



DIVISION OF EDUCATION PROGRAMS

## Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Humanities Initiatives at Community Colleges application guidelines at

<http://www.neh.gov/grants/education/humanities-initiatives-community-colleges>

for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Conexiones: Linking Berks County Latino Communities to a Larger World  
Institution: Reading Area Community College  
Project Director: Jody Corbett  
Grant Program: Humanities Initiatives at Community Colleges

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## I. PROJECT SUMMARY

Reading Area Community College (RACC) in partnership with the American Social History Project/Center for Media and Learning (ASHP/CML) Graduate Center of the City University of New York proposes *Conexiones: Linking Berks County Latino Communities to a Larger World*, a two-year professional and curricular development program for fifteen RACC faculty members. RACC is a Hispanic Serving Institution (HSI)—31% of student population—and thus *Conexiones* will enhance existing courses in RACC's general education courses and develop new ones with Latino-based humanities content.

The program will be divided into phases over a two-year period. Phase One will build faculty participants' competency in Latino history and Phase Two will build curriculum. During Phase One, RACC faculty participants will study the histories of *Latinidad*—Latino communities in the U.S.—through ASHP/CML-led scholarly seminars and online forums as well as through RACC-facilitated, semi-monthly, lunch-and-learn sessions. During Phase Two, faculty members will develop, with online support from ASHP/CML, at least one module for their existing courses and for use by additional faculty by storing on RACC's digital teaching resources. Faculty members will create at least two new courses for a Latino Studies Program. Centro Hispano, a major Berks County Latino organization, will coordinate guest speakers to link humanities readings to local community issues during Phase Two. By integrating Latino history and culture into RACC's general education curriculum, RACC will foster greater understanding and cooperation among faculty and will use student-relevant content as a strategy for increasing academic success among Latino students. This rich melding will also augment RACC's leadership in serving and promoting Latino scholarship in Berks County, Pennsylvania.

*Conexiones* will build upon efforts begun by RACC faculty during ASHP/CML's 2013-2015 NEH-funded *Bridging Historias*, which introduced 36 community college faculty to Latino histories and cultures and provided curriculum design support. RACC faculty participants designed three program courses: Latino Literature and Writing, Latino Community Scholars and Spanish for Heritage Speakers. Through *Conexiones*, faculty will develop two more courses—Latino History and Latino Community Leadership—completing the five courses needed for a Latino Studies Associate of Arts Program. *Bridging Historias* faculty members from Communication, Arts and Humanities and Social Sciences and Human Services will serve as RACC *Conexiones* project directors. RACC views *Conexiones* as the next logical follow-up to *Bridging Historias* as it further introduces Latino history and culture to additional faculty across more subject areas (Appendix D). By the end of fall 2018, RACC will have an Associates of Arts in Latino Studies, will have created a digital teaching resource, *Conexiones*, and will have supported faculty in creating at least one module with Latino history and at least two courses.

### **III. NARRATIVE**

#### **A. Intellectual Rationale**

Reading Area Community College (RACC) in partnership with the American Social History Project/Center for Media and Learning (ASHP/CML) Graduate Center of the City University of New York proposes *Conexiones: Linking Berks County Latino Communities to a Larger World*, a two-year faculty and curricular development program. RACC is a Hispanic Serving Institution and thus RACC faculty who want to revise and create courses to include Latino history will be the primary audience. The selected faculty will attend lectures, discussions, lunch and learn sessions, and the culminating event, a faculty colloquium. Lastly, the College will have ongoing access to digital teaching resources that will include the recorded visiting scholars' lectures and the final versions of curriculum modules created by participating faculty.

Since 2008, Latino student attendance at RACC has nearly doubled (Appendix D). *Conexiones* will support faculty to make course and programmatic changes to address this shift in student demographics. RACC's mission is to serve students' intellectual and personal growth through teaching and mentoring, as well as to value diversity and the richness it brings to campus and community. The RACC classroom is at the interstice of Latino students moving from secondary to post-secondary curriculums. For more than two decades, educational research has highlighted the importance of content relevancy and sense of inclusion for improving student motivation and learning in higher education. *Conexiones* will create the bridge spanning the gap between students' lived experiences and the community college classroom curriculum.

Latino Studies has advanced at a remarkable pace, and *Conexiones* will draw on this recent humanities scholarship to help faculty develop curricula. *Conexiones* will provide national and historical contexts for three major Latino communities—Puerto Rican, Dominican and Mexican—that comprise RACC and Berks County populations. By linking the specific local communities' immigration and migration histories to the national histories, faculty will be able to analyze and create curricula specific to these Latino communities' diverse identities, experiences, and histories. Latinos hold a unique place within

U.S. history given their long presence here; their diverse blending of Spanish, African, and indigenous cultures; and the growing demographic presence of Latinos across the country. Despite their long and rich history in the U.S., popular media consistently presents Latinos as “recent immigrants,” and most secondary and post-secondary curricula contain little or no history of U.S. Latino communities. Studying the integral place of Latinos in U.S. history will assist faculty members across the humanities, social sciences and professional programs at RACC in integrating Latino history into their courses and can foster greater understanding, cooperation, and student academic success.

*Conexiones* builds upon efforts begun by RACC during ASHP/CML’s 2013-2015 NEH-funded *Bridging Historias*, which introduced community college faculty to Latino histories and provided curriculum design support. RACC faculty designed two new humanities courses, Latino Literature and Writing and Spanish for Heritage Speakers. The study and integration of Latino History and culture will help students make connections throughout RACC’s general education courses. *Bridging Historias* faculty from Communication, Arts and Humanities and Social Sciences and Human Services will serve as RACC project directors. RACC’s faculty participation in *Bridging Historias* built a strong relationship with ASHP/CML and institutional support critical for this proposal (Appendix C). RACC views *Conexiones* as the logical follow-up to *Bridging Historias* as it introduces Latino history to additional faculty across subject areas.

## **B. Content and Design**

*Conexiones* is designed for faculty to engage in reading and lecture materials and provides time to create, practice, and revise curricular content. Phase One, designed as History Modules, is about building competency and Phase Two, organized by general education subjects taught at the College, is about building curriculum (Appendix A). Phase One, RACC faculty will study the histories of Puerto Rican, Mexican, and Dominican communities in Berks County and the U.S. Phase Two delves into Latino history and culture related to economic development and labor; education; citizenship and civic engagement; and communication, arts, and humanities.

