

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

TEACHING AMERICAN HISTORY GRANT PROGRAM

CFDA # 84.215X

PR/Award # U215X080093

Grants.gov Tracking#: GRANT00387660

Closing Date: DEC 10, 2007

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter c (for example, c1, c2, c3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
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* 3. Date Received: 12/07/2007	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: _____
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State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
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8. APPLICANT INFORMATION:

* a. Legal Name: Area Cooperative Educational Services	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 06-0881700	* c. Organizational DUNS: 072123292

d. Address:

* Street1: 350 State St.
Street2: _____
* City: North Haven
County: New Haven
* State: CT: Connecticut
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 06473

e. Organizational Unit:

Department Name: _____	Division Name: _____
---------------------------	-------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Ms.	* First Name: Joanne
Middle Name: _____	
* Last Name: Manginelli	
Suffix: _____	
Title: Educational Specialist	
Organizational Affiliation: Area Cooperative Educational Services (ACES)	
* Telephone Number: (203) 407-4444	Fax Number: (203) 407-4590
* Email: jmanginelli@aces.k12.ct.us	

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-101007-001

* Title:

Teaching American History Grant Program CFDA 84.215X

13. Competition Identification Number:

84-215X2008-2

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

New Haven County, Connecticut

*** 15. Descriptive Title of Applicant's Project:**

Life, Liberty, and the Pursuit of Happiness: The History of Democracy in America

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="290,901.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="290,901.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

- Yes
- No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

**** I AGREE**

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Area Cooperative Educational Ser...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	S 64,684	S 64,684	S 64,684	S 64,684	S 64,684	S 323,420
2. Fringe Benefits	S 11,643	S 11,643	S 11,643	S 11,643	S 11,643	S 58,215
3. Travel	S 8,600	S 46,600	S 82,600	S 82,600	S 82,600	S 303,000
4. Equipment	S 3,000	S 0	S 0	S 0	S 0	S 3,000
5. Supplies	S 16,180	S 21,380	S 23,230	S 23,230	S 23,230	S 107,250
6. Contractual	S 123,399	S 123,399	S 123,399	S 123,399	S 123,399	S 616,995
7. Construction	S 0	S 0	S 0	S 0	S 0	S 0
8. Other	S 6,775	S 6,775	S 6,775	S 6,775	S 6,775	S 33,875
9. Total Direct Costs (lines 1-8)	S 234,281	S 274,481	S 312,331	S 312,331	S 312,331	S 1,445,755
10. Indirect Costs*	S 17,665	S 20,696	S 23,550	S 23,550	S 23,550	S 109,011
11. Training Stipends	S 38,955	S 38,955	S 38,955	S 38,955	S 38,955	S 194,775
12. Total Costs (lines 9-11)	S 290,901	S 334,132	S 374,836	S 374,836	S 374,836	S 1,749,541

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2008 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Connecticut State Department of Education

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(e)(2)?



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Area Cooperative Educational Ser...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	S 0	S 0	S 0	S 0	S 0	S 0
2. Fringe Benefits	S 0	S 0	S 0	S 0	S 0	S 0
3. Travel	S 0	S 0	S 0	S 0	S 0	S 0
4. Equipment	S 0	S 0	S 0	S 0	S 0	S 0
5. Supplies	S 0	S 0	S 0	S 0	S 0	S 0
6. Contractual	S 0	S 0	S 0	S 0	S 0	S 0
7. Construction	S 0	S 0	S 0	S 0	S 0	S 0
8. Other	S 0	S 0	S 0	S 0	S 0	S 0
9. Total Direct Costs (lines 1-8)	S 0	S 0	S 0	S 0	S 0	S 0
10. Indirect Costs	S 0	S 0	S 0	S 0	S 0	S 0
11. Training Stipends	S 0	S 0	S 0	S 0	S 0	S 0
12. Total Costs (lines 9-11)	S 0	S 0	S 0	S 0	S 0	S 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Amy Priest	* TITLE Grant Writer
* APPLICANT ORGANIZATION Area Cooperative Educational Services	* DATE SUBMITTED 12-07-2007

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: Area Cooperative Educational Services</p> <p>* Address: 350 State St. North Haven CT: Connecticut 06473</p> <p>Congressional District, if known: CT-003</p>		<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>U.S. Department of Education</p>	<p>7. * Federal Program Name/Description: Fund for the Improvement of Education</p> <p>CFDA Number, if applicable: 84.215</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: n/a -- no lobbying to report</p> <p>n/a</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: n/a</p> <p>n/a</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>		<p>* Signature: Amy Priest</p> <p>* Name: Ms. Rebecca</p> <p>Priest</p> <p>Title: Grant Writer</p>

	Telephone No.: (203) 498-6851 Date: 12-07-2007
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Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name

3320-GEPA_427_NARRATIVE.doc

Mime Type

application/msword

ACES Teaching American History Grant Application:

Life, Liberty, and the Pursuit of Happiness: The History of Democracy in America

GEPA 427 NARRATIVE

ACES does not on the basis of gender, race, national origin, color, disability, or age. Because partner districts have more diverse teacher and student bodies than the state average, and because ACES works on numerous regional projects designed to reduce racial, cultural, and socioeconomic isolation among students and teachers, we expect that race, color, and national origin will not discourage potential participants. ACES will encourage districts to recruit teachers from a range of racial and cultural backgrounds. 74% of CT public school teachers are women, so it is not anticipated that gender will serve as a hindrance to program participation. ACES does not anticipate that age will be a barrier for potential participants.

Having a physical disability might function as a barrier for potential teacher participants. To ensure equitable participation among those with disabilities, ACES will select forums for seminars, meetings, and events that are fully ADA-compliant and handicapped accessible. Any further reasonable accommodations requested by participant teachers with disabilities will be made (such as a sign language interpreter for the hearing impaired or creation of large-print materials for the visually impaired). Notice of the availability of assistance for teachers with disabilities will be included on project registration forms.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Area Cooperative Educational Services

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: Ms. * First Name: Rebecca Middle Name:
--

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SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

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2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName

MimeType

Tracking Number: GRANT00387880

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 4844-TAH_ABSTRACT_for_grant_app.pdf

**ACES Teaching American History Grant Application ABSTRACT:
Life, Liberty, and the Pursuit of Happiness: The History of Democracy in America**

The “Life, Liberty, and the Pursuit of Happiness: The History of Democracy in America” project is a partnership among **lead applicant ACES, the Gilder Lehrman Center, the Yale History Department,** and the school districts of **ACES, Ansonia, Common Ground Charter School, Derby, Hamden, Middletown, Naugatuck, New Haven, West Haven, and Wolcott.** This consortium of districts serve 53,150 students, 48.8% of whom qualify for free or reduced price lunches and 57.5% of whom are minorities.

The project’s **goal** is *to increase knowledge, understanding, and appreciation of American History among 65 teachers of grades 5-12 to raise student achievement in our consortium of districts.* **35 middle and high school teachers** will be targeted for participation **each year.** ACES will maintain the same cohort of teachers to the extent possible but anticipates that **65 teachers will participate over the project’s five years.** Project **objectives** are 1) To increase knowledge of American History among 65 teachers of grades 5-12 in schools in partner districts; 2) To increase use of effective teaching strategies for the teaching of American History among 65 teachers of grades 5-12 in our consortia of districts; and 3) To increase knowledge of American history among students in grades 5-12 whose teachers have participated in this project.

Eminent historians will provide history content related to their areas of expertise. In project years 1-3, teachers will study the nation’s past in chronological order. Year 1, “The Foundations of American Democracy,” will focus on the settlement of the Americas and early founding years of our nation through 1800; Year 2, “Slavery and Emancipation,” will examine the 19th century and the Civil War and Reconstruction; and Year 3, “The Struggle for Democracy in Twentieth Century America,” will focus on the challenges and achievements of democracy from 1900 to the present. In years 4 and 5, project history content will be focused on how our nation has responded to different groups of people. Year 4, “Women and the Struggle for Inclusion,” will examine women’s roles from the nation’s founding to the present day, and Year 5, “Race, Ethnicity, and Civil Rights,” will examine the ways in which racial and ethnic minorities have experienced America and how the definition of who is “American” has evolved.

Sophisticated content will be supplemented by interwoven instructional support to ensure that teachers can use what they have learned to improve classroom history instruction. Teachers will also receive on-site instructional coaching and will attend workshops on forming Professional Learning Communities to increase school collaboration. To facilitate the spread of quality instructional materials, participants will develop history curriculum lessons. A project web page will be created to provide a centralized resource for participants, and all participants will be enrolled in an e-mail distribution list to increase opportunities for sharing and networking.

The combination of strong content and instructional support will ensure that teachers learn high-level history subject matter and are able to translate this knowledge into practice. This will lead to higher student achievement in history and will help Connecticut young people engage with the story of our nation and contribute to the ongoing story of American democracy.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: 2932-Mandatory_TAH_narratives_final.pdf

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ACES Teaching American History Grant Application:

ABSOLUTE AND COMPETITIVE PREFERENCE PRIORITIES NARRATIVE

Life, Liberty, and the Pursuit of Happiness: The History of Democracy in America

Absolute Priority: Partnership with Other Institutions

In applying for this grant, ACES, a local education agency and regional educational service center, is collaborating with Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale, with the Yale History Department, and with a consortium that includes nine other school districts in south central Connecticut. This fulfills the absolute priority in that it is a partnership between a consortium of LEAs with a total student population of 53,150 students; an institution of higher education, Yale University; and a Yale-based non-profit history organization, the Gilder Lehrman Center.

ACES is both an LEA and a regional educational service center that serves 25 school districts in south central Connecticut. In addition to administering magnet schools and schools for children with special needs, ACES has been a successful developer of staff, of curriculum, and of leaders throughout its thirty-seven year history. Its reputation for high-quality program management and professional development is widespread. ACES has effectively administered or is currently administering numerous grants from the U.S. Department of Education, including a Carol M. White Physical Education grant, a Recreational Programs grant, and a Teaching American History grant that is now in its final year. This competence and experience positions ACES to successfully manage the proposed Teaching American History grant project and to help disseminate the knowledge and curriculum to be created throughout the region.

ACES joined with Gilder Lehrman Center on a Teaching American History grant which was awarded in 2005 and is now in its final year. This partnership helped 60 teachers gain high-

level history knowledge and effective teaching strategies and created a strong working relationship between ACES and the Gilder Lehrman Center. ACES and the Gilder Lehrman Center wish to build their track record of success to equip a new cohort of teachers in high-need districts with knowledge of intellectually sophisticated American history content to help their students understand more about the story of our nation.

ACES and the Gilder Lehrman Center are expanding their partnership to include the Yale University History Department. The Yale History Department's active engagement will contribute enormous depth of historical expertise to the project. Yale's faculty is composed of historians with decades of experience in research and scholarship, and the history department is the top ranked in the nation (*U.S. News, 2007*). Yale historians will share their knowledge with teachers through history seminars that will model a variety of instructional methods and will actively engage participants. They will also be accessible via e-mail to answer any content and materials questions that may arise over the course of the grant.

ACES is leading a consortium of ten districts (including ACES) that are committed to improving teaching and learning in American history. This project will target middle and high school teachers of social studies and history and will prioritize the recruitment of teachers from schools deemed "in need of improvement" under No Child Left Behind (NCLB). The total student enrollment in this consortium of districts is 53,150. 40 of the 50 middle and high schools in these districts are identified as "in need of improvement." Memoranda of Agreement from all partner districts are included in the appendices.

Competitive Preference Priority: Needs Assessment and Recruitment of Teachers from schools Identified for Improvement, Corrective Action, or Restructuring

To determine the most pressing history instructional needs in partner districts, ACES conducted an electronic needs assessment of teacher American history background, understanding, and practice. 86 middle and high school teachers in the consortium of districts completed this survey. The results demonstrate that most teachers in the consortium of districts lack degrees in American history and have had very little or limited professional development in the subject. Among other things, respondents indicated that:

- 67.1% lack a degree in American history
- 17.6% lack “highly qualified” status under NCLB
- 63.9% had taken six or fewer college-level courses in American history
- 53% disagreed or strongly disagreed that they have regular opportunities to collaborate with colleagues about American history teaching and practice
- 46.3% disagreed or strongly disagreed that they have access to in-depth and engaging American history curriculum and materials
- 45 of 65 respondents to the question indicated they had had **no** American history professional development in the past 3 years

The entire survey and its results are included in the appendices.

The needs assessment demonstrates that teachers in partner district lack resources, continuing education opportunities, and support in the teaching of American history. Most urgently, **the majority of respondents had absolutely no professional development in**

American history within the past three years. This project will directly address this deficit and will help teachers re-engage with contemporary American history scholarship and research.

Many teachers indicated a lack of adequate curriculum and instructional support. This project will address this need by interweaving instructional and curriculum development support with the sophisticated history content that historians will provide. Teachers will also receive on-site classroom instructional coaching and support from ACES Education Specialists and will attend workshops on building Professional Learning Communities in their schools. Providing these interconnected forms of instruction and support aligns with American History Association's *Benchmarks for Professional Development in Teaching of History as a Discipline*. This will equip teachers to translate gains in history knowledge to more effective classroom practice, which will in turn lead to increased student achievement.

In its ongoing Teaching American History grant, ACES has found that enthusiasm and positive word of mouth have led to steady growth in the cohort of participating teachers. For this project, ACES intends to recruit a total of 65 teachers. Target teacher enrollment per year is 35. While ACES intends for a core of at least 25 teachers to participate across all five project years, and thereby gain substantial expertise in traditional American history content and instructional strategies, there will naturally be some attrition. Due to this turnover and growth, ACES anticipates that 65 teachers in the district consortium will be part of this project for one or more of its five years. Participant teachers will receive a stipend of \$1,000 for each year in which they complete this Teaching American History program.

The recruitment procedures will target those teachers from schools that are identified for improvement, corrective action, or restructuring under No Child Left Behind (NCLB). Nine of the ten consortium districts include middle and high schools "in need of improvement" under

NCLB; the remaining district, Wolcott, is small and non-affluent and has had to struggle to achieve AYP in its schools. In total, **40 of the 50 middle and high schools in our consortium of districts are classified as in need of improvement under NCLB.** There are approximately **225 middle and high school social studies and history teachers** in these “in need of improvement” schools who will be aggressively recruited and will be prioritized in enrollment. An additional 4 middle and high schools in the consortium failed to make Adequate Yearly Progress (AYP) in 06-07 and will be labeled “in need of improvement” if their test scores do not improve this school year.

Because four-fifths of the schools in our consortium of districts are “in need of improvement,” instructional improvement efforts have been relentlessly focused on the tested subjects of math, reading, and science. This focus has led to a contraction and diminishment in the time and resources allotted to other subjects, including American history. The limited professional development that these cash-strapped districts can provide is inevitably geared toward tested subjects. This reality is reflected in the needs assessment, in which the majority of correspondents indicated they had had no professional development in American history; most of the handful of respondents who had experienced such professional development had been participants in previous Teaching American History Grant programs.

The districts with whom ACES is partnering serve an incredibly diverse range of students. They include the urban center of New Haven and the Common Ground High School, a charter school in New Haven. New Haven is among the poorest cities in the nation, with a per capita income of only \$16,393 (compared to a \$28,766 state average) and a poverty rate of 24.4% (U.S. Census, 2000). Students in New Haven public schools reflect this disproportionate poverty; over 60% qualify for free or reduced price lunches. 89% of New Haven students are of

minority heritage. While dire, even these statistics mask the extent of poverty and isolation in some neighborhood schools. Because of an aggressive magnet school program, New Haven has a handful of racially and socioeconomically diverse schools, but in many schools, well over 80% of students qualify for free or reduced-price lunches and over 95% are minority.

Partner districts Hamden, Middletown, Naugatuck, and West Haven are “small urban” and “urban fringe” districts that serve many high-need students. They lack the land wealth and tax base of wealthy suburban districts and struggle with the demands of educating a diverse student population with a range of needs. Test scores indicate persistent achievement gaps between white and non-white and poor and non-poor students. Most schools in these districts are classified as “in need of improvement.” ACES administers three interdistrict magnet schools that are located in “small urban” environments and serve demographically similar students. ACES also administers an educational program for a Juvenile Detention Center that serves young women aged 13-16 whose teachers have expressed strong interest in being part of this project.

Ansonia, Derby, and Wolcott are small, semi-rural districts whose economies have yet to recover from the decline of Northeastern manufacturing. Ansonia and Derby in particular serve students who are disproportionately low-income and minority, but given their small size and failure to achieve AYP under NCLB, they are severely constrained in what they can provide by way of professional development for their teachers.

The following table shows the number of students in the consortium of districts, their racial and socioeconomic demographics, how many district middle or high schools are “in need of improvement” or worse under NCLB, and the total number of district middle and high schools:

District	Total K-12 student population	% students free/reduced price lunch	% minority students	# of district middle and high schools "in need of improvement"	AP U.S. History available in high school?
ACES	2,106	44.2	52.2	2 of 3 (assessed under NCLB)	no
Ansonia	2,714	45.8	41.0	1 of 2*	no
Common Ground Charter School	136	79.4	87.5	1 of 1	no
Derby	1,485	39.6	32.9	1 of 1	no
Hamden	6,235	26.1	47.3	2 of 2	yes
Middletown	5,148	32.5	42.3	3 of 3	yes
Naugatuck	5,205	26.1	20.0	2 of 3	yes
New Haven	20,273	61.7	89.0	26 of 30**	in 5 of 10
West Haven	6,882	41.3	48.8	2 of 3	yes
Wolcott	2,966	14.9	6.5	0 of 2	yes
Totals	53,150	48.8	57.5	40 of 50	AP history in 10 of 19 high schools

*Ansonia Middle School is "in need of improvement." In addition, Ansonia High School failed to make AYP in 06-07 and will be classified as "in need of improvement" if it does not show substantial progress in 07-08.

**Includes numerous magnet schools that serve lower grades in addition to students in grades 5-8 or 9-12. 3 of New Haven's remaining 4 schools that serve middle and high schools students failed to make AYP in 06-07 and will be classified as "in need of improvement" if test scores do not show substantial gains in 07-08.

Numerous strategies will be used to recruit teacher participants. ACES will create an informational flyer and registration form. The flyer will describe the partnership among ACES, Gilder Lehrman, and Yale History; the program's history content, structure, and duration; will note that participants will receive a \$1,000 stipend each year; and will describe the program's other benefits, such as instructional coaching and support, mini-grants for school-based history projects, and summer institutes at historical sites of interest. The flyer will note that while all middle and high school teachers in partner districts are welcome to apply for the program, teachers from schools in need of improvement will receive priority in enrollment. A registration form will be attached to the flyer.

ACES will use its status as a regional entity and its links with staff in the consortium of districts to ensure that knowledge about this project reaches a broad cross-section of history teachers. As a Regional Educational Service Center, ACES serves twenty-five school districts in south central Connecticut, including all districts in this grant application consortium. ACES chairs curriculum councils that bring together Curriculum Coordinators from these districts and a Social Studies council that includes social studies and history department chairs and teachers. Project Director Joanne Manginelli will give presentations at Curriculum and Social Studies councils about this program. She will provide copies of the flyer. Administrators in these districts will work to personally recruit promising teachers. Follow-up e-mails with electronic versions of the flyer attached will be sent to Social Studies and Curriculum contacts; they will be asked to forward this information to history teachers in their districts and to encourage their participation.

Partner districts have additionally agreed to post paper copies of the flyer and registration form on bulletin boards and in school offices of their middle and high schools. All project

materials to be distributed will include contact information for the Project Director, who will address teacher questions.

A variety of additional electronic means will be used to reach potential teacher participants. ACES will send an e-mail about this program to teachers who have registered to its listserv for updates about professional development opportunities. As noted before, district curriculum and social studies contacts will distribute this information via e-mail to middle and high school social studies and history teachers in their districts. ACES will also post information about the program on its web page, which teachers throughout the region access to learn about the latest professional development opportunities. Teachers will be able to submit applications for the program online at the ACES web site.

ACES will collect applications from teachers up to a deadline to be determined and printed on the forms. In selecting teachers, ACES will put applications in two pools: those from teachers in schools identified as “in need of improvement” and those from schools that are not currently so identified under NCLB. Teachers from the “in need of improvement” group will be selected via lottery until 35 slots are filled. If slots remain after all teacher applicants from schools in need of improvement have been accepted, ACES will use a lottery system to select the remaining participants. In this way, the project will reach those schools that are most in need of high-level content and pedagogical support. Should teacher attrition result in new openings in the program, ACES will continue to prioritize applications from teachers in schools in need of improvement.

Because participants will choose to participate and will have control over their engagement with the project, Adult Learning Theory suggests that they will gain the most from the project (Speck, 1996). Participants in this project will become teacher leaders who can bring

the content, pedagogy, and historical thinking they have acquired as a result of this program back to their schools. Discerning principals and superintendents distribute leadership responsibilities among teachers to enable them to transfer their knowledge to colleagues through the roles of trainers and coaches (National Staff Development Council's Standards for Staff Development Revised, 2001). This translates to a potential increase in student achievement without the additional expenditure of often limited funds.

