September 11 Digital Archive uses electronic media to collect, preserve, and present the history of the attacks and the outpouring of public responses to them. The September 11 Digital Archive addresses not only the history of the event itself but also the continuing issue of how the emergence of new electronic media and networks will change the collection, preservation, and writing of history.

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

In order to extend the mission of The September 11 Digital Archive and enrich its collection, ASHP/CML—in collaboration with the Museum of Chinese in the Americas, the Columbia University Oral History Research Office, and NYU’s Asian/Pacific/American Studies Program and Institute—received a $150,000 grant from the Rockefeller Foundation in 2004 to create The Chinatown Documentation Project (CDP). The CDP aims, through facilitated dialogues and recorded oral histories, to foster thoughtful community conversations and reflections on the impact of the September 11, 2001 attacks on New York City’s Chinatown and its residents. The completed website, Ground One: Voices from Post-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.

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

http://historymatters.gmu.edu

*History Matters*, a collaboration with the Center for History and New Media at George Mason University, provides Web-based resources to assist high school and college teachers of the basic U.S. History survey courses and serves both as a resource itself and as a “gateway” to the vast but uneven resources available on the Web. With 50,000 visitors per month and designation as a “best of the humanities” site by the NEH’s EDSITEment, *History Matters* is the premier website for U.S. history teachers. *History Matters* is organized into eleven sections, including:

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

**Liberty, Equality, Fraternity: Exploring the French Revolution**

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

*Liberty, Equality, Fraternity: Exploring the French Revolution*, a co-production of ASHP/CML and the Center for History and New Media, is available as both a CD-ROM and website. Authored by Lynn Hunt and Jack R. Censer, *Liberty, Equality, Fraternity* is a history of the French Revolution that includes overviews of the revolution’s place in world history, its impact on the French colonies, and its cultural legacy. A wide range of primary resources linked to ten chapters of text enable users to analyze images, documents, music, and artifacts, along with sections on methods for “reading” visual and other cultural evidence. The disk and website include hundreds of primary text documents (many available in English for the first time), 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.
The Graduate Center launched the New Media Lab in 1997 as a major effort to develop and improve new educational technologies at CUNY and to assist GC and CUNY faculty and doctoral students from a variety of academic disciplines in creating multimedia projects based on their own scholarly research. Our goal is to integrate new media into traditional academic practice, challenging scholars to develop fresh questions in their respective fields using the tools of new technology. The NML is committed to a vision of new technology based on open access to ideas, tools, and resources. Based at ASHP/CML, the New Media Lab contains state-of-the-art hardware and software and supports faculty and graduate student projects. Student researchers receive financial support to incorporate sophisticated three-dimensional animation techniques, audio/video components, graphic design, and other forms of new media into their Ph.D. dissertations and other doctoral academic work. In 2007, the NML supported graduate students in Philosophy, History, Art History, Physics, Environmental Psychology, Sociology, and Music to develop projects while learning advanced digital skills that will enhance their future careers.

Some of the 2007 NML projects include:

*Phylo* explores the origins of contemporary philosophy by looking at historical relationships between individuals, institutions, and ideas. These relationships are contained in a database of primary and secondary documents and rendered using data visualization tools. The result is a free, open-access tool that places philosophy in context and promises new ways to study the field.
Artistic Exchange is a dynamic timeline exploring sixteenth century art historical connections between Flanders, Spain, and Colonial Latin America. This project will utilize MIT’s open source tool to provide a broad visual record of the historical period. With its open development approach, this tool provides methods to populate the timeline with events, as well as documentation and a knowledge base, to facilitate manipulation of the programming code for future customization.

In the arts and entertainment, the term “audience participation” has typically been reserved for situations where the audience is permitted to alter the outcome of the event. While the idea is fantastic, the experience is usually disappointingly limited. Using the music concert as a point of departure, Audience Music: Changing the Concert Experience extends participation by allowing the public to alter—if not compose—the course of a music performance in real time using mobile phones.

To make sense of the legacy of the 1960s, Redefining the Hippies: New Approaches to Understanding A Social and Cultural Movement will guide users through the period and also allow them to shape this social and cultural history project. Visitors to the website will be able to explore an interactive timeline that will provide an overview of the events of the era. Users will also be encouraged to upload photos and other visual content as well as post accounts of their experiences and comment on those of others.

Finding the War: Database Technology and Historical Narrative seeks to find new ways to perform historical research utilizing the latest relational database software and is based on dissertation research concerning the social and cultural experiences of American soldiers in the Vietnam War. The nature of this project requires evidence to be drawn from a large number of disparate sources, piecing together aspects of a collective experience through careful organization and analysis of seemingly unconnected bits of historical ephemera.