Full and part-time faculty who teach communication, history, political science, social work, psychology, sociology, public speaking, and literature will be eligible to participate in *Conexiones*. Project directors and RACC assistant deans will select faculty participants through an application process that includes an explanation of how faculty candidates envision incorporating Latino culture and history into their courses and how they will share and replicate what they have learned and developed during the program. *Conexiones* has required and recommended readings as a key element of the program (Appendix A). These reading lists will also serve as teaching resources for the faculty participating after the completion of the program.

***Phase One: Latino History Modules – Building Competency and Context***

Phase One presents faculty with scholarship that examines Puerto Rican, Mexican and Dominican histories within the US. The seminar series ends by exploring broader perspectives and theories of *Latinidad*. Each history module will follow the same course of study: 1) readings and online forums; 2) full-day seminars; 3) lunch-and-learn sessions.

**1:1 The Puerto Rican Diaspora in the U.S.:** Puerto Rican migration history and culture will be the first module reflecting the long history of Puerto Ricans in Reading and their large numbers in the community and college (60% in U.S. Census, 2013). The module is built around the scholarship of Dr. Virginia Sanchez Korrol, Professor Emerita Brooklyn College, CUNY and will begin with an ASHP/CML-led *Summer 2016 Online Forum* on assigned readings (See Appendix A for full reading list):

- Sánchez Korrol, Virginia E. *From Colonia to Community: The History of Puerto Ricans in New York City* (Berkeley: U of California P, 1983). [required]
- Mitchell, Pablo. *History of Latinos: Exploring Diverse Roots*. Greenwood Press, (2014) selected chapters [required]
- Carmen Teresa Whalen, “Colonialism, Citizenship, and the Making of the Puerto Rican Diaspora: An Introduction and A Conclusion” in *The Puerto Rican Diaspora, Historical Perspectives* (Philadelphia: Temple University Press, 2005): 1-42 and 227-244. [required]

- Víctor Vázquez-Hernández, “From Pan-Latino Enclaves to a Community: Puerto Ricans in Philadelphia, 1910-2000,” in *The Puerto Rican Diaspora, Historical Perspectives* (Philadelphia: Temple University Press, 2005): 88-105. [required]

*October 2016 Seminar* – Dr. Virginia Sanchez Korrol will situate local history within the broader field of Latino history and then speak about the roots of Puerto Rican migration, the lived experiences of the new migrants, the stages of community building, and the cultural exchanges between the diaspora and the island. In the afternoon, faculty will have time to interact with Dr. Sanchez Korrol over a working lunch. Dr. Sanchez Korrol will discuss how to incorporate Puerto Rican community history into courses and ASHP/CML will lead workshops on incorporating relevant primary and secondary materials into community college courses. In the *November 2016 Lunch and Learn*, RACC Project directors will lead a discussion on knowledge gained through the readings and seminar. Lunch and learn sessions will be designed for faculty to reflect on new knowledge, to rethink curriculum, and to share strategies for incorporation of new and revised content.

**1:2 Beyond Migrant Workers: Mexicans in the U.S.:** Mexican labor issues are a critical local story for the Berks County community with its history of agricultural and industrial workers. Module 1:2 focuses on the scholarship of Lori Flores, Assistant Professor of History, SUNY, Stony Brook and opens with an ASHP/CML-led *Winter 2017 Online Forum* on the following readings (See Appendix A for full reading list):

- Darius Echeverria, “Beyond the Black—White Binary Construction of Race: Mexican Americans, Identity Formation, and the Pursuit of Public Citizenship,” *Journal of American Ethnic History*, 28, 1 (2008): 104-111. [required]
- Lori A. Flores, A Town Full of Dead Mexicans: The Salinas Valley Tragedy of 1963, the End of the Bracero Program, and the Evolution of California’s Chicano Movement. *The Western Historical Quarterly*, 44(2) (2013), 124-143. [required]
- Jorge Durand, Douglas S. Massey, and Chiara Capoferro, “The New Geography of Mexican Immigration,” in *New Destinations: Mexican Immigration in the United States*, eds. Víctor Zúñiga and Rubén Hernández-León (2006), Introduction & Chapter 1. [required]

*January 2017 Seminar:* Dr. Lori Flores will speak on labor and Mexican migrants throughout U.S. history, and its connection to Berks County. She will also discuss and help faculty to examine intra-ethnic conflict and cooperation from the 1940s to the Chicano Movement of the late 1960s and 1970s. In the afternoon, faculty will have time to interact with Dr. Lori Flores over a working lunch, with Dr. Flores leading a

group discussion on teaching Mexican labor history. Then ASHP/CML will work with Dr. Flores to lead faculty workshops on incorporating primary and secondary materials into courses. At the *February 2016 Lunch and Learn*, RACC Project directors will lead a follow-up discussion on Mexican American labor history.

**1:3 Racial and National Identities: Dominicans in the U.S.:** Like Berks County's Puerto Rican residents, Dominicans often arrive in Reading via New York City and thus their culture and history derive from both their Caribbean origins and their earlier urban experiences. This module is built around the scholarship of Pedro Rivera, Assistant Professor of History at Savannah State College, GA. In the *February - March 2017 Online Forum*, ASHP/CML will lead an online discussion on Dominican migration history(See Appendix A for full reading list):

- Jesse Hufnagel Garskof, *A Tale of Two Cities: Santo Domingo and New York After 1950* (Princeton: Princeton University Press, 2008): forward, chapters 4, 5, and 6. [required]
- Luis Eduardo Guarnizo, "Los Dominicanyorks: The Making of a Binational Society," *Annals of the American Academy of Political and Social Science* 533 (1994): 70-86. [required]
- Rafael Pérez- Torres, "Shifting Negotiations of Identity in a Dominican American Community." *Latino Studies* 5, no. 2 (July 2007): 157–181. [required]

*April 2017 Seminar:* Dr. Pedro Rivera will speak about issues of Dominican community building, racial politics, and the transnational community. In the afternoon, faculty will interact with Dr. Pedro Rivera over a working lunch. After lunch, Dr. Rivera will discuss teaching strategies for incorporating discussions about racial politics and the Dominican experience into classroom content. Then ASHP/CML will work with Dr. Rivera to lead faculty workshops on developing curricular materials related to Dominican culture and history. In the *Late April 2017 Lunch and Learn*, RACC Project directors will lead discussion on the knowledge gained about Dominican histories through readings and seminar and will assess the first year of the program.