This project will help schools and districts build the instructional and collaborative capacity they need to help all students achieve at consistently high levels. Many studies have shown that teacher learning can improve student outcomes (Hill, 2007). While this project will focus on improving teaching and learning in American history, the supports it will provide will prove useful beyond the history classroom. The skills that teachers will develop through participation in this project – curriculum development, critical thinking, close reading, and collaborative and leadership skills – will equip them to be more effective teachers in all areas. Teacher efficacy is strongly linked to student achievement (Marzano et al, 2001), so the ultimate beneficiaries will be students.

This project will also assist schools “in need of improvement” by engaging students with a higher quality of curriculum. Students exposed to rigorous coursework have better school performance than those who have no such experience (Casetellino et al, 2001), and a strong predictor of success in postsecondary education is the quality and intensity of secondary school curriculum (Lifvendahl, 2007). However, students from disadvantaged and minority backgrounds, who are disproportionately represented in our consortium of districts, are far less likely to be exposed to such curriculum than are wealthier peers (Darling-Hammond, 1998). The curriculum to be created through this project will address all levels of Bloom's Taxonomy,

including evaluating and creating, and will facilitate the development of critical thinking skills. Students will engage with this curriculum, and this engagement will help them develop critical thinking skills and lifelong enduring understandings (Costa and Liebmann, 1997). By helping students access high-quality curriculum and materials, this project will help prepare them for success in future educational endeavors in U.S. history and in other subjects.

School conditions are also a substantial contributor to student success. Learning environments linked with stronger student achievement include high standards, engaging curriculum, professional learning communities among staff, and personal learning environments (Klem and Connell, 2004). The in-school supports this project will provide, including instructional coaching, workshops on developing and sustaining Professional Learning Communities, and resources such as books and videos connected to history content and standards, will help teachers create a culture of collaboration and high expectations that will assist in overall school improvement and help schools bolster student mastery in all subjects to achieve future success under NCLB.

**ACES Teaching American History Grant Application: PROGRAM NARRATIVE
Life, Liberty, and the Pursuit of Happiness: The History of Democracy in America**

1. Project Quality

(a) Likelihood that Proposed Project will Develop, Implement, and Strengthen Programs to Teach American History as a Separate Academic Subject

This project will use the history of American democracy as a lens through which teachers will gain understanding of the key facts, events, and turning points in American history. The project's **goal** is *to increase knowledge, understanding, and appreciation of American History among 65 teachers of grades 5-12 to raise student achievement in our consortium of districts.* 35 middle and high school teachers will be targeted for participation each year; as detailed in the competitive preference narrative, ACES will maintain the same cohort of teachers to the extent possible but anticipates that 65 teachers will participate over the project's five years.

The following **objectives** will guide grant activities: 1) To increase knowledge of American history among 65 teachers of grades 5-12 in schools in partner districts; 2) To increase use of effective teaching strategies for the teaching of American history among 65 teachers of grades 5-12 in our consortia of districts; and 3) To increase knowledge of American history among students in grades 5-12 whose teachers have participated in this project.

Connecticut law mandates that students take a minimum of three credits in Social Studies to graduate from high school; American history is not required. The Connecticut Department of Education is considering making the course a graduation requirement. If this happens, teachers will need the support of this grant to teach it thoroughly and effectively. In middle school, American history is always taught as a component of social studies. Connecticut does not have separate curriculum frameworks for American history. For grade levels K-12, American history

content is instead included beneath the rubric of “social studies.” This lack of guidance means that approaches to teaching the subject are often scattered and piecemeal and do not provide students with a clear picture of the breadth and depth of traditional American history.

History is not tested in Connecticut’s annual standardized tests, the CMT (grades 1-8) and CAPT (grade 10). These are the tests used to determine whether schools have achieved Adequate Yearly Progress (AYP) under No Child Left Behind (NCLB). The omission of history from the testing regimen has led to a contraction of resources and diminished focus on American history teaching and learning. For example, in a five-year plan released in 2006, the Connecticut Department of Education noted its aim of helping all students achieve proficiency in “reading, writing, mathematics, and science”; history instruction is ignored altogether.

If American history is to remain vigorously taught at the high school level, and meaningfully incorporated into social studies at the middle-school level, teachers, schools, and districts need support. By immersing middle and high-school teachers in traditional American history content and by providing them with instructional and curriculum supports to improve classroom instruction, this grant will help American history continue to be taught as a separate subject in Connecticut high schools and will strengthen the quality and coherence of American history instruction in Connecticut middle schools. This will help the disproportionately high-need students in the consortium of partner districts grow into thoughtful citizens who can meaningfully engage with the unfolding story of American history.

(b) How Specific Traditional American History Content will be Covered by the Grant

This project will provide high-level history content that covers the sweep of American history from the colonization period to the present. In project years 1-3, teachers will study the nation’s past in chronological order. Year 1, “The Foundations of American Democracy,” will

focus on the settlement of the Americas and early founding years of our nation through 1800; Year 2, “Slavery and Emancipation,” will examine the 19th century and the Civil War and Reconstruction; and Year 3, “The Struggle for Democracy in Twentieth Century America,” will focus on the challenges and achievements of American democracy from 1900 to the present.

In years 4 and 5, project history content will be focused on how our nation has responded to different groups of people. Year 4, “Women and the Struggle for Inclusion,” will examine women’s roles from the nation’s founding to the present day, and Year 5, “Race, Ethnicity, and Civil Rights,” will examine the ways in which racial and ethnic minorities have experienced America and how the definition of who is “American” has evolved.

The project’s history instruction will be organized around primary texts that have shaped the thinking and actions of individuals and have influenced the development of American democracy. By examining primary sources, participants will gain historical thinking skills that will enable them to reach a more meaningful understanding of how American democracy has been interpreted and practiced in different eras. This will help them create and implement a primary source-centered curriculum to teach American history more effectively and will help students learn more about our country and demonstrate higher achievement (Korbin, 1996).

Teacher participants will have sustained and intensive exposure to high-level history content through **1) 4-hour evening history seminars; 2) daylong visits to historic sites of interest; and 3); weeklong summer institutes at historic and cultural institutions.**

During the school year, **eight four-hour history seminars** will be conducted. With history content provided by professors from Yale and other universities, these seminars will use key documents of America’s founding and history as a lens through which teachers will examine the development of American democracy. Participants will learn to analyze and synthesize

primary materials, as recommended by the National Council for History Education. The history content portion of these seminars will be three hours in duration; a follow-up hour with ACES Education Specialists will **provide instructional and curriculum support** to help teachers integrate what they have learned into their professional practice.

These seminars will be supplemented by **three day-long Saturday field trips** per year to historical sites of interest in the New England region. In year 1, participants will visit the American Antiquarian Society, a Massachusetts historic library with an extensive collection of early American primary documents and periodicals; Old Sturbridge Village, an outdoor museum with a full-scale, functioning replica of a New England town circa 1790-1830; and the Connecticut Historical Society, which has both extensive 17th and 18th century furniture and art collections and a library of primary sources from the colonial period. These trips will deepen their sense of connection to history content and will help teachers gain a sense of the rich local resources upon which they can draw to complement history instruction. **As with the evening seminars, these day trips will combine history content with instructional support.** A portion of each Saturday field trip will be devoted to helping teachers incorporate what they have learned into their American history lessons. Saturday day trips in years 2-5 will similarly complement the themes and ideas which teachers will explore in evening seminars.

Week-long summer history institutes will further immerse teachers in high-level American history content and instruction. These will combine **seminars with historians, workshops with primary sources and key texts, visits to historic sites, instructional support, and curriculum development and lesson planning support.** The sites of these seminars will complement the history foci of that project year. In year 1, this institute will be hosted by the Gilder Lehrman Center at Yale. Other planned summer seminars will be in Gettysburg, PA

(slavery, Civil War, and emancipation, year 2); the Roosevelt Presidential Library in New York (the struggle for democracy in the 20th century, year 3), Seneca Falls, New York (the Seneca Falls Convention and women and the struggle for inclusion, year 4); and Angel Island in California (West coast immigration and race, ethnicity, and civil rights, year 5).

The table below lists Year 1 evening seminar topics, documents, and presenters:

Year 1 Seminar Topic	Documents to be discussed	Historian
European settlement, relations between Colonists and Native Americans	Mayflower Compact, Colonial Captivity Narratives	Prof. John Demos, Yale
Colonial Governance and Constitutionalism	The Fundamental Orders of Connecticut	Dr. Carol Berkin, Baruch / CUNY
Women's roles and family life in early America	John & Abigail Adams Correspondence (& other documents)	Dr. Rebecca Tannenbaum, Yale
Religion in early and Revolutionary America	Maryland Toleration Act, US Constitution, Bill of Rights	Dr. Jon Butler, Yale
Revolution and Independence	The Declaration of Independence	John Ruddiman, Yale
The Constitutional Convention	US Constitution, selected notes on the Constitutional Convention	Dr. Thomas Dublin, SUNY Binghamton
Slavery, freedom, and compromise in the early republic	An Address to the Public (Concerning Slavery), Fugitive Slave Law of 1793	Dr. David Blight, Yale
Consolidation and Expansion	Louisiana Purchase Treaty, Jefferson's Letter to Meriwether Lewis	Dr. Susan O'Donovan, Harvard

The project will have a similar structure in years 2-5. Historians with expertise on selected topics will organize lectures around documents key to the nation's past. Saturday field trips and summer institutes will enrich and deepen the knowledge base of participants.

The historians who will present history content are respected and renowned scholars with extensive expertise in American history. They will present on history topics at seminars and during summer institutes. Memoranda of Agreement and CVs of the historians are in the appendices. Highlights of their experience and scholarship are briefly outlined below:

Dr. Debby Applegate – Dr. Applegate is an independent author and historian. She earned a Ph.D. in American Studies from Yale and went on to publish *The Most Famous Man in America*, a biography of Henry Ward Beecher, which won the National Book Critics Circle Award for Best Biography and the Los Angeles Times Book Prize Best Biography in 2006. Dr. Applegate's writing has appeared in periodicals ranging from the *Journal of American History* to the *New York Times*, and she has taught at Wesleyan and Yale Universities. Her area of expertise spans the American Revolution through the Gilded Age.

Dr. Carol Berkin – Dr. Berkin earned a Ph.D. from Columbia University. She is professor of history at Baruch College CUNY and deputy chair of the department of history at the Graduate Center. She teaches early American and women's history. Her publications include *Women of America: A History* (1980); *First Generations: Women of Colonial America* (1996); and *Women's Voices/Women's Lives: Documents in Early American History* (1998). She has worked as a consultant and on-screen commentator on several PBS and History Channel documentaries.

Dr. David W. Blight – Dr. Blight is a Professor of History at Yale and the Director of the Gilder Lehrman Center. He earned his PhD from the University of Wisconsin and has taught at Amherst and Harvard in addition to Yale. He is one of the nation's foremost authorities on the

Civil War and its legacy. Dr. Blight's publications include *Race and Reunion: The Civil War in American Memory* (2001), *Beyond the Battlefield: Race, Memory, and the American Civil War* (2002), and *Frederick Douglass's Civil War: Keeping Faith in Jubilee* (1989).

Dr. Cecelia Bucki – Dr. Bucki is an Associate Professor of History at Fairfield University. She earned her PhD from the University of Pittsburgh. Her publications include *Bridgeport's Socialist New Deal, 1915-1936* (U. of Illinois, 2001), and *The 1930s: A Social History* (forthcoming). Her areas of expertise are U.S. social and labor history, twentieth-century political and urban history, the 1930s, and local history.

Dr. Jon Butler – Dr. Butler received his PhD from the University of Minnesota. After serving as Chair of Yale's History department, he became the Dean of the Graduate School of Arts & Sciences at Yale. He is an authority on religion in American history; his works include *The Origins of American Denominational Order* (1978), *Awash in a Sea of Faith: Christianizing the American People* (1990), and *Becoming America: The Revolution Before 1776* (2000).

Professor John Demos – Professor Demos teaches in the History Department at Yale. He received his MA from UC Berkeley in 1961. His publications include *A Little Commonwealth: Family Life in Plymouth Colony* (1970); *Entertaining Satan: Witchcraft and the Culture of Early New England* (1982); *Past, Present, and Personal: The Family and the Life Course* (1986); and *The Unredeemed Captive: A Family Story from Early America* (1994). His research interests include early American family history and the formation of historical narrative.

Dr. Thomas Dublin – Dr. Dublin, Professor of History at SUNY Binghamton, earned his doctorate from Columbia University. His research is focused on the 19th-century New England industrial revolution and deindustrialization in the 20th-century mid-Atlantic. Recent publications include *The Face of Decline: The Pennsylvania Anthracite Region in the Twentieth*

Century (with Licht, Cornell 2005), *Women and Power in American History*, (Prentice-Hall, 2002, 2nd ed.), and *When the Mines Closed: Stories of Struggles in Hard Times* (Cornell, 1998).

Dr. Susan O'Donovan – Dr. O'Donovan is an Associate Professor of History and of African American Studies at Harvard. She earned a doctorate in history from U.C. San Diego. Her research focuses on slaves, the lives they shaped in bondage, and their contingent passages to freedom. Dr. O'Donovan's publications include *Becoming Free in the Cotton South* (Harvard, 2007) and *Freedom: A Documentary History of Emancipation, 1861-1867*, ser. 3, vol. 1, *Land and Labor, 1865* (UNC Press, forthcoming 2008).

Dr. Stephen Pitti – Dr. Pitti is Professor of History and American Studies at Yale and Director of the Program in Ethnicity, Race, and Migration. He earned his PhD from Stanford and is the author of *The Devil In Silicon Valley: Race, Mexican Americans, and Northern California* (2003) and *Leaving California: Race from the Golden State* (forthcoming from Yale University Press). His research interests include Latino studies, ethnic studies, western history, 20th century immigration, and civil rights.

John Ruddiman – Mr. Ruddiman has an MA and an MPhil from Yale and is currently completing his doctoral dissertation. His research interests include the American Revolution and the Early Republic, colonial frontiers, early African-American history, and warfare and violence in early America. He has taught at Yale and Wesleyan Universities, and his publications include a review of Holly Mayer's *By Birth or Consent: Children, Law, and the Anglo-American Revolution in Authority* (*J. of Colonialism and Colonial History*, 2005) and "Joining the Continental Army: Young Men Coming of Age as Revolutionary Soldiers" (OIEAHC, 2006).

Dr. Kathryn Sklar – Dr. Sklar is Distinguished Professor of History at SUNY Binghamton, Co-Director for the Center for Historical Study of Women and Gender, and Co-Director for the

Center for the Teaching of American History. She earned her PhD from the University of Michigan. Her research topics include women in social movements in the United States and how this participation illuminates larger questions in U.S. and comparative history. Her books include *Women's Rights Emerges Within the Anti-Slavery Movement* (2000) and *Florence Kelley and the Nation's Work: The Rise of Women's Political Culture, 1830-1900* (1995).

Dr. Rebecca Tannenbaum – Dr. Tannenbaum earned her PhD from Yale in 1997 and teaches in the history department. Her research interests include Colonial America, especially women's history and the history of medicine, the history of women's health, and the history of the family. Her publications include *The Healer's Calling: Women and Medicine in Colonial New England* (Cornell University Press, 2002) and "Elizabeth Drinker's Female Line: Mothers, Daughters, and Kinship in Eighteenth Century America" (in *Feminist Mothering*, SUNY 2005).

Dr. Yohuru Williams – Dr. Williams is Associate Professor of History and Co-Director of Black Studies at Fairfield University. He received his Ph.D. from Howard University. His publications include *Black Politics/White Power: Civil Rights Black Power and Black Panthers in New Haven* (Brandywine Press, 2000) and *A Constant Struggle: African-American History from 1865 to the Present Documents and Essays* (Kendall Hunt, 2002). His research and teaching interests include the African-American experience and the civil rights movement in New England.

(c) Partnership with an Institution of Higher Education; and (d) Rationale for Selecting this Partner and Specific Activities Partners will Contribute During Each Year

As described in the Absolute and Competitive Preferences narrative, ACES, which is both a regional education service agency and an LEA, has partnered with nine other CT school districts (serving 53,150 students), the Gilder Lehrman Center, and the Yale History Department.

ACES partnered with Gilder Lehrman Center on a Teaching American History grant project that began in 2005 and is now in its final year. Project Director Joanne Manginelli (of ACES) and Project History Consultant Thomas Thurston (of Gilder Lehrman Center) have forged a strong working relationship. Both ACES and Gilder Lehrman Center are eager to build on the success of this partnership and help a new cohort of teachers gain the knowledge and tools to be inspiring and successful teachers of American history.

The Yale History Department is being included as a third partner in order to bring an even greater depth of historic content and expertise to bear on the program. Yale University is one of the nation's premier institutions of higher learning. Its faculty includes some of the world's most eminent and knowledgeable historians. Yale maintains extensive libraries, archives, and special collections that are not generally accessible to non-academics. The Yale partnership will enable teachers to access the faculty expertise and resources of a great research university.

ACES will be responsible for overall project management and coordination. Project Director Joanne Manginelli, assisted by Dr. Marjorie Anctil, Director of ACES Professional Development unit, will work to recruit teachers (in conjunction with staff in the consortium of districts); provide instructional support to help teachers translate what they have learned into practice; provide on-site classroom coaching and workshops on building collaborative school cultures through Professional Learning Communities; and monitor the New England Teaching American History listserv (for project leaders) and e-mail distribution list (for participants). ACES will also be responsible for all fiscal management.

The Gilder Lehrman Center will provide historical expertise and will liaison between ACES and Yale History. History Consultant Thomas Thurston will work with the Project

Coordinator Joanne Manginelli to support teachers at history seminars, field trips, and summer institutes. Additionally, he will visit teachers in their districts to model history instruction and review lesson plans. He will also work with ACES staff to evaluate teacher-created curriculum materials for quality and historical accuracy. Dana Schaffer, Assistant Director of the Gilder Lehrman Center, will help coordinate activities and will oversee the development and launch of a southern New England Teaching American History project web page. The Gilder Lehrman Center, which is on the Yale campus, will host the first summer institute.

The Yale History Department is contributing its expertise, resources, and faculty. Yale historians will conduct seminars with teachers. Teachers will have access to Yale's library collection and its manuscripts and archives. Yale historians will answer teacher questions in person and via e-mail and will serve as consultants on topics and materials related to their areas of expertise. All partner responsibilities are inclusive of the five-year grant period and are clearly outlined in the Memoranda of Agreement in the appendices.

2. Significance

(a) Project is Likely to Build Local Capacity to Improve/ Expand LEA's Ability to Provide PD in Traditional American History Content and Teaching Strategies

As noted, there is no history component to Connecticut's annual testing regime. Because nine of the ten districts in our consortium have middle and high schools "in need of improvement" under NCLB, professional development dollars are almost exclusively devoted to the tested subjects of math, science, and reading. American history is increasingly marginalized and de-emphasized. Without the opportunities that will be created through this grant, teachers and students in these schools will not have access to the historical scholarship and resources that will lead to sophisticated understanding of American history.

Many teachers in the consortium of districts lack a strong background in U.S. history. In Connecticut, teachers can be certified in social studies or history with only 18 semester hours of college credit in history or social studies – only 3 of which need be in U.S. history. While most teachers to be served are certified, this certification alone cannot be construed to imply expertise in American history. Moreover, because professional development in history is so absent, even those teachers with a solid college background in American history are likely to lack up-to-date knowledge of historiography. The electronic needs assessment which ACES conducted reinforces this conclusion. Two thirds of respondents reported no American history professional development in the past three years.

Fortunately, districts and teachers are still concerned about the quality of American history instruction. The consortium of applicant districts is committed to recruiting teachers and providing them with the supports they need to collaborate with their colleagues and improve American history instruction in their schools. As a result of this project, 65 middle and high school teachers of social studies and history will participate in high-quality American history professional development. This professional development will combine sophisticated content, instructional support, and curriculum development. This sustained and intensive program will help teachers and districts maintain and expand high-quality history instruction.

(b) Importance or Magnitude of the Results or Outcomes likely to be Attained by the Proposed Project, Especially Improvements in Teaching and Student Achievement

Connecticut is a state with tremendous gaps between the “haves” and the “have nots.” The 2007 National Assessment of Educational Progress (NAEP) results showed that Connecticut has the worst achievement gap in the nation, a gap which only worsened in severity between 2005 and 2007 (NAEP and Hartford Courant, 2007). This ever-widening gulf between those

with sophisticated cultural and educational capital and those without threatens to tear the state into perpetually fractious and warring camps.