Virtual New York City (http://www.virtualny.cuny.edu) provides online resources on the history of the city for high school and college classes. Virtual New York City draws on and disseminates the renowned collection of the Old York Library, donated to The Graduate Center in Spring 2000. The Old York Library is the largest private collection of books and memorabilia on New York City, amassed by the late Seymour B. Durst, a New York real estate developer, including approximately 13,000 books and 20,000 postcards, as well as thousands of photographs, maps, newspaper tearsheets, and other ephemera. The Old York Foundation has created an endowment to support the housing and maintenance of the collection at The Graduate Center, to fund educational initiatives that utilize material in the collection, and to support digitizing large portions of the collection. Working with ASHP/CML, several history graduate student Durst Research Scholars have digitized material and constructed this website.
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 17 CUNY campuses under the leadership of historian David Jaffee (CCNY) to produce a series of interactive Web-based teaching modules for use in introductory U.S. history courses. Just as science or language courses include laboratory work as an essential component of the learning experience, these computer lab history activities challenge students to “do history” by analyzing and interpreting primary source materials. With funding from the National Endowment for the Humanities, this project is designed to put primary source materials—documents, audio and video clips, images and datasets—in the hands of students and engage them in using those materials interactively. The Investigating U.S. History website (http://www.ashp.cuny.edu/ushi/) 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 singularly linked to a discussion page, where faculty and students can report on its use or suggest ways to customize or modify the module.

The Lessons of History
ASHP/CML has continued 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 Web? The NEH's EDSITEment portal assists by providing an abundance of reviewed websites along with a growing number of lesson plans. The Lessons of History will extend EDSITEment's usefulness to teachers and students of U.S. history in high school by developing twenty-four lesson plans and interactive exercises covering Colonial America, the American Revolution and Constitution, FDR and the New Deal, and the 1960s to the 1980s. These exercises will feature new software tools for text and image annotation and collection, and 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 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.
IV. PUBLIC PROGRAMS

ASHP/CML Marks Its Silver Anniversary

On March 6, 2007 ASHP/CML celebrated the 25th anniversary of its founding in a gala event held in the City University Graduate Center's Dining Commons. Under the looming shadow of the Empire State Building, 150 staff (past and present), friends, and colleagues gathered for an evening of eating, greeting, reunions, and reflections about our longevity, what we’ve achieved over the last quarter-century—and what we still need to accomplish!

The program for the event included retrospection from ASHP/CML executive director Josh Brown, co-founder Steve Brier, and ASHP board chair Carol Groneman, and new assessments by GC president William Kelly and Harvard historian Jill Lepore. Lepore’s keynote address placed ASHP/CML’s books, documentaries, CD-ROMs, websites, and education programs in the context of the ups and downs of a generation of social history scholarship. In an effort to relieve some of the solemnity, the program ended with a 15-minute documentary chronicling, with a jaundiced eye and mockingly portentous narration, our triumphs and occasional tragedies. It was, in all, a wonderful evening and we plan an even more resplendent event when our 50th anniversary rolls around.
V. STAFF CONTRIBUTIONS TO THE FIELDS OF HISTORY, MEDIA, AND EDUCATION

Pennee Bender

Publications

Papers and Presentations
- “Young America: An Online Multimedia Teaching and Learning Experiment” conference paper presented at the Society for the History of Childhood and Youth Conference, “In the Name of the Child” held in Norrköping, Sweden, June 2007.

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

Joshua Brown

Courses

Publications and Art
- Artist/co-author (with Peter Carroll), *Robeson in Spain*, two installments of eight-part graphic history, *The
Volunteer (publication of the Abraham Lincoln Brigade Archives), 24:3/4 (September and December 2007).
• Artist, Life during Wartime, weekly graphic observations posted on the Internet and e-mailed to subscribers.

Papers and Presentations

Andrea Vasquez
Professional Service/Consultation

Papers and Presentations
• “Young America: An Online Multimedia Teaching and Learning Experiment” conference paper presented at the Society for the History of Childhood and Youth Conference, “In the Name of the Child” held in Norrköping, Sweden, June 2007.

Ellen Noonan
Contributions
• Member, Thirteen/WNET and New Visions Project Advisory Board, 2007
• Presentation on The Lost Museum and Digital History at History Methods course, New York University, January 24, 2007.
• Presentation on The Lost Museum at “Digital Learners: History in the Video and Digital Age,” Mid-Hudson Social Studies Council Annual Fall Conference, November 6, 2007, Cornwall High School.