**1:4 Latinidad: What is Latino?:** The fourth module moves from the specific themes of local communities to examine larger approaches for conceptualizing and teaching Latino history and culture: What is a Latino and how did the term emerge and evolve? What brings together the varied experiences of Latinos into a single conceptual frame or how do we teach through multiple frames? What are some geographical, thematic, and



chronological ways to approach Latino history and culture? How can it be incorporated into a range of courses? In the *June - August 2017 Online Forum*, ASHP/CML will lead a reading discussion on the diversity of Latino identities (See Appendix A for full reading list):

- Pablo Mitchell, *History of Latinos: Exploring Diverse Roots*. Greenwood Press, (2014) [required]
- Frances R. Aparicio, “(Re)constructing Latinidad: The Challenge of Latina/o Studies,” in *A Companion to Latina/o Studies*, eds. Juan Flores and Renato Rosaldo (2007), pp. 39-48 [required]
- “Latino History: An Interchange on Present Realities and Future Prospects,” *Journal of American History*, 97:2 (September 2010). [required]

*September 2017 Seminar*: Pablo Mitchell, Professor of History, Oberlin College, and author of *History of Latinos: Exploring Diverse Roots* (2014), a textbook that explores the heritage and history of Mexicans, Puerto Ricans, Cubans, Dominicans, and Central and South Americans in the U.S., will provide a summation of topics raised in the previous seminars. He will emphasize interdisciplinary approaches to teaching Latino history and culture. Dr. Mitchell will highlight teaching strategies and participate in afternoon workshops led by ASHP/CML that help faculty explore the heterogeneity of Latino communities and cultures. In the *September 2017 Lunch and Learn*, faculty will discuss notions of *Latinidad* raised in the readings and seminar.

### ***Phase Two: Subject Areas—Building Curriculum***

Phase Two focuses upon developing curricula in faculty’s subject areas by incorporating local and national Latino history into student-centered curriculum (Appendix A). Phase Two format: 1) an introduction to teaching resource collections in which faculty visit New York City research collections; 2) ASHP/CML leads an online program of curricular development assignments and activities; 3) lunch and learn reading discussions and community guest speaker talks; 4) faculty colloquium; and 5) ongoing digital teaching resource collection.

***October 2017 Researching Teaching Resources in Latino Archives and Collections***: ASHP/CML hosts representatives from The New York Public Library’s Schomburg Center for Research in Black Culture, El Museo del Barrio, Hunter College’s Center for Puerto Rican Studies (CUNY), and City College’s Dominican Studies Institute (CUNY) for a morning panel that introduces holdings and educational programming of the

archives, as well as their special collections that can provide unique teaching materials. Following the panel, faculty will travel to one or more of these institutions for a hands-on workshop on the significance and use of their collections (text, visual, audio/video) in the classroom.

*Fall 2017 – Spring 2018 Online Curricular Development Program* – ASHP/CML will conduct an online program to facilitate curricular development. Through a structured schedule of assignments and discussions, Dr. Bender and Ms. Thompson Ray will review key ideas for teaching Latino community histories as well as selected themes in Latino history and culture. Follow-up activities will help participants reflect on essential questions that shape their teaching goals for their subject; collect and share primary and secondary texts, visual, and audio documents; and draft and share teaching activities that help students analyze and interpret source materials. ASHP/CML will provide online support specific to participating faculty and help them design curricula that supports students' academic skills.

*Lunch and Learns* – Twice a semester during Phase Two, project directors will facilitate lunch-and-learn sessions about the four subject areas identified by RACC as key to integrating Latino history into general education; citizenship and civic engagement; economic development and labor; and communication, arts, and humanities. These discussions of readings (Appendix A) will combine with faculty presentations of curricular development work in-progress. Centro Hispano will coordinate guest presenters from the Latino communities in Berks County to make connections between issues of significance in the community and classroom curriculum.

### **Phase Two: Lunch and Learn Sessions**

**2.1 Education** — readings on the historical context of legal battles over segregation and bilingual education as well as the role of schools in maintaining cultural Latino heritage and will be supplemented by a discussion with the Equity Director from the Reading School district.

**2.2 Citizenship and Civic Engagement** — readings on the history of legal debates ranging from immigration laws to water rights and from anti-segregation battles to English-only laws that helped shape Latino experiences as well as U.S. society as a whole will be discussed with an immigration attorney from Reading, PA.

**2.3 Economic Development and Labor**—readings on the history and role of Latino entrepreneurship and community development as well as labor issues will be supplemented by a talk and discussion with the Director of Community Development, City of Reading.

**2.4 Communications, Arts, and Humanities**—readings covering visual arts, music and popular images in media will be discussed with a spoken word poet from Berks Bards, a grassroots poetry organization.

*Conexiones* will culminate in August 2018 with participating faculty sharing curricular examples during poster and presentation sessions. The full afternoon event will be held at RACC’s annual “Welcome Back Day,” attended by RACC faculty and staff. Large posters will display examples of curricular modules. Faculty participants or departmental teams will present their posters, discuss their work and field questions from their colleagues. Faculty will be able to present workshops on their curricular work within their subject area.

**C. Project Personnel** (Appendix B)

**Jodi Corbett**, *Project Co-Director*, is RACC Director of Academic Partnerships and Professor of Communication, Arts, and Humanities.

**Danelle Bower**, *Project Co-Director*, is RACC Associate Professor, Social Sciences Division

**Pablo Mitchell**, *Visiting Scholar*, is Professor of History, Oberlin College.

**Lori Flores**, *Visiting Scholar*, is Assistant Professor of History, SUNY, Stony Brook.

**Virginia Sanchez-Korrol**, *Visiting Scholar*, is Professor Emerita, Brooklyn College, CUNY.

**Pedro Rivera**, *Visiting Scholar*, is Assistant Professor of History, Savannah State College, GA.

**Pennee Bender**, *Seminar and Curriculum Development Coordinator*, is the Associate Director of ASHP/CML and on the faculty of the Interactive Technology and Pedagogy Program at the Graduate Center, CUNY.

**Donna Thompson Ray**, *Seminar and Curriculum Development Coordinator*, is the Project Director for Faculty Development Programs at ASHP/CML including NEH-funded faculty development programs.