As discussed in the competitive preference priority, the consortium of LEA applicants includes the districts of ACES, Ansonia, Common Ground, Derby, Hamden, Middletown, Naugatuck, New Haven, West Haven, and Wolcott. Together, these districts serve a student population of 53,150. 48.8% of these students qualify for free or reduced price lunches, and 57.5% are of color. There are 50 middle and high schools in these districts, 40 of which are classified as “in need of improvement” under NCLB. Of 19 high schools in this consortium, only 10 offer the AP U.S. history course and exam.

New Haven, the largest partner district, serves over 20,000 students. Over 60% of New Haven students qualify for free or reduced price lunch and 89% are minority. New Haven student achievement is the second lowest of all the state’s districts, and all but a handful of New Haven schools are “in need of improvement” under NCLB. **The Common Ground School** is a charter high school district in New Haven that serves a demographically similar student body. **ACES, Hamden, Middletown, Naugatuck, and West Haven** are small city/urban fringe districts that serve blended populations of urban “spillover” students and more traditional suburban students. These schools serve many high-need and minority students. Schools in these districts have persistently failed to achieve AYP because of staggering achievement gaps and lower overall achievement compared to the “exurbs.” **Ansonia, Derby, and Wolcott** are former New England mill towns. The decline of manufacturing jobs has hit them hard, and their economies have yet to adapt to the decline of local industrial employment. While concentrated poverty is not yet as great a problem as it is in urban areas, these districts still serve numerous low-income residents and are isolated from the resources available to wealthy suburban districts.

Data from the AP U.S. History test demonstrates a preponderance of low achievement in U.S. history among poor and minority students, who are strongly represented in the consortium of districts. Low-income students (measured by free and reduced price lunch eligibility) represent 19.1% of all CT 11th and 12th graders and 48.8% of students in partner districts – but only 8.1% of AP exam takers. Equally troubling are the achievement gaps among racial groups. In 2006, 35.7% of Asian American and 17.3% of white high school graduates passed at least one AP exam, but only 10.5% of Hispanic and 3% of black students did so. And minority students, who make up 28% of CT 11th and 12th graders overall and 57.5% of students in partner districts, comprise only 16.3% of AP History test takers. As noted, the AP U.S. history test is not an option for many students in our consortium; it is only offered 10 of 19 high schools.

American history knowledge, and the civic competency such knowledge engenders, is a key prerequisite for an engaged citizenry. Political knowledge is correlated with political participation; one increases with the other (Galston, 2001). If students are to receive a solid grounding in American history, teachers and districts need the concrete supports that this project will provide. By helping them gain access to high-quality history content and materials, this project will help underserved students in partner districts become active participants in – and not mere observers of – the unfolding story of American democracy.

(c) How Teachers will use the Knowledge Acquired from Project to Improve Instruction

A teacher's understanding of the subject content that s/he teaches consistently predicts student performance (Center for Public Education, 2005). But how to ensure that teachers know what they teach? The most effective professional development is ongoing, subject-matter specific, and aligned with school curriculum and instructional goals (Hill, 2007). By providing sustained and sophisticated history content, bolstering content with instructional support,

engaging teachers in the process of curriculum development, and facilitating the adoption of effective instruction and school collaboration, this project will build district capacity and enable participants to be more effective teachers of American history.

Because instructional support is vital to improved classroom practice, it will be interwoven with all project activities (Sykes, 1999). Each of the eight annual history seminars and three history day trips will include instructional support. ACES and Gilder Lehrman Center staff will lead teachers through sessions to help them apply what they have learned into the classroom. Teachers will look at putting content in perspective, aligning it with Connecticut's curriculum standards, developing strong lessons, and helping students engage with the material.

Teachers learn more from professional development when it is aligned with their curriculum (Garet et al, 2001). To support this, participants will develop American history curriculum lessons (one per year) through this project. ACES and Gilder Lehrman Center staff will work with teachers to revise curriculum materials; this supervision will ensure that teachers create high-quality materials and are growing in instructional capacity. Once reviewed and finalized, these curriculum lessons will be piloted by participant teachers and by nonparticipant “partner” teachers in the consortium of districts. They will also be posted to CTCurriculum.org, a statewide repository of curriculum resources sponsored by the CT Department of Education. This will make high-level American history content accessible to teachers throughout the state.

To monitor and support teachers in the classroom, they will receive two hours of in-district instructional coaching from ACES Education Specialists (either Joanne Manginelli or Leslie Abbatiello – CVs included in appendices) each year. Instructional coaching involves skilled observation of teaching practices followed by constructive feedback sessions and teacher reflection. Researcher Jim Knight has noted that “by offering support, feedback, and intensive,

individualized professional learning, coaching promises to be a better way to improve instruction in schools” (2006). In addition to supporting teachers, this coaching will help ACES ascertain and monitor the quality of history instruction in the classrooms of all project participants.

Next to students, teachers are the most important influence on other teachers’ practice (Darling-Hammond, 2003). To help build cultures of collaboration in schools and districts, ACES will conduct workshops with teachers on how to create Professional Learning Communities. This will help them gain the communication and collaboration skills they need to function as American history leaders in their schools and districts. This, along with the fact that non-participant teachers will “pilot” teacher-created curriculum units, will enable strong American history teaching methods to impact those beyond the immediate cohort of participants.

ACES monitors the New England Teaching American History listserv for project leaders. To provide further electronic support, ACES will set up an e-mail distribution list for participants. Teachers will be able to share, communicate, and ask questions in this forum. The Gilder Lehrman Center will develop a web site to serve participants in Teaching American History projects in the New England States of Connecticut, Rhode Island, and Massachusetts. This will increase networking opportunities and will provide an “information hub” with a calendar of events, history links, and useful resources for participants (Rheingold, 2002).

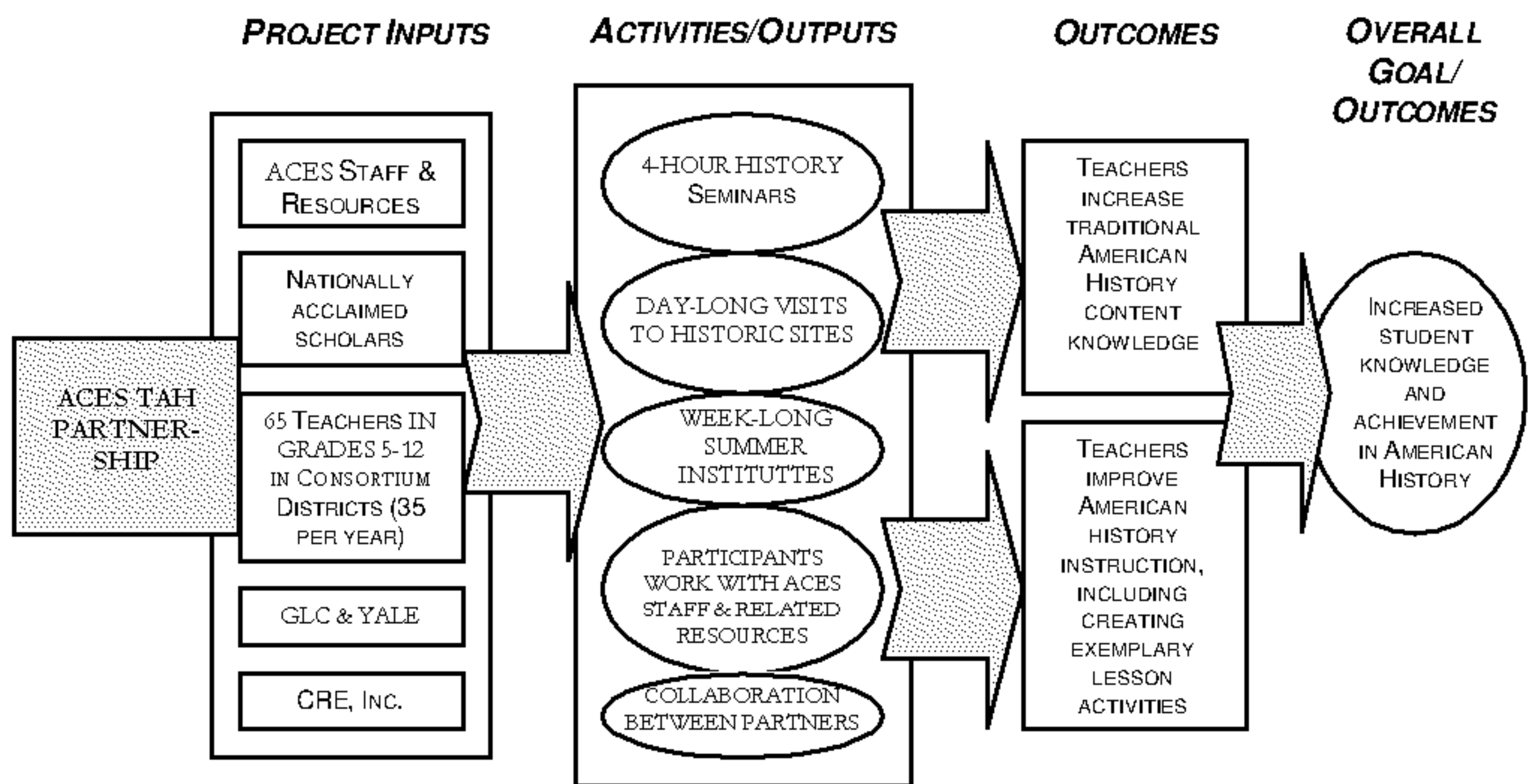
Participant teachers will be provided with books and materials on American history topics that they can use to enhance classroom history instruction. \$140 per year for these materials has been budgeted for each participant. Additionally, teachers will be able to apply for up to \$250 per year in competitive “mini-grants” to support creative projects such as historical reenactments, author visits, historical society field trips, and historic exhibitions. Priority will be given to projects that involve whole school communities and not just participants’ classes.

Lesson plan support will be ongoing. ACES staff will examine lesson plans as part of Instructional Coaching feedback sessions, and history consultant Thomas Thurston will review teacher lessons when he visits classrooms. During summer institutes, teachers will draft history lesson plans appropriate to the grades that they teach, and they will be reviewed for quality, thoroughness, and growth in understanding of curriculum design.

3. Quality of the Project Evaluation

(a) Use of Objective Performance Measures Related to the Intended Outcomes of the Project that will Produce Qualitative and Quantitative Data to the Extent Possible

The evaluation is closely aligned with the project design, as shown in our logic model. CRE will collect data that satisfies both USDOE and GPRA indicators. CRE will use both quantitative and qualitative data assessments to measure inputs and outcomes. Ongoing evaluation will drive project improvements to ensure success. The project logic model is below:



PROJECT LOGIC MODEL

A quasi-experimental design will be used to investigate project outcomes of increased teacher knowledge and student achievement with objective performance measures, using a pre-

and post test control group design (Black, 1999). Objective quantitative performance measures include that *teachers and students will have within-group knowledge gains of 50%; and most significantly, project teachers and students will show increases of knowledge and achievement 20% greater than the control group of non-participating teachers and students.* Similarly, qualitative methods and performance measures employed in the ongoing field study will capture baseline data, processes, and outcomes related to teachers' content gains and instructional practice, as well as students' achievement in American history (Miles & Huberman, 1994).

Benchmarks and performance measures of outputs and outcomes will be monitored using quantitative and qualitative instruments and protocols to include: pre- and post tests (quasi-experimental) of teacher knowledge and of student achievement (our aim is for 50% within group gains and 20% greater gains than those of the control group); pre and post surveys of teachers' classroom practice and student achievement (our goal is for 50% within group gains and 20% greater gains than those of the control group); pre and post surveys of teachers' classroom practice and student achievement (our goal is that 85% will report changes in instruction and improvement in students' achievement); annual post test surveys of teachers' content knowledge gains (85% report positive changes); annual post test surveys of students' perception of learning in American history (85% use academic content and primary sources); annual pre and post classroom observations and teacher interviews (85% show positive changes); and post workshop and seminar surveys (85% show positive responses, data is used primarily for ongoing program refinements). CRE will provide monthly reports on outputs and outcomes.

(b) How well the Evaluation Plans are Aligned with the Project Design

Both quantitative and qualitative data will be collected and analyzed on teachers' learning of history, their use of best teaching practices, and their students' achievement. Data will include

objective measures of teacher performance on standardized test questions. Student achievement data will be drawn from project-specific and standards-aligned standardized tests. In addition, classroom observations, teacher interviews, and feedback surveys will be conducted, and teacher lesson plans and student work will be examined.

Using a quasi-experimental design, quantitative pre- and post test data will be collected from 35 treatment and 35 control group teachers and their students (approximately 30 students per teacher across both groups) using objective tests of American history. Control group participants will be a stratified sample of closely matched teachers who work in middle and high school grades of partnering schools but who are not involved with the TAH project. This will produce quantitative and qualitative data, which will address the GPRA indicators, and will demonstrate statistically significant gains made by teachers and students in the treatment group as compared to the closely matched control group.

(c) Benchmarks to Monitor Progress and Assess Impact on Teaching and Learning

Data collection instruments will measure and describe the changes in teacher knowledge, teaching strategies, and student achievement consistent with project content. Baseline data (archival and project-specific) on knowledge of American history and historical thinking skills for teachers and students will be collected in year one to determine initial conditions and to measure extent of project influence in successive years, especially for summative evaluation.

(d) Evaluator for the Project and the Organization's Qualifications

The external evaluator will be CRE. Dr. Charles Bruckerhoff (CV attached) will be the lead evaluator. He has a Ph.D. in Curriculum and Research Methods and over 20 years experience conducting evidence-based evaluations of education projects. Dr. Bruckerhoff is currently the evaluator of seven other TAH projects, all of which incorporate the quasi-

experimental design, demonstrating his ability to collect valid and meaningful qualitative and quantitative data, including data addressing GPRA indicators.

(e)(i) What Type of Data will be Collected

Quantitative data will be collected on American history knowledge, teaching strategies, and historical thinking skills with project-specific standardized test items to measure gains among participating teachers and students as compared with their counterparts in closely matched control groups. Qualitative data collection will include survey, interview, observation, and project documents to explain setting level factors and to assist with interpreting results.

(e)(ii) When Various Types of Data will be Collected

Evaluation data will be collected throughout the project. Initially, CRE will collect and analyze baseline data from treatment and control groups to determine specific features of ‘normal’ teaching and ‘normal’ learning among teachers and their students across treatment and control groups. The evaluator will collect and analyze field study data on teachers and students on an ongoing basis. In year 2, a pilot test will be administered. After revisions, pre and post tests will be administered to treatment and control group teachers and students in years 3, 4, and 5.

(e)(iii) What Methods will be Used to Collect Data

The quasi-experimental design will be a closely managed, scientific, and systematic process for orderly, strategic data collection, following evaluation design specifications. Administration of tests will be preset, orderly protocols across teachers and students in treatment and control groups. Participant anonymity and confidentiality of subjective findings is assured.

(e)(iv) What Data Collection Instruments will be Developed

CRE will develop objective tests to measure student gains in achievement with objective, project-specific items drawn from the pool available from the National Assessment of

Educational Progress (NAEP) as appropriate for students in grades 5 through 12. In order to measure teachers' knowledge gains, the evaluator will design pre- and post tests from the pool of released project-specific Praxis II items and NAEP items designed for use with grade 12 students, in consultation with an American history expert. Data collection instruments will also include: a Professional Development Survey of Teachers; post-workshop and seminar/institute surveys; structured interviews with teachers and project leaders; structured observations of classroom instruction; student U.S. History Learning Survey; and collection of documents and artifacts (e.g., lesson plans and student work).

(e)(v) How the Data will be Analyzed

Analysis of changes in teacher content knowledge and student achievement will include independent and matched t-tests, as well as more complex analyses such as Analysis of Variance (ANOVA), Analysis of Covariance (ANCOVA), and Ordinary Least Squares (OLS) regression. Because of the hierarchically nested (within classrooms) nature of the student achievement data, multilevel models, such as Hierarchical Linear Models (HLM) will be used.

Qualitative data analysis will be used to describe and explain development of outcomes often missed by quantitative data analyses. This analysis will include triangulation of sources such as: comparison of interviews (i.e., teachers and administrators), classroom observations, and student survey data to find a convergence of data sources leading to a corroboration of findings.

(e)(vi) When Reports of Results and Outcomes will be Available

Results and outcomes of formative and summative evaluations will be reported on an ongoing basis and in Annual Performance Reports. A full summative report, including overall findings, performance measures, and lessons learned, will be written upon project completion.

(e)(vii) How Applicant will Use Information Collected to Monitor Project and Provide Accountability about Success at Initial Site and Effective Strategies for Replication

Evaluation data will inform the project's ongoing process improvement. Thus, the project will function from the first month as a dynamic, self-correcting entity that is focused on processes that facilitate the highest accomplishment of its goals. Evaluation will be used to understand project impact on teachers and students, to provide the US DOE with objective evidence related to GPRA indicators, and for project dissemination. Widespread distribution of the final report regionally and nationally in published reports and conferences will support development of best practices and promote replication of the project's key features.

(e)(viii) Devotion of an Appropriate Level of Resources to Project Evaluation

An MOU with CRE (attached) documents our commitment to this partnership and is supported further by allocation of \$90,213 to the evaluation over the project's first three years. ACES and CRE have mutually agreed that these terms and conditions are reasonable and appropriate. CRE verifies that it will dedicate sufficient resources to perform the evaluation as described.

4. Quality of the Management Plan

(a) Adequacy of Management Plan to Achieve the Objectives On Time/Within Budget

A management team has been established that will meet once per month and will communicate via phone and e-mail on a regular basis to achieve project aims. The following individuals will serve on the management team (CVs in appendices):

Dr. Marjorie Anctil, Project Coordinator – Dr. Anctil is Director of ACES Professional Development and School Improvement unit. She has a doctorate in Educational Management and over 25 years of experience in school administration. Dr. Anctil will ensure the overall direction and management of the grant and coordination of activities and partners. She will

collaborate with districts and administrators to recruit middle and high school teachers from schools in need of improvement. She will also support and supervise Project Director Joanne Manginelli with the curriculum development and instructional coaching aspects of this project.

Joanne Manginelli, Project Director – Project Director Joanne Manginelli is an ACES Education Specialist. She directs the current Teaching American History project (which will end before the new project begins). As Project Director, she will be responsible for coordinating and managing grant-related activities for the duration of the project. She will work with districts on targeted teacher recruitment. In addition, she will coordinate the history seminars, implement and oversee pedagogical and curriculum support and in-school instructional coaching, conduct workshops on forming and sustaining Professional Learning Communities and school cultures of collaboration with teachers, monitor (with Thomas Thurston) the New England Teaching American History listserv, maintain the distribution list, and facilitate communication among project partners.

Thomas Thurston, Project History Consultant – Thomas Thurston is Director of Educational Outreach at Yale University's Gilder Lehrman Center. He will function as a history expert and consultant on historical matters and will support teachers in the implementation of stronger American history instructional strategies. He will work with the Project Director to provide instructional support. He will visit districts to model best practices and review teacher lessons and lesson planning. He will also advise teachers regarding their curriculum development and instructional practice and help them connect with appropriate resources and enrichment materials. With Joanne Manginelli, he will assist with the review of teacher-created history curriculum materials to ensure their quality, accuracy, and fidelity to Connecticut Curriculum Standards and will monitor the New England Teaching American History project listserv.

Dana Schaffer, History Support Staff – Dana Schaffer is Assistant Director of the Gilder Lehrman Center. Ms. Schaffer will provide administrative support for the project. She will work to coordinate the schedules of project historians and facilitate communication among all project stakeholders. She will also oversee the development and implementation of the Teaching American History project web page to be developed through this project.

CRE, External Evaluator – Curriculum Evaluation and Research, or CRE, will be the project evaluator. CRE staff have developed and will administer the evaluation measures described in that section of the evaluation. Dr. Charles Bruckerhoff and/or Theresa Bruckerhoff of CRE will attend all management team meetings and will prepare reports on the progress of grant activities that will enable the timely submission of data on project progress.

The table below illustrates project milestones and a timeline for year 1.

Milestone	Person[s] Responsible	Timeline
35 teachers, at least 25 of whom teach in schools identified in need of improvement under NCLB, are recruited for participation	Marjorie Ancia, Joanne Manginelli	September 2008
Participant teachers, control group teachers, and students take pretests to establish baseline history knowledge	Joanne Manginelli, Theresa Bruckerhoff	September 2008
Participant teachers enrolled in distribution list	Joanne Manginelli	September 2008
History seminars and Saturday day trips scheduled and begun	Joanne Manginelli, Thomas Thurston, Dana Schaffer	Sept. 2008; monthly after
ACES Education Specialists provide in-district coaching to participant teachers	Marjorie Ancia (supervising)	October 2008 – June 2009

Teachers begin drafting American history curriculum lessons	Marjorie Anctil, Joanne Manginelli (supervising)	January 2009
Gilder Lehrman Center begins development of Teaching American History web site	Dana Schaffer, Thomas Thurston	Jan. 2009 (up by July 2009)
Workshops held on Professional Learning Communities and school collaboration	Marjorie Anctil, Joanne Manginelli	February 2009
Teachers submit drafts of curriculum lessons to be reviewed for depth and accuracy	Joanne Manginelli, Thomas Thurston	March – June 2009
Weeklong summer history institute convened at Yale	Joanne Manginelli, Thomas Thurston, Dana Schaffer	July 2009
Participant teachers, control group teachers, and students take post-tests	Joanne Manginelli, Theresa Bruckerhoff	July 2009
Curriculum lessons are finalized and upload to CTCurriculum.org	Joanne Manginelli	July 2009
Teacher-created curriculum lessons are piloted in participants' schools	Joanne Manginelli	September 2009

(b) Time Commitments of the Project Director and Other Key Project Personnel

As shown in the budget, 50% of Project Director Joanne Manginelli's time will be committed to this project. The Project Director will be supported by Project History Consultant Thomas Thurston, who will devote 35% of his time to the project. Both of these key staff members will be supported by substantial clerical and administrative staff, as detailed in the budget. This amount of staff time aligns with that of ACES current Teaching American History grant, and the agency has found it to be sufficient to implement the project in exemplary fashion.