Historian Rob Snyder led NYC public school teachers from ASHP’s Queens and Brooklyn TAH program on a boat tour of the industrial history of the Brooklyn waterfront in May, 2007, with ASHP and the Brooklyn Historical Society.
VI. 2007 CONTRACTS, GRANTS, HONORS, AWARDS, AND NEWS COVERAGE

Contracts

- Contract services from the New York City Board of Education via Teaching American History program grants from the U.S. Department of Education, [Regions 3, 4, 6, 7], $57,289 (TAHR6 only)

- Contract services from the Greencastle-Antrim School District, Pennsylvania, via *Teaching American History* program grants from the U.S. Department of Education, $35,593

- Contract services from New York City Department of Education, $4,800

- Contract services from Educational Broadcasting Corporation, Thirteen/WNET New York, for consulting on *Mission America*, a middle school history curriculum project, $75,000.

Grants


News Coverage


VII. GOVERNANCE AND STAFFING

American Social History Project/Center for Media and Learning Staff

Pennee Bender, Associate Director/Media Director
Joshua Brown, Executive Director
Sally Dawidoff, Administrator
Michele James, Education Technology Coordinator/Production Assistant
Madeleine Lopez, Faculty Development Coordinator
Ellen Noonan, Project Director, Teaching American History Programs/Multimedia Producer
Andre Pitanga, Web Programmer
Frank Poje, Education Consultant
Leah Potter, Co-Project Director, Teaching American History Programs
Donna Thompson Ray, Project Director, Faculty Development Programs
Hillina Seife, Education Programs Assistant
Andre Ades Vasquez, Associate Director/New Media Lab Managing Director
Isa Vasquez, Education Programs Assistant

ASHP/CML Board of Advisors

Peter Almond, film producer, Beacon Pictures
Alberta Arthurs, former Director, Arts and Humanities Program, The Rockefeller Foundation
Randy Bass, Executive Director, Center for New Designs in Learning and Scholarship, Georgetown University
Blanche Wiesen Cook, Department of History, John Jay College and The Graduate Center, CUNY
Bret Eynon, Director, Center for Teaching and Learning, LaGuardia Community College, CUNY
Eric Foner, Department of History, Columbia University
Joshua Freeman, Ph.D. Program in History, The Graduate Center, CUNY
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Larry Sapadin, Vice President of Business Affairs, Winstar TV and Video
Barbara Winslow, School of Education, Brooklyn College, CUNY

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

Pennee Bender, ASHP/CML Associate Director/Media Director, Treasurer
Stephen Brier, Vice President for Information Technology and External Programs, The Graduate Center, CUNY, President
Joshua Brown, ASHP/CML Executive Director
Carol Groneman, emerita, Department of History, John Jay College, CUNY, Chair
Gerald Markowitz, Department of History, John Jay College and The Graduate Center, CUNY
Roberta Matthews, former Provost, Brooklyn College, CUNY
Donna Thompson Ray, ASHP/CML Project Director, Faculty Development Programs, Secretary
Andrea Ades Vasquez, ASHP/CML Associate Director, New Media Lab Managing Director, Vice President
Wendy Wolf, Executive Editor, Viking Penguin
APPENDIX 1:
ASHP/CML EDUCATION PROGRAM CALENDAR, 2007

February
9    The Gilded Age Retreat    TAH Regions 3/4(ii)
15   Reconstruction and the Rise Of Jim Crow   TAH Region 7(ii)
28   The Cold War    TAH Region 4(i)

March
9    World War I and FDR    Making Connections
13   World War I and FDR    TAH Region 6
22   Progressive Era Reform (Brooklyn Museum of Art)  TAH Region 7(ii)
27   Progressive Era Reform    TAH Regions 3/4(ii)

April
16   Vietnam Remembered from All Sides MTR    TAH Region 4(i)
17   The Civil Rights Era    TAH Region 6
27   Civil Rights Movement: (Museum of TV & Radio)  TAH Region 7(ii)

May
4    Civil Rights Movement    Making Connections
17   NYC Waterfront: A Global Gateway (Brooklyn Historical Society)  TAH Region 4(i)

July
6    Summer Institute: War of 1812    Making Connections Region 7
9-13 Summer Institute: Creating Classroom Activities  TAH Regions 4(i) & 7(ii)
13   Summer Institute: Self Determination & WWI  Making Connections Region 7
20   Summer Institute: FDR & WWII  Making Connections Region 7
27   Summer Institute: The Cold War & Latin America    Making Connections Region 7

August
27-28 Leadership Retreat    TAH Regions 3/4(ii)

September
28   Inquiry & Evidence: Early American Encounters    Making Connections

October
22   Colonial New York (BK Museum)    TAH Brooklyn/SI
23   The Great Depression & New Deal    TAH Brooklyn/Queens

November
1    Colonial New York    TAH Queens ELL
2    The “Peculiar” Institution    Making Connections
30   America’s Gilded Age    Making Connections
30   Black Freedom Struggles    TAH Brooklyn/Queens

December
13   Mid-19th Century Irish Immigration    TAH Queens ELL
14   Torchbearers: Black Soldiers in WWI    Making Connections
14   Mid-19th Century Irish Immigration    Brooklyn/SI