#### **D. Institutional Context**

RACC is an accredited, public, comprehensive, open-enrollment, commuter, college located in Reading, Pennsylvania (Appendix D). The College has five divisions: Communications, Arts and Humanities, Business, Health Professions, Science and Mathematics, and Social Sciences and Human Services. The Communications, Arts, and Humanities division prepares students for transfer to bachelor degree programs in Communications, Creative Writing, Liberal Arts, and Fine Arts program. The Division also provides ethics and philosophy, general education requirements of nursing and most business programs. The Social Sciences and Human Services division covers history, anthropology, sociology, psychology and education. RACC has 61 full-time and 230 part-time faculty members teaching fall 2015. RACC has implemented revised general education requirements for 2015-16 requiring students in each of the college's four degree programs—Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in General Studies—to take 23 to 42 credits in general education courses. In fall 2014, RACC served 913 full-time students and 3285 part-time students. Fifty-two percent of RACC's students were traditional age, 18-24 years. 47% are minorities with 31% Latino. Because RACC's student characteristics are first-generation, low-income, and minority populations, a confluence of challenges for faculty members attempting to create critical learning through student-centered pedagogy.

Founded in 1981 and based at the Graduate Center of the City University of New York (CUNY), ASHP/CML has been a pioneer in the production and use of print, film, video, and digital media to explore the diverse social and cultural history of the United States and to enhance teaching and learning about the past. Combining rigorous and current humanities scholarship with innovative methods of presentation and application, ASHP/CML's programs have gained an international reputation in the fields of public history and history education. ASHP/CML has led faculty development programs for over twenty years to help

teachers in NYC and across the country including the *Bridging Histories* program, which assisted community college faculty to develop interdisciplinary curricular materials.

### **E. Follow-up and Dissemination**

RACC will develop an ongoing digital teaching resource on its learning management system (LMS) as a final product of the grant. By the fall 2018, RACC will have added an Associates of Arts in Latino Studies program, have created a digital teaching resource, *Conexiones*, and supported faculty in creating at least one module with Latino history and at least two courses. In addition to the August 2018 faculty colloquium, ASHP/CML will work with participating faculty to identify and propose sessions at professional associations and conferences such as the annual meetings of the Community College Humanities Association.

### **F. Evaluation**

RACC and ASHP/CML staff will be responsible for monitoring and assessing the program's progress on an ongoing basis. The team will engage in monthly reviews to reflect on faculty experiences in the seminars and online. RACC-ASHP/CML will implement questionnaires for participating faculty at regular intervals that assess seminar content and format, reading selections, online program assignments, and predicted impacts on their teaching and students. A final evaluation will include assessment of new course syllabi, curricular modules, and teaching materials incorporated into faculty coursework. After the grant period, curricular created under *Conexiones* will be evaluated as part of the general education five-year cycle of assessment.

### **April 1, 2016 to May 15, 2016**

- Finalize seminar schedule and confirm with guest lecturers [*Project Directors + ASHP/CML*]
- Meetings with community organizations to review schedule and confirm participation [*Project Directors*]
- Travel arrangements for 4 scholars [*Project Directors*]
- Develop program application [*Project Directors + ASHP/CML*]
- Write and circulate recruitment flyer (mid-June application deadline) [*Project Directors*]
- Develop curricular guidelines [*Project Directors + ASHP/CML*]
- Develop formative questionnaires for participants [*Project Directors + ASHP/CML*]
- Set up online course management website [*Project Directors + ASHP/CML*]

### **June 1, 2016 to August 31, 2016**

- Meetings or conference calls with first seminar presenters [*ASHP/CML*]
- Finalize reading list [*ASHP/CML + Guest Scholars*]
- Review applications, select participants + alternates, notify accepted participants [*Project Directors*]
- Purchase books, e-reserve articles/ chapters for participants [*Project Directors + ASHP/CML*]
- Finalize first seminar curricular workshops [*ASHP/CML*]
- Finalize/review curricular guidelines [*Project Directors + ASHP/CML*]
- Enroll participants in online site and host online discussion on Puerto Rican community readings [*Project Directors*]
- Send invitation(s) to community partner(s) to attend first seminar and “Lunch and Learn” [*Project Directors*]

### **September 1, 2016 to November 30, 2016**

- Hold seminar in October on Puerto Rican communities [*ASHP/CML + Guest Scholars + Program Directors*]
- Organize and host November “Lunch and Learn” on Puerto Rican communities [*Project Directors*]
- Distribute evaluation questionnaire for first topic [*ASHP/CML + Project Directors*]
- Meet to review process and questionnaire results and finalize plans for second topic [*Project Directors + ASHP/CML*]
- Meeting or conference call with second seminar presenter [*ASHP/CML*]
- Finalize second seminar curricular workshops [*ASHP/CML*]
- Monitor and fine tune online course site as needed [*ASHP/CML + Project Directors*]
- Send invitation(s) to community partner(s) to attend second seminar and “Lunch and Learn” [*Project Directors*]

### **December 1, 2016 to February 28, 2017**

- Host online discussion on Mexican community readings in late December or early January [*Project Directors*]

- Hold seminar in mid-January on Mexican Communities [ASHP/CML + Guest Scholars + Project Directors]
- Host February “Lunch and Learn” on Mexican communities [Project Directors]
- Distribute evaluation questionnaire for second topic [ASHP/CML + Project Directors]
- Send invitation(s) to community partner(s) to attend third seminar and “Lunch and Learn” [Project Directors]

### March 1, 2017 to May 31, 2017

- Meet to review process and questionnaire results and finalize plans for third topic [Project Directors + ASHP/CML]
- Meetings or conference calls with third seminar presenters [ASHP/CML]
- Finalize third seminar curricular workshops [ASHP/CML]
- Host online discussion on Dominican community readings in March [Project Directors]
- Hold Seminar in April on Dominican communities [ASHP/CML + Project Directors]
- Host April “Lunch and Learn” on Mexican communities [Project Directors]
- Distribute evaluation questionnaire for topic 3 [Project Directors]
- Meeting to review and refine process review questionnaire results and plan for second year [Project Directors + ASHP/CML]
- Send invitation(s) to community partner(s) to attend fourth seminar and “Lunch and Learn” [Project Directors]