Project Narrative

Other Narrative

Attachment 1:

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ACES Teaching American History Grant Application:

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ACES Teaching American History Grant Application:

MEMORANDA OF AGREEMENT

The following Memoranda of Agreement follow this page:

Project Partners:

Gilder Lehrman Center
Yale University

Evaluator:

CRE (Curriculum Research and Evaluation, Inc.)

School Districts:

Ansonia
Common Ground High School
Derby
Hamden
Naugatuck
Middletown
New Haven
West Haven
Wolcott

Participant Historians:

Dr. Debby Applegate
Dr. Carol Berkin
Dr. David W. Blight
Dr. Cecelia Bucki
Dr. Jon Butler
Prof. John Demos
Dr. Thomas Dublin
Dr. Susan O'Donovan
Dr. Stephen Pitti
John Ruddiman
Dr. Kathryn Sklar
Dr. Rebecca Tannenbaum
Dr. Yohuru Williams

MEMORANDUM OF AGREEMENT

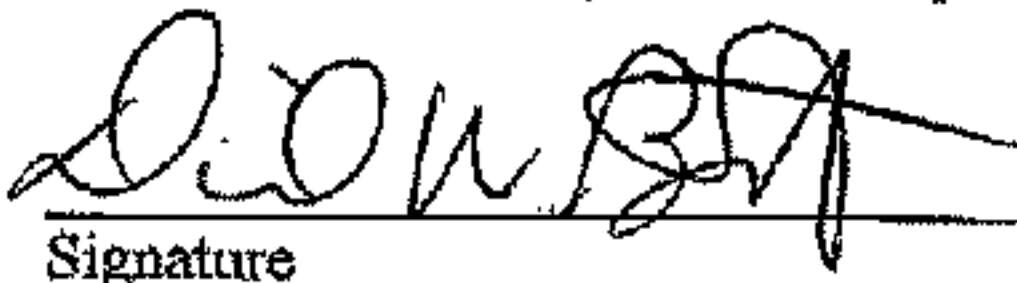
**LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS:
THE HISTORY OF DEMOCRACY IN AMERICA**

**ACES (Area Cooperative Educational Services)
in partnership with the
Yale University History Department
and the Gilder Lehrman Center**

ACES, the Regional Educational Service Center for south central Connecticut, is partnering with the Yale University History Department and the Gilder Lehrman Center to provide intensive professional development on the theme of "Life, Liberty, and the Pursuit of Happiness: The History of Democracy in America." This program will provide a rigorous course of study through which middle and high school educators will explore the major ideas, events, and themes of American History from the nation's founding to the present day. This Memorandum of Understanding is to document my organization's partnership with ACES and its partners on this proposed Teaching American History project.

The Gilder Lehrman Center verifies its partnership with ACES for this Teaching American History grant. As a key grant partner, the Gilder Lehrman Center will:

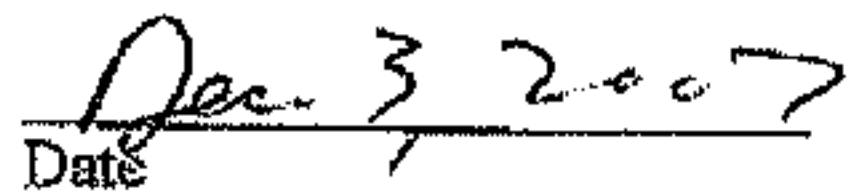
- A. Provide a staff History Consultant, Thomas Thurston, who will work in tandem with ACES Project Director Joanne Manginelli to emphasize high-level historical content in the implementation of the project
- B. Host a weeklong summer history institute based at Yale University
- C. Provide administrative support in the scheduling of Yale-based history events and coordination with Yale historians
- D. Assist ACES staff with the review of teacher-created curriculum and lesson plans
- E. Work to connect teachers with resources and materials that they can use to augment their American history teaching
- F. Provide in-district support to teachers to include lesson plan review and modeling of best history instruction practices



Signature

David W. Blight

Print Name



Date

Director, GLC, Program
of American History

Print Title

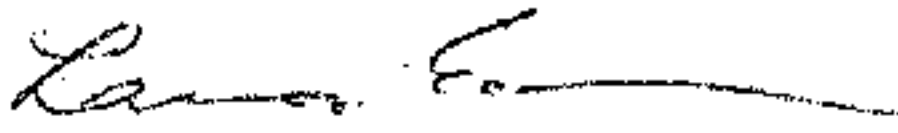
MEMORANDUM OF AGREEMENT**LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS:
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This Memorandum of Understanding is to document the Yale History Department's partnership with ACES and Gilder Lehrman on this proposed Teaching American History project. Yale historians will present lectures on American History topics related to their areas of expertise. Yale will further make selected resources and materials available to project participants to enrich history instruction in their schools and districts.

The Yale History Department is proud to partner with ACES and Gilder Lehrman to make high-quality historical scholarship available to middle and high school history teachers in Connecticut.



Signature

Laura Engelstein

Print Name

3-12-07

Date

Chair

Print Title



Curriculum Research & Evaluation, Inc.

MEMORANDUM OF UNDERSTANDING

ACES (Area Cooperative Education Services) in collaboration with the Gilder Lehrman Center, Yale University, and its consortium of public school districts and partners agrees to retain Curriculum Research & Evaluation, Inc. (CRE) for the purpose of conducting the evaluation study of the three-to-five year Teaching American History (TAH) grant, "Life, Liberty, and the Pursuit of Happiness: The History of Democracy in America," from the U. S. Department of Education.

ACES and its collaborating schools and agencies agree to include CRE as the independent, external evaluator of record as identified in the proposal for "Life, Liberty, and the Pursuit of Happiness: The History of Democracy in America."

CRE agrees to provide consulting services to ACES and its collaborators on development of the proposal, including sections pertaining to justification of need, project objectives, activities, budget, and especially research-based project evaluation services and budget. Additionally, CRE agrees to work as a key, team member on the TAH grant, providing formative and summative evaluation services as specified in the proposal, including but not limited to providing evaluation design specifications, instrument development, database development, data collection and analysis, reporting to the partnership and to the U. S. Department of Education, strategies for process improvement, and ongoing consulting services to help ensure the project's overall success.

ACES and its collaborating schools and agencies agree to notify CRE of the status of the proposal at each step of its development and, once submitted, agree to provide CRE with a copy of the final proposal and also any related follow-up information from the U.S. Department of Education.

Within 20 business days of notification from the U.S. Department of Education that funding is available for this TAH project, ACES and its collaborating schools and agencies will provide CRE with a formal contract for the first full year (September 2008 to August 2009) of the five-year grant (2008 – 2011). Furthermore, ACES agrees that this Memorandum of Understanding for evaluation services in year one may continue through mutual agreement for the remaining four years of the grant. The annual fee to be paid by ACES to CRE for the external evaluation is \$30,071.

Over the course of the grant period, the proposed evaluation budget may be altered by mutual agreement between ACES and its collaborating schools and agencies and CRE, but the evaluation budget may be reduced only when the funding agency has reduced the amount of the grant's proposed budget.

Craig W. Edmondson
Craig W. Edmondson, Ed.D.
Executive Director
ACES

12/5/07
Date

Charles Bruckhoff, Ph.D.
Charles Bruckhoff, Ph.D.
President
Curriculum Research & Evaluation,
Inc.

12.3.2007
Date

MEMORANDUM OF AGREEMENT

**LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS:
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Yale University History Department
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The Ansonia DISTRICT agrees to work with ACES to carry out the goals of this Teaching American History grant. Specifically, we will:

- A. Work with ACES to identify and recruit middle and high school history teachers who are eager to gain knowledge of American History content and pedagogy and who demonstrate capacity to serve as instructional leaders in their departments;
- B. Cooperate with ACES, Yale, and CRE as they collect data on student and teacher knowledge and achievement in the field of American History; and
- C. Support participant teachers in the development and dissemination of new American history curriculum and instructional practices in their school communities.

Carol Meclone
Signature

Carol Meclone
Print Name of Authorized Representative

11-21-07
Date

Superintendent
Print Title

MEMORANDUM OF AGREEMENT

**LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS:
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The Common Ground High School DISTRICT agrees to work with ACES to carry out the goals of this Teaching American History grant. Specifically, we will:

- A. Work with ACES to identify and recruit middle and high school history teachers who are eager to gain knowledge of American History content and pedagogy and who demonstrate capacity to serve as instructional leaders in their departments;
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- C. Support participant teachers in the development and dissemination of new American history curriculum and instructional practices in their school communities.

Oliver Barton
Signature

Oliver Barton
Print Name of Authorized Representative

11/19/07
Date

Director
Print Title

MEMORANDUM OF AGREEMENT

AMERICAN HISTORY: THE STRUGGLE FOR DEMOCRACY AND INCLUSION

ACES (Area Cooperative Educational Services)

In Partnership with the

Yale University History Department

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The Derby SCHOOL DISTRICT agrees to work with ACES to carry out the goals of this Teaching American History grant. Specifically, we will:

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- C. Support participant teachers in the development and dissemination of new American history curriculum and instructional practices in their school communities.

Janet Robinson Ph.D
Signature

Janet Robinson, Ph.D.
Print Name of Authorized Representative

11/21/07
Date

Superintendent
Print Title

MEMORANDUM OF AGREEMENT**LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS:
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The Hamden Public Schools DISTRICT agrees to work with ACES to carry out the goals of this Teaching American History grant. Specifically, we will:

- A. Work with ACES to identify and recruit middle and high school history teachers who are eager to gain knowledge of American History content and pedagogy and who demonstrate capacity to serve as instructional leaders in their departments;
- B. Cooperate with ACES, Yale, and CRE as they collect data on student and teacher knowledge and achievement in the field of American History; and
- C. Support participant teachers in the development and dissemination of new American history curriculum and instructional practices in their school communities.

Frances Rabinowitz
Signature

Frances Rabinowitz
Print Name of Authorized Representative

11/21/07
Date

Superintendent
Print Title

MEMORANDUM OF AGREEMENT

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The Naugatuck DISTRICT agrees to work with ACES to carry out the goals of this Teaching American History grant. Specifically, we will:

- A. Work with ACES to identify and recruit middle and high school history teachers who are eager to gain knowledge of American History content and pedagogy and who demonstrate capacity to serve as instructional leaders in their departments;
- B. Cooperate with ACES, Yale, and CRE as they collect data on student and teacher knowledge and achievement in the field of American History; and
- C. Support participant teachers in the development and dissemination of new American history curriculum and instructional practices in their school communities.

JFG Gibson
Signature

11/26/07
Date

JOHN TINDALL-GIBSON
Print Name of Authorized Representative

SUPERINTENDENT
Print Title

MEMORANDUM OF AGREEMENT

**LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS:
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The Middletown Public Schools District agrees to work with ACES to carry out the goals of this Teaching American History grant. Specifically, we will;

- A. Work with ACES to identify and recruit middle and high school history teachers who are eager to gain knowledge of American History content and pedagogy and who demonstrate capacity to serve as instructional leaders in their departments;
- B. Cooperate with ACES, Yale, and CRE as they collect data on student and teacher knowledge and achievement in the field of American History; and
- C. Support participant teachers in the development and dissemination of new American history curriculum and instructional practices in their school communities.



Signature

December 4, 2007
Date

John Hennelly, Ph. D.
Authorized Representative

Assistant Superintendent for Curriculum & Instruction
Print Title

12/04/07 09:17 FAX

MEMORANDUM OF AGREEMENT

**LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS:
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The NEW HAVEN PUBLIC SCHOOL DISTRICT agrees to work with ACES to carry out the goals of this Teaching American History grant. Specifically, we will:

- A. Work with ACES to identify and recruit middle and high school history teachers who are eager to gain knowledge of American History content and pedagogy and who demonstrate capacity to serve as instructional leaders in their departments;
- B. Cooperate with ACES, Yale, and CRE as they collect data on student and teacher knowledge and achievement in the field of American History; and
- C. Support participant teachers in the development and dissemination of new American history curriculum and instructional practices in their school communities.


Signature Superintendent NHPS

Willie Freeman
Print Name of Authorized Representative

11/30/07
Date

Social Studies K-12 Supervisor
Print Title

MEMORANDUM OF AGREEMENT

**LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS:
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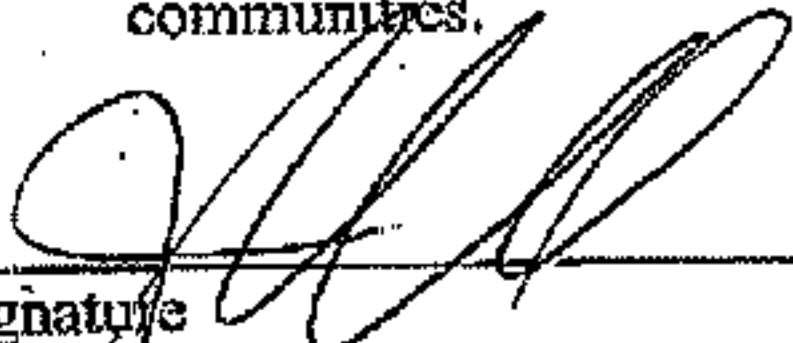
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The West Haven School DISTRICT agrees to work with ACES to carry out the goals of this Teaching American History grant. Specifically, we will:

- A. Work with ACES to identify and recruit middle and high school history teachers who are eager to gain knowledge of American History content and pedagogy and who demonstrate capacity to serve as instructional leaders in their departments;
- B. Cooperate with ACES, Yale, and CRE as they collect data on student and teacher knowledge and achievement in the field of American History; and
- C. Support participant teachers in the development and dissemination of new American history curriculum and instructional practices in their school communities.



Signature

Dr. JoAnn Andrees

Print Name of Authorized Representative

11/26/07

Date

Superintendent of Schools

Print Title

MEMORANDUM OF AGREEMENT

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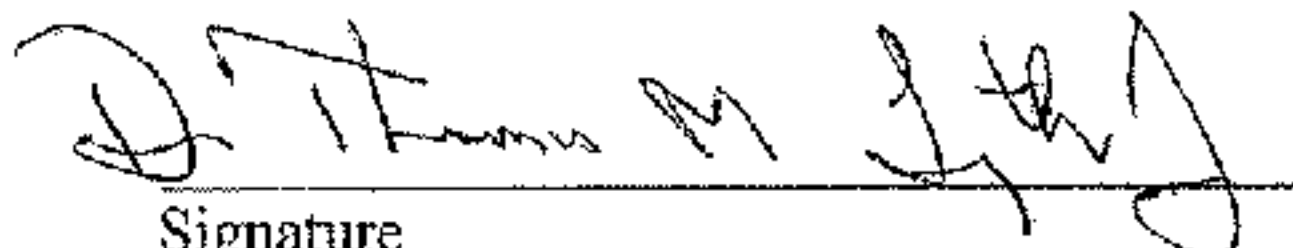
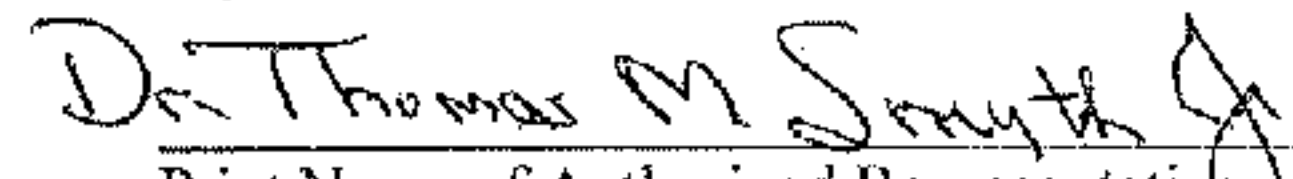
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in partnership with the
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and the **Gilder Lehrman Center**

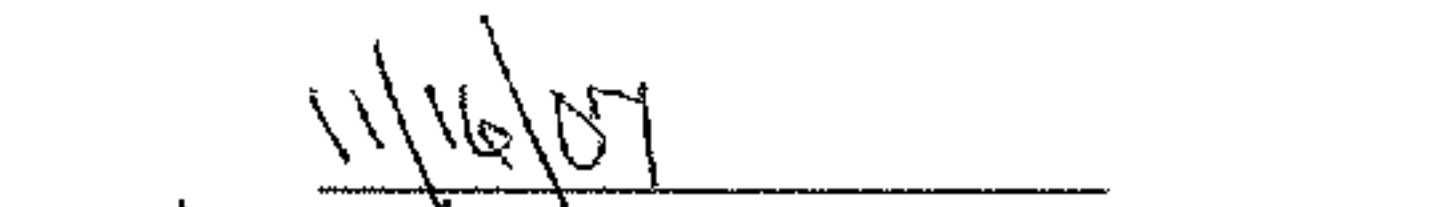

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The Wolcott DISTRICT agrees to work with ACES to carry out the goals of this Teaching American History grant. Specifically, we will:

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Signature

Print Name of Authorized Representative


Date

Superintendent of Schools
Print Title

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I agree to work with ACES and Yale to carry out the goals and objectives of this Teaching American History grant. As part of this commitment, I verify the following:

- A. I will visit the New Haven area to conduct a 4-hour seminar for participant teachers on a key American History topic as described in the grant application narrative. The date of this event will be determined in consultation with ACES and Yale University;
- B. I will make myself available to Yale and ACES via e-mail to serve as a consultant on the selection and use of documents and resources related to my topic; and
- C. I will make myself available via e-mail to answer questions posed by participant teachers about American History.

Debby Applegate
Signature

Debby Applegate
Print Name

12/04/07
Date

Historian
Print Title

Print Institution

MEMORANDUM OF AGREEMENT

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Carol F. Berkin
Signature

12/3/07
Date

CAROL BERKIN
Print Name

Presidential Professor of
Print Title History

Baruch College, CUNY
Print Institution

MEMORANDUM OF AGREEMENT

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David W. Blight

Signature

David W. Blight

Print Name

Yale University

Print Institution

Dec. 3, 2007

Date

Professor of American History

Print Title

MEMORANDUM OF AGREEMENT

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Cecelia Bucki
Signature

12/6/07
Date

CECELIA BUCKI, Ph.D.
Print Name

ASSOCIATE PROFESSOR OF HISTORY
Print Title

FAIRFIELD UNIVERSITY
Print Institution

MEMORANDUM OF AGREEMENT

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 Signature
 JON BUTLER

 Print Name
 YALE UNIVERSITY

 Print Institution

Dec 4, 2007

 Date
 DEAN, GRADUATE

 Print Title SCHOOL

AAH: Becky Priest
FAX: 203-498-6891

MEMORANDUM OF AGREEMENT

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- B. I will make myself available to Yale and ACES via e-mail to serve as a consultant on the selection and use of documents and resources related to my topic; and
- C. I will make myself available via e-mail to answer questions posed by participant teachers about American History.

John Demos
Signature

John Demos
Print Name

Yale University
Print Institution

7 Dec 2007
Date

Prof. of History
Print Title

MEMORANDUM OF AGREEMENT

**LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS:
THE HISTORY OF DEMOCRACY IN AMERICA
MEMORANDUM OF AGREEMENT**

**ACES (Area Cooperative Educational Services)
In Partnership with the
Yale University History Department**

ACES, the Regional Educational Service Center for south central Connecticut, is partnering with the Yale University History Department to provide intensive professional development on the theme of "Life, Liberty, and the Pursuit of Happiness: The History of Democracy in America."

This program will provide a rigorous course of study through which middle and high school educators will explore the major ideas, events, and themes of American History from the nation's founding to the present day. This Memorandum of Understanding is to document my commitment to the project.

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Thomas Dublin
Signature

Thomas Dublin
Print Name

SUNY Binghamton
Print Institution

12-3-07
Date

Professor of History
Print Title

20

MEMORANDUM OF AGREEMENT

AMERICAN HISTORY: THE STRUGGLE FOR DEMOCRACY AND INCLUSION

ACES (Area Cooperative Educational Services)

In Partnership with the

Yale University History Department

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- C. I will make myself available via e-mail to answer questions posed by participant teachers about American History.