### June 1, 2017 to August 31, 2017

- Meetings or conference calls with fourth seminar presenter [ASHP/CML]
- Finalize fourth seminar curricular workshops [ASHP/CML]
- Host online discussion on Latinidad readings in August [Project Directors]
- Hold Seminar in August on Latinidad [ASHP/CML + Project Directors]
- Coordinate travel plans for faculty to NYC for October [Project Directors]
- Finalize planning for October panel/site visits for NYC research collections [ASHP/CML]

### September 1, 2017 to November 30, 2017

- Host early September “Lunch and Learn” on Latinidad [Project Directors]
- Distribute evaluation questionnaire for fourth topic [ASHP/CML + Project Directors]
- Meet to review process and questionnaire results and finalize plans for curricular program and culminating event [Project Directors + ASHP/CML]
- Begin online program of curricular development [ASHP/CML]
- Send invitation(s) to community partner(s) to attend “Lunch and Learn” [Project Directors]
- Host late September “Lunch and Learn” on Education theme readings [Project Directors]

- Hold morning panel at Graduate Center, CUNY on research collections, afternoon site visits [ASHP/CML]
- Host late November “Lunch and Learn” on Social Justice and Activism theme readings [Project Directors]

#### **December 1, 2017 to February 28, 2018**

- Continue online curriculum development assignments [ASHP/CML]
- Send invitation(s) to community partner(s) to attend “Lunch and Learn” [Project Directors]
- Host late February “Lunch and Learn” on Economic Development and Labor theme readings [Project Directors]
- Distribute evaluation questionnaire for reading program and curricular assignments [Project Directors]
- Meet to review process and questionnaire results and refine curricular development program [Project Directors + ASHP/CML]
- Plan for fall event with RACC administrators [Project Directors]

#### **March 1, 2018 to June 30, 2018**

- Continue online curricular development program [ASHP/CML]
- Send invitation(s) to community partner(s) to attend “Lunch and Learn” and culminating event [Project Directors]
- Host late April “Lunch and Learn” on Communications, Arts, & Culture theme readings [Project Directors]
- Distribute evaluation questionnaire for reading program and curricular assignments [Project Directors]
- Continue culminating event planning including poster designs and workshop planning [Project Directors + ASHP/CML]

#### **July 1, 2018 to September 30, 2018**

- Continue culminating event planning [Project Directors + ASHP/CML]
- Host public displays of curricular work and workshops as part of “Welcome Back Day” for RACC faculty and staff in late August
- Write final evaluation report [Project Directors]
- Develop conference papers/panels and article submissions [Project Directors + Participating Faculty]



<p><b>Professional Development Begins: Summer Hiatus Online Session 1: Puerto Rican in U.S. History</b></p>	<p><i>Seminar 1: October 2016                  Puerto Rican History Scholar Lecture                  Scholar and Workshops</i></p>	<p><b>Fall Semester 2016 Lunch and Learn Puerto Rican in U.S. History                  November 11, 2016</b></p>
<p><b>Winter Hiatus Online Session Mexican in U.S. History                  December 15, 2016 - January 14, 2017</b></p>	<p><i>Seminar 2: January 11, 2017                  Mexicans History Scholar Lecture and Workshops</i></p>	<p><b>Spring Semester Lunch and Learn Mexicans in the U.S. History                  February 17, 2017</b></p>
<p><b>Online Session Dominican in the U.S. History                  February 18 – March 21, 2017</b></p>	<p><i>Seminar 3: April 7, 2017                  Dominican History Scholar Lecture and Workshops</i></p>	<p><b>Spring Semester Lunch and Learn Dominicans in the U.S. History                  April 21, 2017</b></p>
<p><b>Summer Hiatus Online Session 2: Latinidad                  June 18 – August 2017</b></p>	<p><i>Seminar 4: August 11, 2017                  Latinidad and Workshops</i></p>	<p><b>Fall Lunch and Learn Latinidad                  September 8, 2017</b></p>

*Seminar 5: October 27, 2017  
 CUNY Graduate Center and Cultural Centers*

*Online Curriculum Development Sessions run by American History Project. September 2017 – May 2018*

<p><b>Fall Semester                  Lunch and Learn and Community Speaker                  Education                  September 22, 2017</b></p>	<p><b>Fall Semester                  Lunch and Learn and Community Speaker                  Citizenship                  November 10, 2017</b></p>	<p><b>Spring Semester                  Lunch and Learn and Community Speaker                  Economic Development and Labor                  February 16, 2018</b></p>	<p><b>Fall Semester                  Lunch and Learn and Community Speaker                  Communication, Arts, and Culture                  April 20, 2018</b></p>
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**Welcome Back Day  
 Faculty Colloquium  
 August 17, 2018**

### 1.1 Introduction to Latino History and The Puerto Rican Diaspora in the U.S.

- Sánchez Korrol, Virginia E. *From Colonia to Community: The History of Puerto Ricans in New York City*. Berkeley: U of California Press (1983). [required]
- Mitchell, Pablo. *History of Latinos: Exploring Diverse Roots*. Greenwood Press (2014) selected chapters [required]
- Whalen, Carmen Teresa. "Colonialism, Citizenship, and the Making of the Puerto Rican Diaspora: An Introduction and A Conclusion" in *The Puerto Rican Diaspora, Historical Perspectives*. Philadelphia: Temple Univ. Press (2005). 1-42 and 227-244. [required]
- Vázquez-Hernández, Víctor. "From Pan-Latino Enclaves to a Community: Puerto Ricans in Philadelphia, 1910-2000," in *The Puerto Rican Diaspora, Historical Perspectives*. Philadelphia: Temple University Press (2005). 88-105. [required]
- Reisinger, Mark E., Eugene Tettey-Fio, and John W. Frazier. "The Latinization of Allentown, Pennsylvania, 1970-2010." In J.W. Frazier and E. Tettey-Fio (eds.) *Race, Ethnicity, and Place in a Changing America*, (2nd ed.) Albany, NY: SUNY Press (2011). [recommended]
- Fernández, Lilia. "Of Immigrants and Migrants: Mexican and Puerto Rican Labor Migration in Comparative Perspectives, 1942-1964," *Journal of American Ethnic History* 29, 3 (Spring 2010). 6-39. [recommended]
- Flores, Juan. *Divided Arrival: Narratives of the Puerto Rican Migration, 1920-1950*. Princeton, NJ: Markus Wiener Pub. (2003). select readings. [recommended]

### 1.2 Beyond Migrant Workers: Mexicans in the U.S.

- Echeverría, Darius. "Beyond the Black—White Binary Construction of Race: Mexican Americans, Identity Formation, and the Pursuit of Public Citizenship," *Journal of American Ethnic History*, 28, 1 (2008). 104-111. [required]
- Flores, Lori A. A town full of dead Mexicans: The Salinas valley tragedy of 1963, the end of the Bracero program, and the evolution of California's Chicano movement. *The Western Historical Quarterly*, 44(2) (2013). 124-143. [required]
- Durand, Jorge, Douglas S. Massey, and Chiara Capoferro. "The New Geography of Mexican Immigration," in *New Destinations: Mexican Immigration in the United States*, eds. Víctor Zúñiga and Rubén Hernández-León (2006). Introduction & Chapter 1.[required]
- Fernández, Lilia. "From the Near West Side to 18th Street: Un/Making Latino/a Barrios in Postwar Chicago." In *Beyond El Barrio: Everyday Life in Latina/o America*. Edited by Gina M. Pérez, Guridy, Frank A. and Burgos, Adrián 2 33–252. New York: New York University Press, (2010). [recommended]
- Flores, Lori A. *Fields of Division: Latino Struggles for Rights in the Heart of Agricultural California* (forthcoming, Yale University Press). [recommended]
- Smith, Robert. *Mexican New York: Transnational Lives of new Immigrants*. University of California Press (2005). 18-53 [recommended]
- Valdés, Dennis Nodín. *Barrios Norteños: St. Paul and Midwestern Mexican communities in the Twentieth Century*. Austin: University of Texas Press, (2000). [recommended]

### 1.3 Racial and National Identities — Dominicans in the U.S.

- Huffnang Garskof, Jesse. *A Tale of Two Cities: Santo Domingo and NY After 1950*. Princeton: Princeton UP, (2008). forward, chapters 4, 5, and 6. [required]
- Guarnizo, Luis Eduardo. "Los Dominicanyorks: The Making of a Binational Society," *Annals of the American Academy of Political and Social Science* 533 (1994): 70-86. [required]
- Pérez-Torres, Rafael. "Shifting Negotiations of Identity in a Dominican American Community." *Latino Studies* 5, no. 2 (July 2007): 157–181. [required]
- Milagros, Ricourt. *Dominicans in New York City: Power from the Margins*. New York: Routledge (2002). [recommended]
- Torres-Saillant, Silvio. *The Dominican Americans: The New Americans*. Westport, CT: Greenwood Press (1998). [recommended]
- Grasmuck, Sherri and Patricia Pessar. *Between Two Islands: Dominican International Migration*. Berkeley: University of California Press (1991). [recommended]

### 1.4 Latinidad — What is Latino?

- Mitchell, Pablo. *History of Latinos: Exploring Diverse Roots*. Greenwood Press (2014) selected chapters [required]
- Aparicio, Frances R. "(Re)constructing Latinidad: The Challenge of Latina/o Studies," in *A Companion to Latina/o Studies*, eds. Juan Flores and Renato Rosaldo (2007). 39-48 [required]
- "Latino History: An Interchange on Present Realities and Future Prospects," *Journal of American History*, 97:2 (September 2010). [required]
- Mitchell, Pablo. "Playing the Pivot: Teaching Latina/o History in Good Times and Bad" and "Syllabus," *Journal of American History* 93:4 (March 2007). [recommended]
- Ruiz, Vicki L. "Nuestra America: Latino History as United States History," *Journal of American History* 93:3, (December 2006). 655-672. [recommended]
- González, Juan. *Harvest of Empire: A History of Latinos in America*. New York: Penguin Books (2011). [recommended]

### 2.1 Education

- Lisa Y. Ramos, "Dismantling Segregation Together: Interconnections between the Mendez v. Westminster (1946) and Brown v. Board of Education (1954) School Segregation Cases," *Equity & Excellence in Education* 37 (2004). 247-254. [required]
- Nieto, Sonia. "Black, White, and Us: The Meaning of Brown v. Board of Education for Latinos," *Multicultural Perspectives* 6, 4 (2004). 22-25. [required]
- DeJesus, Anthony and Perez, Madeline. "From Community Control to Consent Decree: Puerto Ricans Organizing for Education and Language Rights in the 1960s and 70s NYC," *Centro Journal* XXI, 2 (2009). 7-31. [required]
- Guadalupe San Miguel, Jr., Embracing Latinidad: Beyond Nationalism in the History of Education," *Journal of Latinos and Education* (2011). 3-22. [recommended]
- MacDonald, Victoria-María . *Latino Education in the United States: A Narrated History from 1513-*

2000. New York: Palgrave Macmillan, (2004). [recommended]

· Valencia, Richard R. *Chicano Students and the Courts: The Mexican American Legal Struggle for Educational Equality*. New York: New York University Press (2008). [recommended]

## **2.2 Citizenship and Civic Engagement**

· Aparicio, Ana. "Transglacial Barrio Politics: Dominican American Organizing in New York City" in *Beyond El Barrio: Everyday Life in Latina/o America* Gina M. Pérez, Frank A. Guridy and Adrian Burgos, Jr. eds. New York University Press (2010). 253-271. [required]

· Dávila, Arlene. *Barrio Dreams: Puerto Ricans, Latinos, and the Neoliberal City*. Berkeley, CA: University of California Press (2004). [required]

· Chávez, Marisela R. "We have a long, beautiful history": Chicana Feminist Trajectories and Legacies" in *No Permanent Waves: Recasting U.S. Feminist History* (2010). 77-97. [required]

· Reisinger, Mark E. "Residential segregation and socioeconomic inequality for the Latino community in Reading, PA." in *Papers of the Applied Geography Conference*, B.E.Montz and G.A. Tobin, eds. (2005). 28: 349-358. [required]

· Young Lords, Michael Abramson, and Iris Morales. *Palante: Voices and Photographs of the Young Lords*. New York: Haymarket Books (2011). [recommended]

## **2.3 Economic Development and Labor**

· Reisinger, Mark E. "Latinos in Berks County, PA: migration, settlement, and employment." *The Pennsylvania Geographer*, 43:2 (2006) 95-118. [required]