Susan E. O'Donovan
Signature

3 Dec. 2007
Date

Susan E. O'Donovan
Print Name

Associate Professor
Print Title

Harvard University
Print Institution

498-6891

Attn: Becky Priest

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Stephen Pitzki

Signature

Stephen Pitzki

Print Name

Yale University

Print Institution

12-3-07

Date

Professor of History

Print Title

MEMORANDUM OF AGREEMENT

AMERICAN HISTORY: THE STRUGGLE FOR DEMOCRACY AND INCLUSION

ACES (Area Cooperative Educational Services)

**In Partnership with the
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- C. I will make myself available via e-mail to answer questions posed by participant teachers about American History.

John Ruddiman
Signature

12-04-07
Date

John Ruddiman
Print Name

Print Title

Yale University
Print Institution

MEMORANDUM OF AGREEMENT

**LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS:
THE HISTORY OF DEMOCRACY IN AMERICA
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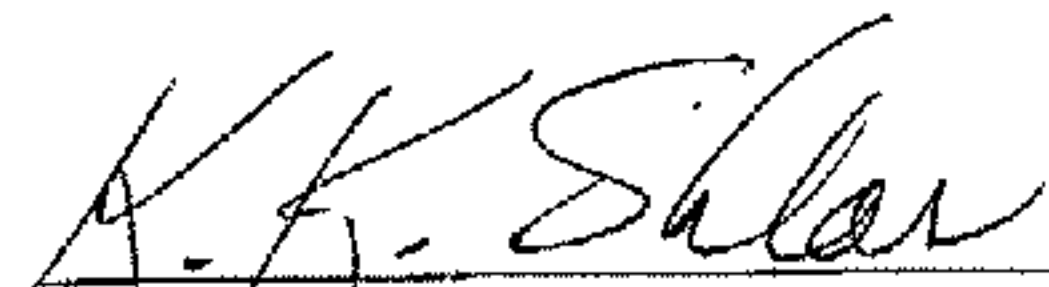
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 Signature Kathryn Kish Sklar


 Print Name

12.3.07

 Date
 Distinguished Professor

 Print Title

State University of New York, Binghamton

 Print Institution

MEMORANDUM OF AGREEMENT

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Rebecca Tannenbaum
Signature

Date 12/6/07

Rebecca Tannenbaum
Print Name

Print Title

Yale

Lecturer

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MEMORANDUM OF AGREEMENT

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John R. Williams
Signature

12/04/07
Date

Yohuru R. Williams
Print Name

Assoc. Prof. of History
Print Title

Fairfield University
Print Institution

ACES Teaching American History Grant Application:

CURRICULUM VITAE

CVs for the following individuals follow this page:

Project Staff:

Joanne Manginelli, Project Director

Thomas Thurston, Project History Consultant, Director of Education, Gilder Lehrman Center

Dana Schaffer, Assistant Director, Gilder Lehrman Center (supporting)

Dr. Marjorie Anctil, Project Coordinator

Leslie Abbatiello, ACES Educational Specialist (will provide some in-district coaching)

Dr. Charles Bruckerhoff, CRE/External Evaluator

Participant Historians:

Dr. Debby Applegate

Dr. Carol Berkin

Dr. David W. Blight

Dr. Cecelia Bucki

Dr. Jon Butler

Prof. John Demos

Dr. Thomas Dublin

Dr. Susan O'Donovan

Dr. Stephen Pitti

John Ruddiman

Dr. Kathryn Sklar

Dr. Rebecca Tannenbaum

Dr. Yohuru Williams

Joanne M. Manginelli

560 Silver Sands Road Unit #507

East Haven, CT 06512

(203) 468-9131

joannemanginelli@sbcglobal.net

Professional Experience

- A.C.E.S., Hamden, CT** 2004 - present
Educational Specialist
Design and implement professional development in the areas of teaching and learning, data driven decision making, capacity building, curriculum, program assessment, school improvement, building Professional Learning Communities, the change process, classroom walkthroughs, as well as provide support for district grant writing and execution. Work with teachers, students, and administrators on the integration of technology into the curriculum.
- Thomas Edison Middle School, Meriden, CT** 2002 – 2004
Educational Technologist
Provided support for teachers and students for the integration of technology into the curriculum. Maintained and supported SASI and Integrate Pro software systems. Maintained and supported Blackboard. Wrote and implemented technology driven grants. Interfaced with ACES IT staff. Member of Thomas Edison Technology Committee and ACES Technology Council. Secretary of Families as Partners Committee. Member of TEMS Leadership Team.
- Teacher*
Sixth grade Computer Education teacher. Member of the technology planning team. 2001 – 2002
- Troup Magnet Academy of Sciences, New Haven, CT** 1992 - 2001
Teacher fifth and sixth grades
Fifth grade classroom teacher and sixth grade Mathematics, Language Arts, and Social Studies teacher. Team leader grade 6: 1996-99. Mathematics facilitator grades 5 and 6. Grade 5 Laptop Teacher 2000-2001. Member of the School Planning and Management Team, Library Power Committee, Staff Development Committee and CMT Math Committee.

Related Work Experience

- A.C.E.S., North Haven, CT** 2007 – present
Project Director
Federal Teaching American History Grant – "Slavery and Freedom in American History and Memory"
- Presenter* 2006 – 2007
Breakout session at Big Ideas Conference for School Leaders in Farmington, CT – Classroom Walkthroughs
Breakout session at Big Ideas Conference for School Leaders in Cromwell, CT – Atmosphere and School Culture
Breakout session at Connecticut Data Conference in Cromwell, CT – Using the Connecticut Data Warehouse for Continuous School Improvement
Breakout session at Connecticut Data Conference in Cromwell, CT – The Role of Data Driven Decision Making in a Professional Learning Community
- Co-Author*
Member of team that authored the State of Connecticut Blue Chip School Grant 2002
Participant 2002 - 2003
ACES Administrator Aspirant Program
- Joanne Manginelli School of Music, East Haven, CT** 1981 - 2005
Teacher
Private piano and voice instruction.

North Haven Parks and Recreation, North Haven, CT <i>Coordinator</i> Teacher for Theater Arts summer program	1992 - 2004 (summers)
New Haven Board of Education Special Activities, New Haven, CT <i>Co-Author and Trainer</i> Designed and implemented a city-wide technology training program for teachers and support staff.	2000 - 2001
<i>Presenter</i> Designed and implemented a Staff Development Institute for integrating computers and the World Wide Web into the classroom.	1998 - 2001
L.E.A.R.N., Old Lyme, CT <i>Curriculum Writer</i> Writer of curriculum based on the Amistad Incident. This curriculum is currently being used in classrooms throughout the State of Connecticut.	1999 - 2001
Globalearn, New Haven, CT <i>Mentor</i> Aided in the construction and implementation of an education based World Wide Web global expedition. Served as a teacher/mentor.	1995 - 1997
Special Olympics <i>Deputy Commissioner of Officials' Orientations, Receptions and Hospitality</i> Organized and coordinated all orientations and receptions for the 1,100 Sports Officials during the 1995 Special Olympic World Games.	1993 - 1995

Community Service

Leukemia Society of America Central Connecticut Chapter <i>Board of Trustees</i> Treasurer Secretary	1983 - 2005 1987 - 1989 1985 - 1987
Special Olympics, New Haven, CT <i>Volunteer</i>	1993 - 2002

Teacher Certification

Connecticut Professional Educator
Endorsed in Pre-Kindergarten through Grade 6

Connecticut Initial Educator
Endorsed Intermediate Administrator

Education

Sixth Year Diploma Educational Leadership – **Southern Connecticut State University, 2005**
Master of Science Early Childhood Education - **Southern Connecticut State University, 1993**
Bachelor of Science Music Education - **University of Bridgeport, 1975**

Thomas Thurston

(b)(6)

thomas.thurston@yale.edu

Work

Gilder Lehrman Center for the
Study of Slavery, Resistance, and Abolition
Yale University
New Haven, CT 06520-8206
PH (203) 436-4149

(b)(6)

Education

1990-1996 Yale University, M.Phil., American Studies
1985-1989 University of California at Santa Cruz, B.A., American Studies

Employment

2004- Director of Education, Gilder Lehrman Center, Yale University
1997-2004 Director of Content Development, Institute for Learning Technologies, Teachers College,
Columbia University
1996-2003 Project Director, *The New Deal Network*, Franklin and Eleanor Roosevelt Institute
(<http://newdeal.feri.org>)

Consulting and Media Development

2007 Coordinator and Professor of Record for Summer Institute on Slavery and Abolition, held at
the American Antiquarian Society for the Worcester TAH grant.
2005- History Coordinator, *The Story of American Freedom*, a Teaching American History project
for the Stratford, Connecticut Public School System. Funded by the US Dept. of Education
2005- History Coordinator, *Slavery and Freedom in American History and Memory*, a Teaching
American History project for ACES, a Connecticut Regional Educational Service Center.
Funded by the US Dept. of Education
2004 Lesson Plan development and editorial advisor for *Slavery and the Making of America*,
WNET, New York City (<http://www.pbs.org/wnet/slavery/>)
2003-2005 Project Coordinator, *Teaching American History as a Dynamic Discipline*, a Teaching
American History project for the Stratford, Connecticut Public School System. Funded by
the US Dept. of Education
2003- Academic Advisor, *Columbia American History Online*, Columbia University
(<http://caho.columbia.edu>)
2003 Editorial Assistance for *Heritage: Civilization and the Jews*, WNET, New York City
(<http://www.pbs.org/wnet/heritage/>)
2003 Lesson Plan development for *Berga: Soldiers of Another War*, WNET, New York City
(<http://www.pbs.org/wnet/berga/>)
2002 Lesson Plan development for *The Rise and Fall of Jim Crow*, WNET, New York City
(<http://www.pbs.org/wnet/jimcrow/education.html>)
2001 Consultant, *Routes: The Underground Railroad Experience*, Institute for Research on the
African Diaspora in the Americas and the Caribbean, CUNY
2001 Consultant, web development for Abyssinian Baptist Church, New York City.
2001 Consultant, *Legal History Review's* online presence

- 2001 NEH Scholar in Residence for the Decades Museum, Satz Middle School, Holmdel, New Jersey.
- 2000-2001 Consultant, Web Development, for Disability History Museum website (<http://www.disabilitymuseum.org/>)
- 2000 Consultant, Web Development, for History Matters website (<http://historymatters.gmu.edu/>)
- 1999 Consultant, Web Development, for Gilder Lehrman Institute website (<http://www.gliah.org/>)
- 1999 Workshop Leader, "Using Online Resources for Local History," *What is This Thing Called Work*, a workshop of the Florida Humanities Council, funded by the NEH, October 1999
- 1999-2004 Consultant, Web Development, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition (<http://www.yale.edu/glc>)
- 1998-1999 Director, New Deal Network Summer Workshops for High School Teachers, Vassar College

Publications and Conference Papers

- 2007 "GIS and New Haven History," Panel at the annual meeting of the OAH (April 2007).
- 2002 "Technology and Scholarship: The Role of E-Publishing," Plenary session of the Association of American Law Schools annual conference (January 2002)
- 2001 "American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940" (Review), *Journal of American History* (September, 2001)
- 2001 "Building Social Networks," *Teaching History* (February, 2001)
- 2000 "Teaching with Technology: Learning About and Creating Communities Through the Web" Federation of State Humanities Councils. Speaking as a guest of the NEH. November 18, 2000
- 2000 "A New Deal Network in California." Plenary speech before the California Association of Archivists, Jan. 2000, Ontario, California
- 2000 "Building Social Networks with Computer Networks: A New Deal for Teaching and Learning." Paper delivered before the American History Association, January 2000, Chicago (<http://newdeal.feri.org/aha>)
- 1999 "The Cultural Legacy of the New Deal." Paper delivered before the National Trust for Historic Preservation, October, 1999, Washington, D.C
- 1999 "A World (Wide Web) of Possibility." Panellist. 60 Years of American Studies at Barnard Conference, October 1999, Barnard College
- 1999 "New Questions for New Media: Scholarly Writing and Online Publishing." *American Quarterly*, June, 1999
- 1999 "Hearsay of the Sun: Photography, Identity, and the Law of Evidence in Nineteenth-Century American Courts." *Hypertext Scholarship in American Studies, American Quarterly* (<http://chnm.gmu.edu/aq/photos>)
- 1999 "The Miniature Library of Tomorrow! Microfilm Technology and Democracy During the Great Depression." Paper delivered before the American History Association, January 1999, Washington, D.C.

Awards, Fellowships, and Professional Duties

- 2004- Editor, H-TAH, The Teaching American History Network. *H-Net, Humanities & Social Sciences OnLine* (<http://www2.h-net.msu.edu/~TAH/>)

2004- Member of the Connecticut Coordinating Committee for the Promotion of History
2003 NEH Panelist for the National Endowment for the Humanities' EdSITEment Web site
2001 NEH Panelist for the National Endowment for the Humanities' EdSITEment Web site
2000 Co-Editor, ASA 2000 Online Panels, American Studies Association Detroit 2000
Conference, October 12-15, 2000 (<http://www2.h-net.msu.edu/~amstdy/asa2000>)
2000- Editor, H-US1918-45, the New Deal Era and Its Origins. *H-Net, Humanities & Social
Sciences OnLine* (<http://www2.h-net.msu.edu/~us191845/>)
2000-2003 President, New York Metro American Studies Association
1999 Soros Institute Grant to New Deal Network for the development of an art history curriculum
for Evander Childs High School, The Bronx, NYC
1999 Recipient of the American Association for History and Computing's Best Multimedia
Resource in History, 1998, for New Deal Network
1998 Teaching With Technology Grant, National Endowment for the Humanities, for New Deal
Network
1997 Award winner, NEH's EdSITEment, Best of the Humanities on the Web, for New Deal
Network
1996-1997 Arthur Schlesinger, Jr. Fellowship, Franklin and Eleanor Roosevelt Institute (Two
consecutive years).
1996 University Dissertation Fellowship, Yale University
1994-1995 Charles Simonds Teaching Fellowship, Yale University
1990-1994 Yale University Fellowship, Yale University

Dana Lanier Schaffer

**169 Alden Avenue • New Haven, CT 06515
(203) 907-7936 • dana.schaffer@yale.edu**

EDUCATION

**M.A., American History and Public History, American University, Washington, DC, May 2004
GPA: 3.9/4.0, Phi Alpha Theta National Honors Society in History**

Selected Projects

- Conducted original research and supervised a team of researchers during a project on domestic technology for Tudor Place Historic House and Garden; developed visitor questionnaire and surveyed visitors to assist in reinterpretation of museum
- Conducted an original research project using oral history methodology on the 1968 civil unrest in Washington, DC
- Conducted an original research project on the 1939 Marian Anderson Controversy and local early civil rights organizations in Washington, DC

Selected Activities

- Served as Public History Representative to the History Graduate Student Council Association and Student Representative on History Department Public History Committee
- Led coordinating committee for the first annual History Department Spring History Forum
- Selected to serve as mentor for undergraduate senior thesis project on the 1991 Crown Heights Riots in New York City

B.A., History, University of North Carolina, Chapel Hill, May 1997, Dean's List

Study Abroad, Scuola Lorenzo de' Medici, Florence, Italy, August 1995 – May 1996

- Concentrations in history, art history, and Italian language

PROFESSIONAL EXPERIENCE

Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University, New Haven, CT

Assistant Director, February 2006 – Present

Senior Administrative Assistant, August 2004 – February 2006

- Developed and implemented academic conferences, public education programs, major book prize, visiting scholars, graduate fellowships, and working groups
- Facilitated institutional partnerships for programming collaborations
- Managed graduate and bursary student aides and clerical assistance in all aspects of hiring, scheduling, training, distributing, and monitoring work assignments
- Developed and managed Center's budget including originating and authorizing expenditures, reconciling monthly statements, balancing accounts, and performing budget projections

Program Coordinator, Smithsonian Journeys, Washington, DC, October 1999 – August 2004

- Researched, developed, and managed educational tours in the U.S. and Canada, which were attended by over 500 Smithsonian Associates annually
- Collaborated with study leaders and tour operators to create and review program itineraries and educational content
- Wrote copy and served as production editor for tri-annual U.S. and Canada Journeys Catalog
- Prepared written correspondence, tour materials, and publications for assigned tours
- Facilitated direct mail campaigns

- Served as Smithsonian representative on tours and acted as liaison between participants and the Smithsonian Institution.

Curatorial Assistant, Internship, The Freedom Forum Newseum, Rosslyn, VA, April – May 2004

- Catalogued Historic Newspaper Collection in Microsoft Access Database
- Prepared Historic Newspaper Collection for digitizing

Curatorial Assistant, Internship, The City Museum of Washington, DC, June – September 2003

- Conducted original research on community history for the *Mount Vernon Square: Communities of Change* Gallery Exhibition
- Specialized work included studies in commercial industry, residential life, religious institutions, and civil unrest using research in photographic evidence, city directories, newspapers, oral histories, and special collections
- Collaborated with members of the Mount Vernon Square neighborhood to ensure an accurate representation of the community throughout the exhibition
- Worked with curator and designers to develop exhibition structure and themes
- Wrote and edited exhibition script
- Procured objects and photographs for exhibition

New England Historic Genealogical Society, Boston, MA

Education Program Coordinator, September 1998 – October 1999

Associate Education Program Coordinator, April – September 1998

- Managed and coordinated educational programs, seminars, lectures, and heritage tours for over 1000 people annually
- Taught monthly introductory genealogy class and assisted with patron genealogical research
- Supervised Associate Program Coordinator and Education Assistant
- Redesigned and managed website
- Designed program brochures, promotional flyers, course materials and syllabi
- Interviewed and trained new education department staff
- Wrote articles for society newsletter distributed to over 20,000 members

Museum Assistant, Old South Meeting House, Boston, MA, December 1997 – April 1998

- Designed and conducted historical tours and public programs
- Facilitated educational programs for school children
- Researched and created script for temporary summer exhibit on the Tea Tax Debates

Processor, Harvard University Archives, Cambridge, MA, October – December 1997

- Prepared and arranged George Wald Papers for appraisal
- Created finding aid and biographical sketch

Research Assistant, Huston Horn, Biographer, Chapel Hill, NC, March – May 1997

- Conducted independent archival research for the Leonidas Polk biography

Technical and Personal Services Assistant, Manuscripts Department & Southern Historical Collection, Wilson Library, UNC-CH, August 1996 – May 1997

- Processed newly acquired collections
- Specialized work included race relations, the Civil War, North Carolina tobacco policies, WWII, and tax and business histories
- Repaired historical documents and photographs

PUBLICATIONS

“The 1968 Washington Riots in History and Memory,” *Washington History*, Fall/Winter 2003-2004, 15(2).

CONFERENCE PRESENTATIONS

“Soul Brother Shattered: How Three Communities Shaped the 1968 Washington Riot,” *Building, Shaping, and Maintaining Community Session*, Oral History Association Annual Meeting, October 2003.

“More Than a Symbolic Victory: The Marian Anderson Affair and Early Civil Rights Activism in Washington, D.C.,” Washington, D.C., Historical Studies Conference, November 2004.

“1968,” *Public Violence in the District Session*, Washington, D.C., Historical Studies Conference, November 2007.

RELATED VOLUNTEER EXPERIENCE

Volunteer, Connecticut Trails Girl Scout Council, New Haven, CT, February 2006 – Present

- Worked on a weekly basis with troop of inner-city New Haven girls

Volunteer, Junior League of Greater New Haven (JLGNH), New Haven, CT, August 2004 – Present

- Served as President-elect, and oversaw creation of strategic plan and Community Advisory Board
- Served as Community Council Director, which oversees all League community placement activities including Done-in-a-Day projects, the High School Voluntarism Award, Volunteer Day events, and the New Haven School Cooperative Project
- Served as chair of annual High School Voluntarism Award Committee, which facilitates a competition and award for high school girls in the New Haven area who demonstrate voluntarism and a dedication to their community
- Served as chair of Done-In-A-Day Committee, which sponsors a variety of activities including a holiday toy drive to benefit the Clifford Beers Mental Health Clinic, companion lunches with residents of area nursing homes, and a collaborative event with the Big Brothers/Big Sisters program.
- Served as chair of the Kids in the Kitchen event, an International Volunteer Day activity that brought a healthy eating and living curriculum to Greater New Haven area Girl Scouts
- Participated in the Fund Development Committee to strategize about fundraising efforts

Volunteer, Kid Power-DC, Washington, DC, December 2003 – August 2004

- Facilitated arts-based after-school program for at-risk fourth and fifth graders
- Led children in activities including visual and performing arts, creative writing, filmmaking, historical research, and oral history interviews
- Served on Strategic Planning Advisory Board

Research Volunteer, Mount Vernon Square Community Exhibition, The City Museum of Washington, DC, January 2003 – May 2003

- Conducted city directory research

Chair of Historic Alexandria Docents, Community Volunteer Committee, Alexandria, VA, June 2002 – June 2003

- Managed committee of over 25 volunteers and worked with volunteer coordinators of six historic properties to staff events and tours

Docent, Gadsby's Tavern Museum, Alexandria, VA, October 2001 – December 2003

- Led tours and special group events and educational programs

SKILLS: Microsoft Word, Excel, Works, FrontPage, MapPoint, Outlook, Groupwise, ClarisWorks, WordPerfect, PowerPoint, Paradigm, Lexis-Nexis, Eudora, Oracle Applications, ACT, MeetingMaker, and the Internet.

Marjorie Anctil
244 Breakers La.
Stratford, CT. 06615
(203) 375-4722
mapa244@optonline.net

EDUCATION:

<i>Ed.D., Educational Management</i> University of Bridgeport	May 1990
<i>Sixth Year Program in Educational Adm./Supv.</i> Southern Connecticut State University	Dec. 1985
<i>M.S., Bilingual Education</i> Southern Connecticut State University	May 1982
<i>B.S., Spanish Major, English Minor</i> Southern Connecticut State University	May 1970

PROFESSIONAL HISTORY:

<u><i>Area Cooperative Educational Services</i></u> Director, Professional Development/School Improvement Unit	July 2005 – Present
<u><i>Woodbridge School District</i></u> Superintendent of Schools	July 2003 – June 2005
<u><i>Trumbull Public Schools</i></u> Assistant Superintendent of Schools	July 2000 – June 2003
<u><i>Wilton Public Schools</i></u> Director of Curriculum, Instruction, and Technology	July 1999 – June 2000
<u><i>Torrington Public Schools</i></u> Assistant Superintendent of Schools	Mar. 1995 - June 1999
<u><i>Sacred Heart University</i></u> Adjunct Professor, Sixth Year Program Ed. Leadership	Sept 1996 - June 1998
<u><i>Stamford Public Schools</i></u> Curriculum Administrator	Oct. 1993 - March 1995
<u><i>Quinnipiac College</i></u> Assistant Professor of Education, M.A.T. Program	May 1992 - Oct. 1993
<u><i>Area Cooperative Educational Services</i></u> Staff Development Specialist/Administrator	Jan. 1986 - June 1992
<u><i>Regional School District #15</i></u> Teacher/Acting Principal, Rochambeau Middle School	Sept. 1978 - Jan. 1986
<u><i>Trumbull Public Schools</i></u> Teacher, Trumbull Public Schools Trumbull High School/Madison Jr. High School	Sept. 1970 - June 1972

PROFESSIONAL SERVICE:

- Malcolm Baldrige Quality Award Board of Examiners, 3 years service 2000 – present
- Rotary International - Trumbull, CT. Chapter 2000 - present
- National Partnership for Excellence and Accountability in Teaching (NPEAT) Standards and Assessment Team 1999 - 2000
- New England Association of Schools and Colleges (NEASC) Evaluation Team 1996- present
- CT. Teacher Education Program Approval Team 1997- present
Evaluated programs at Yale, WCSU, and SCSU, Fairfield University
- Project to Increase Mastery of Math & Science (PIMMS) Board of Directors 1996- present
- Interstate New Teacher Assessment & Support Consortium (INTASC) Development Team for Test Specifications 1996- 2000
- CT Institute for Teaching & Learning (ITL), Reviewer 1997- 1999
- BEST Trainer for Assessors/Mentors/Cooperating Teachers 1990 - 2002

CERTIFICATIONS (CONNECTICUT):

- Superintendent of Schools (093)
- Intermediate Administrator (092)
- Spanish 7-12 (023)
- Foreign Language Instruction Elementary Level (101)
- Bilingual Education (009)
- TESOL PreK-12 (111)

PROFESSIONAL AFFILIATIONS:

- American Association of School Administrators (AASA)
- American Educational Research Association (AERA)
- Association of Supervision and Curriculum Development (ASCD) and CT affiliate (CASCD)
- Connecticut Association of Public School Superintendents (CAPSS)
- Connecticut Organization for Professional Development (COPD)
- Connecticut Testing Network (CTN)
- National Staff Development Council (N.S.D.C.)
- Phi Delta Kappa (PDK)

PUBLICATIONS:

- Curriculum for the New Millennium: Trends Shaping Our Schools (C.A.S.C.D., 1995)
- "Distinguishing Behaviors and Decision-Making Origins of Beginning, Experienced and Expert Teachers," (Doctoral Dissertation, May, 1990)
- "Gatekeeping: A Giant Step for Teacher Reflectivity," (A paper presented at Annual Meeting of AERA, 1992)
- "Making Sense of Learning Through Curriculum Integration," Journal of Curriculum and Staff Development, (Connecticut Association of Supervision and Curriculum Development, Fall, 1995)
- "Mentor Accountability: Meeting the Expectations," (A paper presented at Annual Meeting of AERA, 1991)
- Position Paper: New Directions for Teacher Evaluation. (CASCD, Spring, 2000)
- Teacher: A New Definition and Model for Development and Evaluation. (Research for Better Schools, 1992)

Leslie Abbatiello

(b)(6)

labbatiello@sbcglobal.net

- Professional Certification:** CT English Language Arts grades 7 – 12 (015)
- Other Certifications:** Center for Performance Assessment Certified Trainer
Endorsed College Board Consultant
- Education:** M.A. New York University (English)
B.A. New York University (English, Journalism)

Consulting

Area Cooperative Educational Services, Hamden, CT.

Education Specialist in Professional Development and School Improvement (presently).
Work with teachers, administrators and school leaders from ACES' member districts and throughout Connecticut to provide training and technical assistance in technology integration, curriculum development, researched-based effective teaching strategies, school improvement initiatives and leadership development.

University High School, Newark, NJ.

Consultant/Instructional Coach (ongoing). Work with teachers, administrators and central office administration to align curriculum with state assessments, SAT and AP; design and facilitate workshops and assist with lesson design to improve student readiness for and boost student success in AP courses and on AP exams.

Teaching

Wilbur Cross High School, New Haven, CT.

English/Language Arts teacher (1998 – 2006).

English/language arts teacher at multicultural inner-city comprehensive high school working with students in grades 10, 11, and 12 at all levels, including Advanced Placement.

Instructional Support Leader (pilot, 2006).

Responsibilities include assisting teachers in implementing effective reading/writing/thinking strategies in English classes, modeling lessons and team-teaching, helping design lesson plans to incorporate effective literacy strategies, assisting in assessment and evaluation of student work and designing follow-up lessons based on needs, helping teachers understand the dimensions of the CAPT *Response to Literature* test, supporting district workshops connected to literacy, and supporting district initiatives to build professional learning communities.

Stamford High School, Stamford, CT.
English/Language Arts teacher (1992 – 1998).

Border Crossings (1995 – 1998).

Taught full year interdistrict elective, grant-funded through Connecticut State Department of Education, designed to encourage dialogue between students in urban and suburban schools.

Greenwich High School, Greenwich, CT.

Drama and English/Language Arts teacher (1991 – 1992).

Quinnipiac University, Hamden, CT.

Adjunct Professor, MAT program

Courses taught to Master's Degree candidates included English Language Arts Methods, Philosophy of Education, and Linguistics (independent study).

Catalog of Recent Workshops and Seminars Available on Request

Additional Related Professional Experience

Advanced Placement

- Consulted with CSDE on designing workshops for teachers on using data from CAPT and College Board reports to inform classroom instruction and improve student achievement.
- Connecticut State Department of Education Advisory Board on AP Equity and Access in Connecticut's urban schools.
- Connecticut State Department of Education/Advanced Placement Incentive Program Mentor.

Instructional Design and Content Development

- *Discovering Shakespeare* Web Series Project. Shakespeare & Company. Lenox, MA. Upcoming multi-year project developing web-based instructional materials
- Connecticut Writing Project: "Reader Response Meets Advanced Placement and the Whole Process of Writing"
- Curriculum Writing (English language arts), New Haven, CT Public Schools, grades 9 – 12
- Curriculum Writing (English language arts) for Stamford, CT Public Schools, grades 9 – 12
- Connecticut Writing Project: Advanced Seminar in Critical Literacy, Writing and Reading: Theory and Practice
- Connecticut Writing Project: Teachers as Writers Institute, Urban Literacy Institute
- Connecticut State Department of Education English Language Arts Standards Project, Beginning Educator Support Team (BEST) Portfolio Assessment Project, BEST Portfolio Scorer
- Shakespeare & Company, Lenox, MA. Curriculum design team member, *Discovering Macbeth*

- Yale New Haven Teachers Institute Fellow
- Bard College Institutes for Writing and Thinking

Additional Work with Adult Learners

- Cooperating Teacher with Yale University, Quinnipiac University, Columbia University

Other

- English Speaking Union Board Member (2006 – 2007)
- PIER Institute: Arts in Action in the Middle East. Yale University. New Haven, CT (2005)
- Editor of *CCTE News* (1993 – 1997)
- Connecticut Council for Teachers of English Executive Board Member (1993 – 1997)
- Taft School AP Institute Training

Publications

- 2004 *Discovering Macbeth*. Shakespeare & Company. Lenox, MA. A multi-media curriculum for teaching *Macbeth* through performance.
- 1999 "Sister Outsiders: Black and White Women Writing in America." *Women's Voices in Fiction*, Vol. 1. New Haven: Yale New Haven Teachers Institute, 1999.
- 1998 "A Question of Canons," in *Connecticut Council for Teachers of English News*.

Awards/Grants

- 2005 – 2007 Advanced Placement Incentive Program Grants (through Connecticut State Department of Education)
- 2000 English Speaking Union/Oxford University Summer Program Grant
- 1999 Yale New Haven Teachers Institute Fellowship
- 1995 National Endowment for the Humanities Seminar, *Redefining an American Identity: Four Contemporary Women Writers*, Connecticut College, New London, CT
- 1994 Outward Bound Summer Institute for Teachers (through GE Capital of Stamford)
- 1992 National Endowment for the Humanities Institute, *Shakespeare & Company's Summer Institute for Teaching Shakespeare*, Simon's Rock College, Great Barrington, MA
- 1980 - 1984 New York University Scholars Program

References on request.

Charles Bruckerhoff

Objective

To obtain contracts for evaluation studies involving research of innovative educational programs.

Experience

1995–2006 Curriculum Research & Evaluation, Inc. Chaplin, CT

President & Research Associate

- Created the firm based on a record of research-based evaluation studies.
- Provided services to colleges & universities, private corporations, private foundations, and federal and state funding agencies.
- Assessed innovative educational projects across a wide range of disciplines in PK-12 schools and undergraduate, graduate, and post-graduate programs.

1991–1995 University of Connecticut Storrs, CT

Associate Professor with Tenure

- Taught research methods and curriculum courses in doctoral program.
- Continued research on disadvantaged youth, urban cultures, systemic reform initiatives, and the occupation of teaching
- Advised undergraduate, graduate, and doctoral students.
- Served on committees for curriculum development at department and university levels.

1985–1991 Cleveland State University Cleveland, OH

Associate Professor with Tenure

- Taught undergraduate courses in teacher education, curriculum development, and philosophy
- Conducted research on research on disadvantaged youth, urban cultures, systemic reform initiatives, and the occupation of teaching.
- Advised undergraduate and Masters-level graduate students.
- Served on department-level committees for curriculum development, hiring, and program development.

1984–1985 Blackburn College Carlinville, IL

Assistant Professor, non-tenure track

- Developed and implemented grant-funded studies skills program for the college.
- Taught courses in reading and study skills development for disadvantaged and high risk college students.
- Served on various committees for program development.

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1982--1984 St. Joseph's College Rutland, VT

Assistant Professor, non-tenure track

- Developed and implemented grant-funded studies skills program for the college.
- Taught courses in reading, study skills development for disadvantaged and
- High risk college students.
- Taught courses in English and philosophy for the regular college program.
- Served on various committees for program development.

1978--1982 University of Wisconsin Madison, WI

Teaching Assistant & Doctoral Student

- Designed and taught first classes offered by UW on programming and inclusion of handicapped individuals in public school teaching.
- Taught courses in teacher education.
- Served on department committees for program development.

1975--1978 Wisconsin Rapids Public Schools WI

High School Teacher

- Designed and developed first reading and studies skills program for high school.
- Taught courses in reading and studies skills and English.
- Designed curriculum and policy for alternative high school.
- Provided professional development workshops for teachers on local and regional levels.

Research & Reports

Northrop Grumman Corporation and ZERO-G Weightless Flights of Discovery Program, Evaluator, 2007-2008.

Area Cooperative Educational Services and Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale University, Slavery and Freedom in American History and Memory, Teaching American History Project, Evaluator, 2005-2008.

Stratford Public Schools and Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale University, The Story of American Freedom, Teaching American History Project, Evaluator, 2005-2008.

Capitol Area Educational Services Center, Charter Oak Collaborative: Teaching American History in the Capitol Region, Teaching American History Project, Evaluator, 2004-2007.

United States Navy and Eastern Connecticut State University, Technology-Based Training for Child Care Professionals, Evaluator, 2005-2006.

United Illuminating Company and Northeast Utilities Systems, eeSmarts Process Evaluation in Collaboration with NEXUS Market Research, Evaluator, 2005-2006.

Connecticut Center for School Change, Superintendents' Network and Systemic Instructional Improvement Program, Summative Evaluation, 2005.

Waterbury Public Schools, Waterbury Coordinators' Initiative, Safe and Drug Free Schools Program, Middle Schools Coordinators Grant, Summative Evaluator, 2005.

Waterbury Public Schools, Implementation of Functional Family Therapy, SAMHSA/CMHS, Targeted Capacity Expansion: Prevention Early Intervention Program, Summative Evaluator, 2005.

US Department of Education and Connecticut United for Research Excellence (CURE), Study of the Operation and Effects on Students, Teachers, and Schools of the Statewide BioBus Program, 2003-05.

United Technologies Corporation and Eastern Connecticut State University, Integrating Technology in Preschool Classrooms, Research Associate, 2001-05.

Norwalk Maritime Aquarium and Howard Hughes Medical Institute, Elementary School Science Curriculum Project, 2002-2005.

Hartford Public Schools, District-Wide Character Education Study for Safe Schools & Healthy Students, Research Associate, 2001-04.

National Study of PITSCO's Synergistic Systems, Research Associate, 2000-05.

SAMSHA Programs, Essex County Massachusetts Community Action Grant, Children's Friend and Family Services, Inc., Process Evaluator, 2001-02.

Safe and Drug Free Schools Program, Middle Schools Coordinators Program, Hartford Public Schools—U.S. Department of Education, Research Associate, 2000-03.

21st Century Community Learning Centers, Integrated Day Charter School in Norwich, CT, Researcher, 1999-03.

National Survey Concerning Implementing the Ed. D. Program, Southern Connecticut State University, Research Associate, 1999-00.

United Technologies Research Center, Community Relations Program, comprehensive evaluation of contributions to public education in East Hartford, Research Associate 1998-99.

Project CONNSTRUCT—National Science Foundation Statewide Systemic Initiative grant for restructuring math, science, and technology in Connecticut, Research Associate, 1991–99.

United Technologies Corporation, Hartford Education Initiatives (HEI), comprehensive evaluation of corporate contributions to public education, Research Associate 1998-99.

Case Western Reserve University–National Science Foundation, Educational Postdoctoral Fellowship Program, Research Associate, 1995–99.

Bruckerhoff, C. Berlin Public Schools Upbeat Program Evaluation, 2003.

Bruckerhoff, C. Impact of Girls and Boys Town Education Model on Quirk Middle School, 2003.

Bruckerhoff, C. and Bruckerhoff, T. (2000). Hartford Public High School: Analysis of 1998-1999 First Quarter 9th Grade Student Records. February 2000, ERIC ED438330.

Bruckerhoff, C. and Bruckerhoff, T. (2000). CT Academy for Education in Mathematics, Science, and Technology, Project CONSTRUCT, Year-End Evaluation, 1998, ERIC ED429992.

Bruckerhoff, C. and Bruckerhoff T. (1999). Comprehensive Partnerships for Mathematics and Science Achievement: Hartford Public Schools, Year-End Report. March 1999, ERIC ED415290.

Bruckerhoff, C. (1998). Lessons Learned in the Evaluation of Systemic Initiatives. ERIC ED414282.

Bruckerhoff, C. (1995). Life in the Bricks. *Urban Education*, 30(3), 317–336.

Bruckerhoff, C. and Carlson, J. (1995). Loneliness, Fear, and Disrepute: The Haphazard Socialization of a Student Teacher. *Journal of Curriculum Studies*, 24(4), 431–444.

Bruckerhoff, C., et. al (1993). Investigation of Giftedness in Economically Disadvantaged and Limited English Proficiency Students. National Research Center on the Gifted and Talented.

Bruckerhoff, C. and Popkewitz, T. (1991). An Urban Collaborative in Critical Perspective. *Education in Urban Society*, 23(3), 313–325.

Bruckerhoff, C. (1991). *Between Classes: Faculty Life at Truman High*. New York: Teachers College Press.

Selected Publications

Education

- | | | |
|-----------|--|----------------|
| 1995 | University of Wisconsin | Madison, WI |
| ▪ | National Institute for Science Education Fellowship. | |
| 1986 | Institute for Educational Leadership | Washington, DC |
| ▪ | Educational Policy Fellowship. | |
| 1978–1984 | University of Wisconsin | Madison, WI |
| ▪ | Ph.D., Curriculum and Instruction/Research Methods. | |

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|-----------|---|----------------|
| 1983 | Harvard University | Cambridge, MA |
| ▪ | Institute for Lifelong Learning. | |
| 1974–1975 | University of Wisconsin | Madison, WI |
| ▪ | M.S., Curriculum and Instruction/Reading. | |
| 1973–1974 | Truman State University | Kirksville, MO |
| ▪ | B.S., English. | |
| ▪ | Magna cum laude. | |
| 1971–1973 | East Central College | Union, MO |
| ▪ | B.S., English. | |

Volunteer Work

- 2001–2006
- Committee on Use of Human Subjects in Research, Eastern Connecticut State University.
- 2002–2006
- School Board Member, Regional School District #11.
- 2002–2006
- Planning and Zoning Committee, Chaplin.
- 2001–2006
- Scoutmaster, Troop 34, Windham Center.
 - Hartford Homeless Shelter Assistance.
- 2001
- Haley's Ride to Beat Leukemia.
- 1996- 2006
- Salvation Army Collections during Holiday Season.
 - CT Department of Environmental Protection, Chief Instructor, Hunter, Archery, and Firearms Safety Programs, Eastern Division.
- 1966–1969
- United States Army, Honorable Discharge, Vietnam.

Professional Associations

- American Educational Research Association (AERA).
- American Evaluation Association (AEA).
- Association for Curriculum Supervision and Development (ASCD).

Debby Applegate

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 www.themostfamousmaninamerica.com
 applegate@rainmakerthinking.com

Education

Yale University, New Haven, Connecticut. Ph.D., M.A., M.Phil., in American Studies, May 1998.
 Amherst College, Amherst, Massachusetts. B.A. *summa cum laude* in American Studies, May 1989.
 National Institute for Higher Education, Dublin, Ireland, Fall 1987.

Publications

- Los Angeles Times Book Review, Review forthcoming, Philip Gura, *American Transcendentalism*
Books and Culture, Review forthcoming, Jeffrey Kripal, *Eslan: America and the Religion of No Religion*
Chicago Tribune, Nov. 10, 2007, Review, Joseph Ellis, *American Creation: Triumphs and Tragedies at the Founding of the Republic*
New Haven Review of Books, July 2007, Review, *Arsenic Under the Elms: Murder in Victorian New Haven*
Los Angeles Times Book Review, July 8, 2007, Review, Eric Jay Dolan, *Leviathan: The History of Whaling in America*
New York Times Book Review, May 20, 2007, Review, Nicolas Fox Weber, *The Clarks of Cooperstown*
 "The Hypocrisy Hunter's Guide," Wall Street Journal, February 9, 2007.
The Most Famous Man in America: The Biography of Henry Ward Beecher, (Doubleday, 2006).
 Review Essay: Milene Shamir, Inexpressible Privacy: The Interior Life of Antebellum American Literature, Journal of American History, (Winter, 2006).
 "Henry Ward Beecher," Yale Biographical Dictionary of American Law, Roger K. Newman, ed., (Yale University Press, 2005).
 Review Essay: Karin Gedge, Without Benefit of Clergy: Women and the Pastoral Relationship in Nineteenth Century American Culture, Journal of American History (March 2005): 1483-1485.
 "Pittsfield, Massachusetts," Encyclopedia of New England Culture, David Watters and Burt Feintuch, eds., (Yale University Press, 2003).
 "Henry Ward Beecher and the 'Great Middle Class': Mass-marketed Intimacy and Middle-class Identity," The Middling Sorts: Explorations in the History of the American Middle Class, Burton Bledstein and Robert Johnston, eds. (Routledge, 2001).
 Review Essay: Mary Chapman and Glenn Hendler, Sentimental Men: Masculinity and the Politics of Affect in American Culture, Journal of American History (December 2000): 1026.
 Review Essay: Mary Parizer, Mathew Brady and The Image of History, The Journal of American History (December 1998): 1078-1079.
 Review Essay: Joan Severa, Dressed for the Photographer: Ordinary Americans and Fashion, 1840-1900, The Journal of American History 83 (September 1996): 621-622.
 "Unions in the Ivory Tower: The Crisis at Yale." Social Text, 49 (Winter 1997): 1-4; 13-42; and in Will Teach For Food: Academic Labor in Crisis, Carey Nelson, ed. (University of Minnesota Press, 1997). Moderator/Editor of two panels featuring: Barbara Ehrenreich, Duncan Kennedy, Andrew Ross, and Robin Kelley, Richard Wolff, Ellen Schrecker, and John Wilhelm (Feb. 29, 1996).
 "At Yale, a Decent Life is a Radical Idea," op-ed with Bruce Tuigan, New York Times (January 13, 1996).
 "Four Perspectives," The Book (July 1995): 3-4.
 "Roman à Clef," American Literary History, 7 (Spring 1995): 177-186.
 Review Essay: Ronald Zboray, A Fictive People, Antebellum Economic Development and the American Reading Public, Studies in American Fiction, 22 (Spring 1994): 122-123.
 "The Seductions of Strange and Palated Women," The Journal of American Studies, 27 (April 1993): 82-87.
 "Theodore Roosevelt, Carl Akley and the American Museum of Natural History," Theodore Roosevelt Association Journal 18 (Winter 1992): 7-11.