· Oberle, Alex. "Latino Business Landscapes and the Hispanic Ethnic Economy," in *Landscapes of the Ethnic Economy*, David H. Kaplan and Wei Li Lanham eds. MD:Rowman & Littlefield Publishers, Inc. (2006), 149-164. [required]

· Valdez, Zulema. *The New Entrepreneurs: How Race, Class, and Gender Shape American Enterprise*. Stanford, CA: Stanford University Press (2011) select chapters [required]

· Chomsky, Aviva. "They Take Our Jobs!": And 20 Other Myths about Immigration. New York, NY: *Monthly Review Press* (2007). [required]

· Balderama, F.E. & Rodriguez, R. *Decade of Betrayal: Mexican Repatriation in the 1930s*. University of New Mexico Press (2004). [recommended]

· Chávez, Alicia. "Dolores Huerta and the United Farm Workers," in *Latina Legacies: Identity, Biography, and Community*. Vicki L. Ruiz and Virginia Sánchez Korrol eds. New York: Oxford University Press (2005), 240-254. [recommended]

· Li, Wei, et al, "How Ethnic Banks Matter: Banking and Community/Economic Development in Los Angeles," in *Landscapes of the Ethnic Economy*. David H. Kaplan and Wei Li Lanham eds. MD: Rowman & Littlefield Publishers, Inc. (2006). [recommended]

· Vargas, Zaragoza. *Labor Rights are Civil Rights: Mexican American Workers in Twentieth Century America*. Princeton, NJ: Princeton University Press (2005). [recommended]

## 2.4 Communications, Arts, & Culture

- Ramos, Carmen E. "The Latino Presence in American Art" *American Art*, Vol. 26, No. 2 (Summer 2012). 7-13. [required]
- Glasser, Ruth. *My Music is My Flag: Puerto Rican Musicians and Their New York Communities, 1917-1940*. Univrsity of California Press (1997). chapter 3 [required]
- Kanellos, Nicolás. "A Socio-Historic Study of Hispanic Newspapers in the United States," in *Recovering the U.S. Hispanic Literary Heritage*. Edited by Ramón Gutiérrez and Genaro M. Padilla. Houston: Arte Público Press (1993). [required]
- Flores, Juan. *From Bomba to Hip Hop: Puerto Rican Culture and Latino Identity*. New York: Columbia University Press (2000). [recommended]
- Dávila, Arlene. *Latino Spin: Public Image and the Whitewashing of Race*. NYU Press (2008). [recommended]
- Ramos, Carmen. E. *Our America: The Latino Presence in American Art*. Lewes/London: D. Giles Limited (2014). [recommended]

## Appendix B Project Personnel Bios and Roles in the Program

**Jodi Corbett**, *Project Co-Director*, is Director of Academic Partnerships since January 2014 and has been a member of the Communication, Arts, and Humanities faculty since 2008 at Reading Area Community College. She has taught developmental writing, composition, literature, and speech. She holds master's and bachelor's degrees from Kutztown University. Her master's thesis was on multi-genre composition. She has published poetry in a number of small press literary magazines and a chapbook *Fried Eggs and Un-edged Lawns* (2006) Professor Corbett will be responsible for administrating the grant including overseeing the application process, selecting applicants, scheduling seminars, discussions, "Lunch and Learn" sessions, and the culminating presentations. In addition, she will work with faculty participants to ensure that their curricular development work meet the needs of RACC students and institutional goals.

**Danelle Bower**, *Project Co-Director*, is an Associate Professor in the Social Sciences Division at Reading Area Community College. Danelle earned her Bachelor of Social Work from Kutztown University and her Master of Social Work from Washington University with an emphasis on Social and Economic Development. She is currently a third year doctoral student at Widener University. Her proposed area for dissertation research is Latinos in Higher Education. As a social worker Danelle has worked with various client populations and served as an agency administrator. Professor Bower will work with Professor Corbett in administrating the grant including publicizing the program on campus, selecting applicants, and serving as community liaison. In addition, she will work with faculty participants to ensure that their curricular development work meets the needs of RACC students and institutional goals.

**TBA**, *Administrative Assistant*, will provide support to *Conexiones*, managing logistics and producing print, audio, video, and online resources for teacher participants and for the guest scholars.

**Pennee Bender**, *Seminar and Curriculum Development Coordinator*, will oversee the content and scheduling of the seminars working closely with the Project Director, and scholars to shape the presentations, discussions, and workshops. She and Ms. Thompson Ray will design and lead the online curricular development program. Dr. Bender is the Associate Director of ASHP/CML and on the faculty of the Interactive Technology and Pedagogy Program at the Graduate Center, CUNY. She has a Ph.D. in U.S. History from NYU, and teaches labor and women's history. She was supervising editor of the third edition of the college textbook, *Who Built America? Working People and the Nation's History Volume II*. Dr. Bender was the PI and coDirector of *Bridging Historias Through Latino History and Culture: An NEH Bridging Cultures at Community Colleges Project*. She recently published "There's Only One America Now: The OIAA Film Program in the U.S." in Gisela Cramer/Ursula Prutsch, eds. *¡Américas Unidas! Nelson A. Rockefeller's Office of Inter-American Affairs 1940-46* (2012).

**Donna Thompson Ray** *Seminar and Curriculum Development Coordinator*, will oversee the content and scheduling of the seminars working closely with the Project Director, and scholars to shape the presentations, discussions, and workshops. She and Dr. Bender will design and lead the online curricular development program. Ms. Thompson Ray is the project director for faculty development programs at ASHP/CML and has directed many NEH-funded faculty development programs and visual history projects, including *Bridging Historias Through Latino History and Culture*, a 2012 NEH Summer Institute on The Visual Culture of the American Civil War, Learning to Look:

Visual Evidence and the U.S. Past in the New Media Classroom (2002-04) and the Picturing U.S. History: An Interactive Resource for Teaching with Visual Evidence website. She is a doctoral candidate in Arts and Letters at Drew University.

**Pablo Mitchell** [confirmed] *Visiting Scholar*, Professor of History at Oberlin College is the author of *History of Latinos: Exploring Diverse Roots* (Greenwood Press, 2014). The textbook explores the heritage and history of Mexicans, Puerto Ricans, Cubans, Dominicans, and Central and South Americans in the United States. He is also the author of *West of Sex: Making Mexican America, 1900-1930* (University of Chicago Press, 2012) and *Coyote Nation: Sexuality, Race, and Conquest in Modernizing New Mexico, 1880-1920* (University of Chicago Press, 2005). In 2008, Mr. Mitchell was named one of ten 2008 Emerging Scholars by the magazine *Diverse: Issues in Higher Education*.