Honors and Awards

Faculty Support Grant, Yale University (1997)
 Yale Dissertation Fellow (1995-1996).
 Beineke Research Fellow, Beineke Rare Book and Manuscript Library, Yale University (1995).
 Sterling Fellow, Yale University (1990-92).
 Yale University Fellow (1990-94).
 Roswell Dwight Hitchcock Fellow (1990).
 Amherst Memorial Fellow (1989).
 Doshisha Prize in American Studies, Amherst College (1989).
 Ford Foundation Research Grant (1988).

Teaching Experience

Master Class Seminar, The Writing Center, Marymount Manhattan College (Fall 2006, 2007).
 Visiting Assistant Professor of History, Wesleyan University (Spring 2004).
 Lecturer, American Studies Program, Yale University (1997-1998).
 Director, Yale Graduate School's teacher-training program, Working at Teaching (June 1996 - August 1997).
 Workshop Facilitator, Working at Teaching (June 1995 - May 1996).
 Teaching Fellow, "The Formation of Modern American Culture, 1920-1980" -- American Studies 191b, (Spring 1994, Spring 1995).
 Teaching Fellow, "The Formation of Modern American Culture, 1875-1918" -- American Studies 190a, (Fall 1994).

Doctoral Dissertation

"The Culture of the Novel and the Consolidation of Middle-class Consciousness: Henry Ward Beecher and the Social Uses of Sympathy, 1830-1880", Director: Alan Trachtenberg, Professor of American Studies, Yale University

Research Positions

Legal & Cultural History Research Assistant to Professor Chester Mirsky, New York University School of Law, National Science Foundation Grant Research (Sept. 1990 - Nov. 1991).
 Archival Research Assistant, Special Collections and Archives Dept., Amherst College (Sept. 1986 - Aug. 1989).
 Cataloger, Emma Willard Papers, Amherst College (Spring 1989).
 Research Assistant to Professor Robert Gross, Director of American Studies, College of William and Mary (Summer 1988).
 Research Assistant, American Studies Department, Amherst College (Spring 1988).
 Research Assistant to Jack Larkin, Olds Sturbridge Village, Sturbridge, Mass. (Summer 1987).

Other Relevant Experience

President, Governing Board of the Summer Cabaret at Yale (ECPA), New Haven, Connecticut (2003 -)
 Vice President, Governing Council of the Friends of the Amherst College Library, Amherst, Massachusetts (2002-2005)
 Consultant to Cine Qua Non Inc./Paradise Productions, documentary film project on Henry Ward Beecher, "The Trial of the Century" (1999)
 Participant, American Antiquarian Society Summer Seminar: "Reading Culture, Reading Books," led by Robert Gross and Mary Kelley (June 1995).

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CAROL RUTH BERKIN
Presidential Professor of History

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EDUCATION

A. B. Barnard College, 1964
M.A. Columbia University, 1966
Ph.D. Columbia University, 1972
(Bancroft Award for Outstanding Dissertation, 1972)

ACADEMIC AND ADMINISTRATIVE EXPERIENCE

Baruch College	Presidential Professorship	2007-
CUNY Graduate Center	Deputy Chair, PHD Program in History,	1997-2003
Baruch College	Acting Chair, Department of Art	1994-1995
Baruch College	Associate Provost	1987-1988
Baruch College	Assistant Provost	1985-1987
CUNY Graduate Center	Faculty	1983-
Baruch College	Professor of History	1981-
Baruch College	Associate Professor	1976-1980
Baruch College	Assistant Professor	1972-1975

NON-ACADEMIC EXPERIENCE

Editorial Staff Papers of John Jay 1972
Editorial Staff Papers of Alexander Hamilton 1964

PUBLICATIONS:

Books:

Jonathan Sewall: Odyssey of an American Loyalist. New York: Columbia University Press, 1974. Nominated, Pulitzer Prize

Women of America: A History (ed. with Mary Beth Norton). Boston: Houghton Mifflin Company, 1980.

Women, War and Revolution (ed. with Clara M. Lovett). New York: Holmes Meier, 1980.

First Generations: Women in Colonial America. New York: Hill and Wang, 1996.

Women's Voices, Women's Lives: Documents in Early American History. (ed. with Leslie Horowitz) Boston: Northeastern University Press, 1998.

A Brilliant Solution: Inventing the American Constitution New York: Harcourt 2002 [A History Book Club Selection, 2002; Awarded the Colonial Dames of America Book Prize, 2004] Polish Language edition, 2004; Chinese Language edition, 2004

Looking Forward/Looking Back: A Women's Studies Reader. [ed. with Carole Appel and Judith Pinch.] Prentice Hall, 2005

Revolutionary Mothers: Women in the Struggle for American Independence. Knopf, February 2005.
Polish Language edition, 2005

In Progress: *Civil War Wives* [under contract, Knopf]

Teaching Women's History [ed. with Margaret Crocco and Barbara Winslow]

Articles:

"Jonathan Boucher: The Loyalist as Rebel," *Studies in the Social Sciences*, 1976.

"Within the Conjuror's Circle: Women in Colonial America," *General Learning Press*, 1974, reprinted in Thomas Frazier, ed. *The Underside of American History*, Volume I. Harcourt Brace Jovanovich, 1978.

"Remembering the Ladies: Historians and the Women of the American Revolution," in W. Coyle, ed. *The American Revolution: Changing Perspectives*. Northeastern University Press, 1979

"Private Woman, Public Woman: The Contradictions of Charlotte Perkins Gilman," in Berkin and Norton, eds. *Women of America: A History*. Houghton Mifflin, 1980; Reprinted in G.J. Barker-Benfield and C. Clinton, eds. *Portraits of American Women*, Vol. 1. St. Martin's Press, 1991.

"Washington Square: A Woman's World," in M. Cantor, ed. *Around the Square: 1830-1890*. New York University Press, 1982.
1830-1891.

"Clio in Search of Her Daughters/Women in Search of Their Past," *Liberal Education*, Fall, 1985

"Women's Lives," in C. Wilson and W. Ferris, eds. *Encyclopedia of Southern Culture*. University of North Carolina Press, 1989.

"Knock, Knock, Knockin' at History's Door: Women's Entrance into the American Past," *The History Teacher*, Vol. 29, #1 (November 1995)

"Clio's Daughters: Southern Colonial Women and Their Historians," in Catherine Clinton and Michelle Gillespie, eds. *The Devil's Lane: Sex and Race in the Early South* (Oxford University Press, 1996)

"Alexander Hamilton: the Original New Yorker," in *New York: An Illustrated History*, eds., Ric Burns, James Saunders, and Lisa Ades [Knopf, 1999]

"What an Alarming Crisis is This?: Early American Women and their Historians," in *The World Turned Upside Down: The State of 18th Century America*, eds., William Shade and Michael V. Kennedy [Lehigh University Press, 2000]

"Ethnicity in Seventeenth Century English America, 1600-1700," in Ronald Bayor, ed., *Race and Ethnicity in America: a Concise History* (Columbia University Press, 2003)

"The Explanation Lies in Property: Gender and Its Connection to Economic Considerations," in Sibyl A. Schwarzenbach and Patricia Smith, eds., *Women and the United States Constitution* [Columbia University Press, 2003]

"So You Want to Be In Pictures? Tips from a Talking Head," Organization of American Historians, *Newsletter*, February 2005

"George Washington and the Newburgh Conspiracy," in Byron Hollishead, ed. *I Wish I had Been There* [New York: Doubleday, 2007]

OTHER PUBLICATIONS:

Land of Promise. Glenview, Ill: Scott-Foresman and Co. 1982

Editor and Introduction, *Women, Family, and Community in Colonial America*. New York: Hawthorne Press, 1984.

History of the American Nation. New York: Macmillan and Co. 1985.

American Voices. Glenview, Ill: Scott-Foresman and Co., 1990.

"Dangerous Courtesies," *Chronicle of Higher Education*, December 1991.

Making America: A History of the United States (co-authors: Bob Cherny, Jim Gornly, and Christopher Miller). Boston: Houghton Mifflin, 1994; second edition, 1998; 3rd edition, 2002; 4th edition, 2005; 5th edition, 2007..

Encyclopedia of American Literature: The Colonial and Revolutionary Era, 1607-1814. New York: Facts on File, 2002

The History Handbook (with Betty Anderson). Boston: Houghton Mifflin, 2003

Editor, *History Now: An Online Journal for History Teachers* [sponsored by the Gilder Lehrman Institute of American History, 2004-

[Cited by the National Endowment for the Humanities for excellence in educational resources, 2005]

Book Reviews:

Mary Silliman's War. Produced by Steven Schechter. Heritage Films, 1993. 93 Minutes. Reviewed in *The Journal of American History*. December 1994.

Loyalists and Community in North America. Ed. by Robert M. Calhoon, Timothy Barnes, and George Rawlyk. Westport: Greenwood Press, 1994. 226 pages. Reviewed in *The Journal of American History*. September 1995.

A Life of Propriety: Anne Murray Powell and Her Family, 1755-1849. Katherine M.J. McKenna. Buffalo: McGill-Queens University Press 1994. 327 pages. Reviewed in *American Historical Review*. December 1995.

The Lord Cornbury Scandal. Patricia Bonomi. *Journal of Interdisciplinary History*, 1998.

Benjamin Franklin. Edmund Morgan. *Journal of New England History*. 2003

Gentleman Revolutionary: Gouverneur Morris, the Rake Who Wrote the Constitution, Richard Brookhiser. *The New York Times Sunday Book Review*, June 8, 2003.

James Monroe. Gary Hart. *The New York Times Sunday Book Review*, forthcoming.

And earlier reviews in:

New York Times; William and Mary Quarterly; American Historical Review; Journal of American History; American Philological Quarterly; New York History; Canadian Historical Review; Journal of Women and Society

PAPERS AND PRESENTATIONS:

Television:

Commentator and Consultant, "Alexander Hamilton," PBS, [Middlemarch Productions] May 14, 2007

Commentator, "Great Moments in American History: Shays Rebellion," The History Channel, May 2006

Commentator and consultant, "Remember the Ladies" Electronic Field Trip, Colonial Williamsburg Educational Division, March 2006

Consultant, "Abigail and John", PBS, February 2006

Commentator, "The American Presidency," PBS 2005

Commentator, "Benedict Arnold," PBS, airing date undecided

Moderator, "The Hamilton-Burr Duel Commemoration," **CSPAN**, 2004

Commentator, "The New -York Historical Society," 2004

Commentator, "The Duel", History Channel, 2004

Commentator, "The Tartan Apple" 2003

Commentator, "Ben Franklin," PBS, 2002 [Middlemarch Productions]

Commentator, "The Best and the Worst: Presidents of the United States," A & E, 2002 [VKI Productions]

Book Talk, **CSPAN**, "A Brilliant Solution," 2002

Commentator, **CNN, MSNBC, Fox News, Court TV, CNNWorld News** on 2001 Disputed Presidential Election, 2001

Commentator, "Founding Brothers," The History Channel, 2001 [MPH Productions]

Commentator, "Founding Fathers" The History Channel, 2000 [MPH Productions]

Commentator, "Sensational Cities: New York," TV Documentary, The Learning Channel, May 2000 [MPH Productions]

Commentator, "The History of New York," PBS Television Series, PBS, November 1999 [Ric Burns Productions]

Commentator and Consultant, "Welcome to the Club: Women of Rockabilly," NEH Documentary Project, 1999

Commentator, "Revolution and Democracy," The Swedish Broadcasting Company (SVT), 1999

Commentator, "The History of Sex," TV Documentary, The History Channel, August 17, 1999 [MPH Productions]

Commentator and Consultant, "The Scottsboro Boys," A & E, 1999

Commentator, "The Declaration of Independence," TV Documentary, The History Channel, July 3, 1999 [MPH Productions]

Commentator, "Liberty!," PBS Television Series, November 1997 [Middlemarch Productions]

Commentator, "The Revolutionary Experience," The Learning Channel Television Series, November 1995

Talks:

Roundtable on Alexander Hamilton, Trinity Church, May 3, 2007

"It was I Who Did It: Women's Participation in the American Revolution," Hewitt Visiting Professorship, Annual Lecture, University of Northern Colorado, April 2007

"Civic Virtue and the Founding Fathers," Leadership Institute, U.S. Department of Defense [DLAMP], directed by the Brookings Institution [Monthly, September 2005-August 2006]

"Patrick Henry—Defender of the Revolution," Annual Patrick Henry Memorial Lecture, Redhills, Virginia, April 2006

"Republican Motherhood in All Its Forms: Gender Ideology after the American, French, and Italian Revolutions," Keynote Address, National Council for the Humanities Conference, April, 2006

"The American Revolution through Women's Eyes," 18th Century Reading Room Talks, Graduate Center, April 10, 2006

"The Generals' Wives in Winter Encampments: Raising the Morale of the Continental Army," Vanderveer House, October 19, 2005

"Women's Role in the American Revolution," Fraunces Tavern, February 24, 2005; and Ramapo College, March 1, 2005; and St. Paul's Historic Church, March 25, 2005; and Massachusetts Humanities Council, October 17, 2005

"A Good Canvas in Need of Retouching: Thomas Jefferson and the American Constitution," Annual Constitution Day Lecture, Rhode Island Historical Society, September 2004

"Playing the Field: The Politics and History of Gender and Sexuality," Roundtable Discussion, Columbia University, April 2004

"It was I who did it: Women as Spies, Saboteurs and Couriers in the American Revolution," Fraunces Tavern Lecture Series, April 2004

"Campfollowers of the American Revolution," New York American Military Association, April 2004; and the Philadelphia Revolutionary Roundtable, April 2004

"What We Know about Women in Early America," New York Times Panel, Barnard College, March 2004 [Filmed for and aired on **CSPAN**, April 17, 2004]

"We Commenced Perfect Statesmen: Colonial Women and the Protests Against Great Britain," St. Paul's Church National Historical Society, March 2004

"War is a Great Blow to Happiness: The Generals' Wives in the American Revolution," Sorosis Annual Lecture, March 2004

"The Day of Jubilee is Come: African American Women in the American Revolution," York College Women's History Month Lecture, March 2004

"A Conversation with Carol Berkin," Solebury School's Annual Creative Thinkers Series, October 17, 2003, Solebury, Pennsylvania.

"The Legal Profession and the Origins of the Constitution," Oklahoma Bar Association, July 2003

"A Brilliant Solution: Reassessing the Constitution," at the Massachusetts Historical Society, 2002 [filmed for **Book Notes**, **CSPAN**]; The Sarasota Book Festival, 2002; The St. Petersburg Book Festival, 2002; The Little Rock Book Festival, 2002

"To Make the Hills and Plains of America Clap Their Hands: Southern Women in the American Revolution," Symposium on Women in the Age of Martha Washington, Mississippi Southern University, 2002

"Reassessing the Framers of the Constitution," SUNY Albany, 2001

"Clio's Modern Daughters: Women in 20th Century America," David A. Sayre Symposium, February 2000

"The Nature of Slavery in the Colonial Era," Louisiana State Council for the Humanities Lecture, September 1998

Three Talks on Colonial American Society and Culture: "Profiling the American Loyalists," "African-American Family and Culture," "Women's Role in the American Revolution," ETS Institute in American History, California, 1998

"Strategies for Inclusion: Women's History and the Curriculum," Keynote address, Lowell History Conference, Tsongas Industrial Center, Lowell, Massachusetts, November, 1997

"Mary, Mary, Stay Contrary: Challenging Women's Proper Place in American Society," San Antonio College and University of Texas-San Antonio, 1996

"John Jay and the Family," Conference, The Life and Legacy of John Jay, The Gino Speranza Lectures, Columbia University, 1995

"Telling Women's Lives," National Council for the Social Sciences, 1995

"Clio's Daughters: Southern Colonial Women and Their Historians," Organization of Southern Historians, Conference, November 1995

"Out of the Doldrums: Rescuing the History of Southern Women," Southern Women's Historical Association, Conference, 1994

"A Modest Proposal to Escape Old Paradigms in Colonial Women's History," Columbia University Seminar in Early American History and Culture, 1993.

"A Room Called Multiculturalism," Keynote Address, New York State Teachers Conference, 1992.

"Women and the Republic: The Impact of the Revolution on Gender Ideals," Oxford University, England, April 1991; Coleg Harlech, Wales, April 1991

"Dangerous Courtesies: How Scholars Put Gender in the Text, But Keep it out of the Interpretation," Woodrow Wilson/NEH Institute, Princeton, June 1988

"Be Fruitful and Multiply: A History of Reproductive Rights in the United States," University of Vermont, 1991.

"Through Women's Eyes: The American Revolution as a Female Experience," National Society of Colonial Dames, 1989.

"Virtue and Politics in the Young Republic," San Francisco State University, 1988.

"Mothers of the Republic," Baruch Scholars Lecture, 1988.

"Much Ado About Something: Radical Critiques of the Constitution," Oregon State University, 1987.

"Clio in Search of Her Daughters/Women in Search of Their Past," Woodrow Wilson/NEH Institute on Interpreting the Humanities, Princeton, July 1984

"How Revolutionary was the American Revolution," Keynote, Conference on Revolution, Mississippi State University, 1984.

"Of Course, It May Have Been Different in the South: A Critical Review of the Historiography on Colonial Southern Women," Southern Historical Association, Conference, 1983.

"Step-Daughters of American Women's History," CUNY Graduate Center, 1983

"Charlotte Perkins Gilman and her Vision of the New Woman," York College, 1983.

"Sage Fathers and Sanguine Sons: William Smith Misunderstands the American Revolution," Albany Seminar in Early American History, 1980.

"William Smith: Neutral in a Partisan Era," Organization of American Historians, Conference, 1976.

"The American Revolution and American Minorities," Seminars in the American Revolution, American University Lecture Series, April 1976

"The Response to Stress: A Look at Jonathan Boucher and the American Revolution," Columbia University Seminar in Early American History and Culture, 1976.

"Propaganda Meets Reality: Mercy Otis Warren and the American Revolution," Salem State College, 1975.

"Jonathan Sewall: One Tory's Conception of the Press," Conference on American Loyalism, Conference Group for Social and Administrative History, 1975.

"Women and the American Revolution," Bicentennial Lecture Series, Thomas More College, 1975.