**Lori Flores** [confirmed] *Visiting Scholar*, is Assistant Professor of History at State University of New York, Stony Brook. Her research and writing focuses on Mexican American life, labor, and civil rights organizing in the post-World War II period. Her forthcoming book on the relationships between Mexican Americans and Mexican immigrants in agricultural communities provides the first in-depth study of intra-ethnic conflict and cooperation between Latinos in the U.S. Southwest from the 1940s to the Chicano Movement of the late 1960s and 1970s.

**Virginia Sanchez-Korrol** *Visiting Scholar*, is Professor Emerita at Brooklyn College, CUNY. Best known for her monograph, *From Colonia to Community: The History of Puerto Ricans in New York City*, she has also published six books on the history of U.S. Puerto Rican and Latina women. Among these are: *Latina Legacies: Identity, Biography and Community*, and the acclaimed three volume *Latinas in the United States: A Historical Encyclopedia*, both co-edited with Dr. Vicki Ruiz. Sanchez Korrol's historical novel, *Feminist and Abolitionist: The Story of Emilia Casanova*, (2012) has led to her current project on Puerto Rican exiles in New York before 1898. In 2012, Dr. Sanchez Korrol became the first Latina scholar to receive a Lifetime Achievement Award from the Inter-University Program on Latino Research.

**Pedro Rivera**, *Visiting Scholar*, is Assistant Professor of History at Savannah State College, Georgia, with research focus on the histories and intersections of the Caribbean, Latin American and African American experiences with attention on migrations, nation building, racial politics and pan-Africanism. He has received several awards, including travel and research grants from the Mellon Mays Foundation, Social Science Research Council and the Dominican Studies Institute. His essay "Carlos Cooks: A Dominican Garveyite in Harlem" appears in *The Afrolatin@ Reader: History and Culture in the United States* (2010).

**Institutional Profile: Reading Area Community College****American Social History Project Brief Histories****Institutional History**

Reading Area Community College was founded on October 1, 1971, and sponsored for 20 years by the Reading School District. The Berks County Board of Commissioners assumed sponsorship of the college July 1, 1991. Classes were held for the first time on October 13, 1971, with an enrollment of 265 students. For RACC's first years of operation, students attended classes at many locations throughout Reading.

In the spring of 2006, the Schmidt Training and Technology Center (TTC) opened. It provides training for area business in advanced manufacturing skills, information technology, market knowledge, executive senior leadership, business performance and workforce readiness.

In June of 2007, Dr. Anna D. Weitz became RACC's fifth and currently acting president. In the fall of 2010, RACC opened the Gateway Center for Career Training at 201 Penn Street. The Gateway Center houses non-credit certificate programs in Business Occupational Training and Medical Occupational Training that can lead to career opportunities in as little as six weeks to six months.

**Reading Area Community Colleges**

<b>Faculty Fall 2014-15</b>	
<b>Full-Time Faculty</b>	61
<b>Part-Time Faculty</b>	230
<b>Percentage of Courses taught by full-time faculty</b>	40%

<b>Enrollment Fall 2014-15</b>	
<b>Full-Time Undergraduate Students</b>	918
<b>Part-Time Undergraduate Students</b>	3,285
<b>Total Undergraduate</b>	4,198

<b>Academic Departments and Programs Fall 2014-15</b>	
<b>Departments</b>	5
<b>Programs of Study</b>	55



**AMERICAN SOCIAL HISTORY PROJECT/CENTER FOR MEDIA AND LEARNING, CUNY**

Based at the Graduate Center of the City University of New York (CUNY), since 1981 the American Social History Project/Center for Media and Learning (ASHP/CML) has pioneered in the production and innovative use of print, film, video, and digital media to explore the richly diverse social and cultural history of the United States and to enhance teaching and learning about the past. Combining rigorous and current humanities scholarship with innovative methods of presentation and application, ASHP/CML's projects and programs have gained an international reputation in the fields of public history and history education. ASHP/CML's two-volume textbook *Who Built America? Working People and the Nation's History* (now in its third edition) and ten documentary videos and DVDs (with accompanying Web resources) have been heralded as model classroom resources.

Entering the digital era in 1993 with its first CD-ROM, *Who Built America? From the Centennial Celebration of 1876 to the Great War of 1914*, ASHP/CML subsequently produced *Who Built America? From the Great War of 1914 to the Dawn of the Atomic Age in 1946* and *Liberty, Equality, Fraternity: Exploring the French Revolution* CD-ROMs, and a series of groundbreaking history websites, including *History Matters: The U.S. Survey on the Web*, *The Lost Museum: Exploring Antebellum American Life and Culture*, *The September 11 Digital Archive*, *Ground One: Voices from Post-9/11 Chinatown*, *Picturing U.S. History: An Interactive Resource for Teaching with Visual Evidence*, and *HERB: Social History for Every Classroom*. Many of these digital projects were produced with the support of the National Endowment for the Humanities (NEH) and are part of the EDSITEment website. Among its current projects, ASHP/CML is collaborating with New York public television WNET/Thirteen on *Mission U.S.*, a series of online history games for middle and high school students.

In addition to creating public history and teaching resources, ASHP/CML leads faculty development programs to help teachers in New York and across the country use the latest scholarship, technology, and active learning methods in their classrooms. ASHP/CML's *Who Built America? Badges for Teaching Disciplinary Literacy in History* project was among the winners of the 4<sup>th</sup> annual Digital Media and Learning Competition. ASHP/CML has worked with hundreds of NYC public school teachers through its *Making Connections* and Teaching American History programs. ASHP/CML hosted highly successful NEH Summer Institutes in 2012 and 2014 on the *Visual Culture of the American Civil War*. Its national, NEH-funded *New Media Classroom* and *Learning to Look* programs helped define best practices in digital history education and the use of visual evidence to teach the past.

The recipient of 36 awards and citations for its documentaries, CD-ROMs, Web projects, and faculty development programs—including recognition from the American Historical Association, American Association of Higher Education, Archivists Round Table of Metropolitan New York, Chicago International Film Festival/Intercom, WorldFest-Houston Independent International Film Festival, The New York Public Library, and the National Endowment for the Humanities—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."