"The American Loyalists: A Reexamination," Goshen Historical Society, Conference, July 1972 (Published in part in the Congressional Record, August 1, 1972)

PROFESSIONAL HONORS, PRIZES, FELLOWSHIPS

Barnard Scholar, 1960-1964

President's Fellow, Columbia University, 1967

Leopold Schepp Foundation Fellow, 1972

Bancroft Dissertation Award, 1972

CUNY New Faculty Research Award, 1972

National Endowment for the Humanities, Summer Grant, 1974

Nomination, Pulitzer Prize, 1974

CUNY Summer Research Grant, 1974

American Council of Learned Societies, Research Grant, 1975

Outstanding Young American Woman, 1975

Fellow, American Antiquarian Society, 1976

American Council of Learned Societies, Study Fellowship, 1978

Fellow, American Association of University Women, 1978

Elected to Membership, Society of American Historians, 1996

President's Excellence Award for Scholarship, Baruch College, 1998

CUNY Lifetime Performance Award, 1999

Colonial Dames of America Book Prize, 2004

Who's Who in Teaching, 2004, 2005, 2006

Elected to Membership, Fellow of the American Antiquarian Society, 2005
Selected, Organization of American Historians Distinguished Lecturer, 2006

PROFESSIONAL ACTIVITIES

History Institutes:

Director, NEH/Woodrow Wilson National Fellowship Foundation, Summer Institute, 1980
Director, DeWitt Wallace/Woodrow Wilson National Fellowship Foundation, Summer Institute, 1989
Director, New York Council for the Humanities, Summer Institute on Women's Experience, Albany, July 1994
Participating Scholar, Monticello/Stratford Hall Institute in Early American History, June 2000, 2003
Participating Scholar, Gilder Lehrman Summer Institute, "The World of Thomas Jefferson," University of Virginia, 2003-2004; 2005
Director, National Constitution Center, Summer Institute on the Constitution, July 2003; August 2004, August 2005
Participating Scholar, Teaching American History Grants, National Constitution Center, September, 2005; November, 2005
Director, Gilder-Lehrman Institute on Freedom, July 2004, July 2005
Participating Scholar, National Council for the Humanities Institutes, West Virginia, North Carolina, Hawaii, Colonial Williamsburg, Denver, 2001-2004; Los Angeles, Philadelphia, 2005, 2006
Participating Scholar, Brooklyn Historical Society, Teaching American History Grants, 2005, 2006
Participating Scholar, Teachers College, Teaching American History Grants, 2004, 2005
Participating Scholar, Stratford Connecticut Teaching American History Grant, 2004, 2005
Participating Scholar, Gotham Center Institute for New York City Teachers, 2005
Director, Gilder Lehrman Institute, "New Scholarship on the Early National Period," University of Virginia, June 2006

Conferences, Programs, Commissions:

Member, Bicentennial Committee, OAH, 1975-1976
Member, New York State Bicentennial Advisory Commission, 1975-1976
Co-Chair, "Women, Revolutions and Wars in Western Society: A Comparative Perspective," Conference, Baruch College, 1978
Program Committee, Berkshire Conference in Women's History, 1979
Co-Organizer, Conference on Women in Colonial America, Institute for Early American History and Culture, 1979
Chair, Columbia University Seminar in Early American History and Culture, 1980- 1981
Co-chair, Program Committee, Society for the History of the Early American Republic, 1987
Planning Commission, National Assessment of Educational Progress, U.S. Department of Education, 1992-1993
Planning Commission, U. S. National Parks Service Framework Revision, 1993-1994
Program Committee, OAH Conference, 1994
Commission, New York State Framework in American History for Secondary Schools, 1994-1995

Committee Member, National Assessment of Educational Progress Standing Committee, Department of Education, 1994-date

Member, New York Council for the Humanities, "Speakers in the Humanities Program," 1996-1999

Member and Chair, CLEP Committee, Educational Testing Service, 2000-2004

New York Council for the Humanities, Speakers in the Humanities Series, 2005-2007

Boards:

Board of Directors, City University of New York Academy of Sciences and Humanities, 1979

Advisory Board, Organization of American Historians Project for the Integration of Women into the Survey Curriculum, 1979-1980

Advisory Board, Museum of American Women, 2000-

Advisory Board, The John Jay Papers, 2002-

Board of Directors, The Staten Island Historical Society, 2002-

Council, Omohundro Institute of Early American History and Culture, 2000-2003

Advisory Board, The Gilder Lehrman Institute of American History, 2005-

Scholar Advisory Board, The New-York Historical Society, 2005-

Board of Directors, National Council for History Education, 2005-

Prize and Fellowship Committees:

Chair, 1981; Committee member, 1978-1981, Littleton Griswold Committee, ASLH/AHA

Bancroft Prize Committee, Columbia University, 1983

Dunning-Beveridge Prize Committee, AHA, Chair, 1987-1989, Committee Member 1986-1989

Women's Studies Fellowship Committee, Woodrow Wilson National Fellowship Foundation, 1982-1990

Newcomb Fellowship Committee, Woodrow Wilson National Fellowship Foundation, 1992-date

Committee, Nevins Prize, Society of American Historians, 2000

George Washington Book Prize, Gilder Lehrman Institute of American History, 2005

Other:

Chair, Study Group in History and Psychoanalytic theory, 1978-1979

President, Class of 1964, Barnard College Alumnae Organization, 1980-1984

Senior Consultant and Editor, Encyclopedia of Southern Culture, "Women and the Family in the South," 1981-1983

Membership Committee, Southern Historical Association, 1985; 2003

Reader and Table Leader, Advanced Placement Examination in History, ETS, 1991-2000

Institute Scholar, New York Council for the Humanities, 1994

Contributing Editor, Northeastern University Press, 1995-

Consultant and Test Writer, Graduate Record Exams in History, Educational Testing Service, 1995-

Advisory Council, Public Broadcasting Company's "Where in Time is Carmen Sandiego," 1996-1997

Membership in Professional Associations:

Organization of American Historians

Society of American Historians [Elected Membership]

Berkshire Conference (CCWHP)

Southern Historical Association

Southern Association of Women Historians

Society for the History of the Early American Republic
Columbia University Seminar in Early American History and Culture
Omohundro Institute of Early American History And Culture
Staten Island Historical Society
The Keeping Society, Guilford, CT

Institutional Service

To the Department of History:

Executive Committee, 2004-2005; 2003-; 1977-1978; 1999-2001
Editor, *Headlines from History*, 2003-2004
Organizer, Symposium, "Postmortem: Journalists Look at the Presidential Election,"
September 2004
Organizer, Symposium on the U.S. Constitution, 2003
Chair, Search Committee for American Women's History Position, 2003
Chair, Search Committee, 20th Century American Historian, 1997
History Department Prize Committee, 1980-1984
History Department Executive Committee 1977-1978; 1998-
History Curriculum Revisions Committee, 1976
History Society Committee, 1975
Chair, History Dept Honors and Tutorial Program, 1974-1975
Editor, History Dept Newsletter, 1974-1975
History Dept Representative to College Honors Committee, 1973-1974
History Dept Representative, Dean's Recruitment of Students, 1974
Member, Committee on Special Programs in History, 1973-1974

To the Weissman School of Liberal Arts:

Chair, Women's Studies Minor Program, 2004-
Admissions Committee, Baruch Honors College, 2003-
Chair, Art Department, 1994-1995
P & B Committee, SLAS, 1994-1995
Academic Review Committee, 1982
Chair, Women's Studies Program Committee, 1980-1981
Committee to Study Preparatory Programs in SLAS, 1980
Co-Organizer, Quality of Life Conference, 1980
Co-Organizer, "Women, War and Revolution: A Comparative
Perspective," Conference at Baruch, 1978
Committee on American Studies Program, 1975-1977

To Baruch College:

Interview, *Baruch Alumni Magazine*, 2004
Selection Committee, Baruch Honors Program, 2003-
Presenter, Program for Freshmen Admitted to Baruch, 2002, 2003
Sexual Harassment Committee, 1995-1999
Coordinator, CUNY B.A. Program, 1988-1993
Advisor, Baruch Presidential Scholars, 1988-1992
Member, Library Committee, 1980-1983
College Social Committee, 1975
Baruch Telethon, 1974-1980
College Honors Committee, 1973-1974
Freshman Seminar, 1973

To the Graduate Center:

Deputy Chair, PhD Program in History, 1997-2003
Chair, Provost's Committee on Departmental Advisement, 2002
Executive Committee, PhD Program in History, 1995- date

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Curriculum Committee, PhD Program in History, 1997-
Women's History Committee, PHD Program in History, 1994-
Student Disciplinary Committee, 1994-2002
Committee to Revise the Doctoral Dissertation Requirements
(PHD Program in History), 1994-1995
Dissertation Supervision, Oral Examination Committees,
Written Qualifying Exams, PHD Program in History , 1989-
Board of Directors, CUNY Academy of Sciences and Humanities. 1979-1981

References:

Mary Beth Norton
Professor of History
Cornell University

Sylvia Frey
Professor Emeritus
Tulane University

Thomas Kessner
Professor of History
Graduate Center, CUNY

Clara Lovett, President
Am. Assoc. for Higher Education
Washington, D.C.

Lesley Herrmann
Gilder Lehrman Institute
New York City

Rosalind Rosenberg
Professor of History
Barnard College

CURRICULUM VITAE
David William Blight

Box 208324
History Department
Hall of Graduate Studies
Yale University
New Haven, CT 06520

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fax: 203- 432-7587

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EDUCATION

- 1985 Ph.D., University of Wisconsin-Madison, American History (Scholarly Concentration: Nineteenth-Century America; special interest in the Civil War and Reconstruction, African-American history, and American intellectual and cultural history.)
1976 M.A., Michigan State University, American History
1971 B.A., Michigan State University, History

TEACHING AND EMPLOYMENT RECORD

- 2003- PROFESSOR OF HISTORY, YALE UNIVERSITY.**
1989-2002 Amherst College, Amherst, MA, Class of 1959 Professor of History and Black Studies, appointed 1999; Professor, 1998; Associate Professor of History and Black Studies since 1992; Assistant Professor, 1989-92.
1992-93 Senior Fulbright Professor, Amerika Institut, University of Munich, Munich, Germany.
1987-89 Harvard University, Cambridge, MA, Assistant Professor of History and Afro-American Studies.
1982-87 North Central College, Naperville, IL, Instructor (1982-85), promoted to Assistant Professor (September, 1985).
1979-82 University of Wisconsin-Madison, five semesters as a Teaching Assistant, Department of History.
1977-78 Saginaw Valley State College, Saginaw, MI, Instructor in History Department. Afro-American history courses for two semesters.
1971-78 Flint Northern High School, Flint, MI. Wide variety of courses in American History and the Social Studies.

PUBLICATIONS

Books

- Editor and author of two essays in *Passages to Freedom: The Underground Railroad in History and Memory*, Smithsonian Press, forthcoming, 2004.
Beyond the Battlefield: Race and the Civil War in American History and Memory, a collection of 13 essays written over 15 years, University of Massachusetts Press, summer, 2002.
Race and Reunion: The Civil War in American Memory, Belknap Press of Harvard University Press, 2001. Received seven book awards in 2002: Bancroft Prize; Abraham Lincoln Prize; Frederick Douglass Prize; and from the Organization of American Historians, the Merle Curti Award in intellectual history, Merle Curti Award in Social History, Ellis Hawley Award in political history, and James Rawley Award in the history of race relations.
Co-author with Mary Beth Norton, David Katzman, Howard Chudacoff, Thomas Paterson, and William Tuttle, *A People and a Nation: A History of the United States*, Houghton Mifflin, 6th edition, 2000; 7th edition, 2004.
Frederick Douglass's Civil War: Keeping Faith in Jubilee, Louisiana State University Press, 1989. (Paperback edition published, July, 1991; third printing, 1994.)
Editor and author of introduction, "*When This Cruel War is Over*": *The Civil War Letters of Charles Harvey Brewster*, University of Massachusetts Press, 1992.
Editor and author of introduction, *Narrative of the Life of Frederick Douglass, An American Slave*, Bedford Books of St. Martin's Press, 1993; fourth printing, summer, 1994.)
Co-Editor and author of introduction, with Robert Gooding-Williams, a new edition of W.E.B. Du Bois, *The Souls of Black Folk*, Bedford Books of St. Martin's Press, 1997.

Co-Editor with Brooks D. Simpson, *Politics and Race in the Civil War Era: Essays in Honor of Richard H. Sewell*, Kent State University Press, 1997.

Editor and author of introduction, a reprint, 200th anniversary edition of Caleb Bingham, *The Columbian Orator* (1797), New York University Press, forthcoming, December, 1997. This is the book of oratory and antislavery readings Frederick Douglass discovered while he was a slave; it has not been in print since 1860.

Articles, Chapters, and Review Essays (selected)

"Appomattox in American Memory," essay for new guidebook, Appomattox National Historic Park, National Park Service, fall, 2001.

"Up From Melodrama and Wish-Fulfillment: Slavery and Film," *Common-Place*, June, 2001, an on-line history journal, www.common-place.org.

"John Brown: Triumphant Failure," review of film, "John Brown's Holy War," *The American Prospect*, March 13, 2000.

"The Shaw Memorial in the Landscape of Civil War Memory," in Donald Yacavone, Martin Blatt, and Thomas Brown, eds., *Hope and Glory: Essays on the Fifty-fourth Massachusetts and the Shaw Memorial*, University of Massachusetts Press, 2001.

"Southerners Don't Lie, They Just Remember Big," epilogue for Fitzhugh Brundage, ed., *No Deed But Memory: Essays on History and Memory in the American South*, University of North Carolina Press, 2000.

"Fifty Years of Freedom: The Memory of Emancipation at the Civil War Semicentennial, 1910-1915," *Slavery and Abolition*, August 2000.

"Homer With a Camera, Our *Iliad* Without the Aftermath: Ken Burns's Dialogue with Historians," review essay on Robert B. Toplin, *Ken Burns's "The Civil War": Historians Respond*, (Oxford University Press, 1996), *Reviews in American History*, June, 1997.

"Quarrel Forgotten or a Revolution Remembered: Reunion, Race, and the Memory of the Civil War, 1875-1913," in Blight and Simpson, eds., *Union and Emancipation: Politics and Race in the Civil War Era*, Kent State University Press, 1997.

"Analyze the Sounds: Frederick Douglass's Invitation to Modern Historians of Slavery," in Stephan Palmié, ed., *Slave Cultures and Cultures of Slavery*, University of Tennessee Press, 1996.

"The Age of Emancipation," chapter on Civil War and Reconstruction Era, 1861-1895, in James and Lois Horton, eds., *A History of the African American People*, Salamander Press, London, 1995, paperback edition, 1997.

"They Know What Time It Was: African-Americans and the Coming of the Civil War," in Gabor S. Boritt, ed., *Why The Civil War Came*, Oxford University Press, 1995.

"The Meaning or the Fight: Frederick Douglass and the Memory of the Fifty-Fourth Massachusetts," *Massachusetts Review*, Spring, 1995.

"W.E.B. Du Bois and the Struggle for American Historical Memory," *History and Memory in Afro-American Culture*, Genevieve Fabre and Robert O'Meally, eds., Oxford University Press, 1994.

"Lewis's Du Bois: The Race Man as All Too Human Genius," *Massachusetts Review*, special issue on W.E.B. Du Bois, Summer, 1994.

"Nathan I. Huggins, the Art of History, and the Irony of the American Dream," *Reviews in American History*, Spring, 1994.

"The Private Worlds of Frederick Douglass," review essay on William S. McFeely, *Frederick Douglass*, (Norton, 1991), *Transition*, Winter, 1994.

"Integrazionismo e Nazionalismo: Due Tradizioni Afroamericane incrociate da Douglass a Malcolm X," in Alessandro Portelli, ed., *Dialogo Su Malcolm X*, Libri Manif, Rome, 1994. Translation of paper delivered as a comparison of Frederick Douglass and Malcolm X as autobiographers, University of Rome, April 28, 1993.

"No Desperate Hero: Manhood and Freedom in the Civil War Experience of Charles Harvey Brewster," *Divided Houses: Gender and the American Civil War*, Catherine Clinton and Nina Silber, eds., Oxford University Press, 1992.

"The World the Slave Traders Made: Is There a Post-Revisionism in Slavery Historiography?", review essay on Michael Tadman, *Speculators and Slaves: Masters, Traders, and Slaves in the Old South*, *Reviews in American History*, March, 1991.

"Up From 'Twoness': Frederick Douglass and the Meaning of W.E.B. Du Bois's Concept of Double Consciousness," *Canadian Review of American Studies*, Spring, 1991.

"For Something Beyond the Battlefield: Frederick Douglass and the Struggle for the Memory of the Civil War," in special issue on historical memory, *Journal of American History*, March, 1989.

"The Restoration of Black History: Benjamin Quarles and the Paradox of Race," review essay on Benjamin Quarles, *Black Mosaic: Essays in Afro-American History and Historiography*, *Reviews in American History*, March, 1989.

"Frederick Douglass and the American Apocalypse," *Civil War History*, December, 1985.

"In Search of Learning, Liberty, and Self-Definition: James McCune Smith and the Ordeal of the Antebellum Black Intellectual," *Afro-Americans in New York Life and History*, July, 1985.

"Perceptions of Southern Intransigence and the Rise of Radical Antislavery Thought, 1816-1830," *Journal of the Early Republic*, June, 1983.

Book Reviews

Some 32 book reviews since 1981, including recently reviews of Wolfgang Schivelbusch, *Culture of Defeat*, Civil War Book Review; David Goldfield, *Still Fighting the Civil War: The American South and Southern History*, Southern Cultures; R.J.M. Blackett, *Divided Hearts: Britain and the American Civil War for Slavery and Abolition*; David Levering Lewis, *W.E.B. Du Bois: The Fight for Equality and the American Century* for The American Prospect; Carol Reardon, *Pickett's Charge in History and Memory* for the American Historical Review; Kirk Savage, *Standing Soldiers, Kneeling Slaves: Race, War, and Monument in Nineteenth Century America* for the Journal of American History; and David Herbert Donald *Lincoln* for the Los Angeles Times.

FILMS, RADIO TELEVISION (selected)

INTERVIEWED FOR PBS DOCUMENTARY, "RECONSTRUCTION," TO AIR, FEBRUARY, 2004.

Guest on C-Span, "American Writers" series, episode on Frederick Douglass, May 28, 2001 at Cedar Hill, Washington, DC.

Interviewed on numerous National Public Radio, and some AM radio, programs about book *Race and Reunion*, February-May, 2001.

Consultant to "Africans in America," a four-part, six-hour documentary film series on slavery for PBS Television, produced by Orlando Bagwell and Susan Bellows, WGBH, Boston, forthcoming, October, 1998.

Consultant to PBS documentary, "Reconstruction," WGBH, Boston, currently in production.

Consultant to PBS documentary, "U. S. Grant," aired spring, 2002.

Consultant and grant writer for *Frederick Douglass: When the Lion Wrote History*; directed by Orlando Bagwell; produced for PBS Television by WETA, Washington, DC, aired November, 1994.

OTHER PROFESSIONAL ACTIVITIES (selected)

Elected member, Society of American Historians, 2002; PEN Writers; and Council, American Historical Association, 2000-03.

Organization of American Historians Lectureship Program, 1995-present (among some 40 American historians who deliver lectures to schools, colleges and universities across the US)

Editorial Board, *Journal of American History*, 1994-97.

Editorial Board and history consultant. *Encyclopedia of African-American History and Culture*, Jack Salzman, David Lionel Smith, and Cornel West, eds., Columbia University, to be published by Macmillan.

Some 125 conference papers, seminar presentations, and public lectures in the United States and Europe, 1981-present.

Curriculum Vitae (brief)

CECELIA BUCKI

Department of History
Fairfield University
Fairfield, CT 06824-5195
(203) 254-4000 x2307
E-mail: cbucki@mail.fairfield.edu

EDUCATION

Ph.D. in History, 1991, University of Pittsburgh
(Dissertation Director: David Montgomery)
M.A. in History, 1977, University of Pittsburgh
B.A. with Honors in Psychology, 1973, University of Connecticut

PUBLICATIONS

Bridgeport's Socialist New Deal, 1915-1936. Urbana: University of Illinois Press, 2001. Winner of 2002 Homer D. Babbidge, Jr. Award for Best Book in Connecticut History.

"Immigration, Ethnicity and Race in American History: An Overview," pp. 31-38 in *American Studies Through Russian and American Eyes: New Curricula and New Pedagogies for English and Social Studies* (St. Petersburg, Russia: Herzen University Press, 2004).

The 1930s: A Social History. A volume in the 10-volume ABC-CLIO *American Social History of the Twentieth Century*. (Contracted; to be completed in 2007).

Book review of James D. Rose, *Duquesne and the Rise of Steel Unionism*, in *International Labor and Working-Class History*, Vol. 68 (October 2005): 152-154.

Book review of Janet Irons, *Testing the New Deal: The General Textile Strike of 1934 in the American South*. In *Peace and Change* 28 (October 2003): 598-600.

Book Review of Evelyn Savidge Sterne, *Ballots and Bibles: Ethnic Politics and the Catholic Church in Providence*, in *Labor: Studies in Working-Class History of the Americas* (forthcoming Spring 2007).

Entry: "Bridgeport, Connecticut," p. 214 in *Encyclopedia of New England*. New Haven: Yale University Press, 2005 [1000 words].

Essay: "World War I Strikes." In *Encyclopedia of Strikes in American History*. (M.E. Sharpe Publishers, forthcoming in 2008). [7,990 words]

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Essay: "New Deal Urban Policy." In *Encyclopedia of American Urban History*. (Sage Publishers, forthcoming in 2008). [1,300 words]

"The Workers' State: Municipal Policy, Class and Taxes in the Early Depression," pp. 125-149 in Eric Arnesen, Julie Greene, and Bruce Laurie (eds.), *Labor Histories: Class, Politics, and the Working-Class Experience* (Urbana: University of Illinois Press, 1998).

"The Historical Significance of Rank and File Unionism," *Labor History* 38 (Spring-Summer 1997): 180-183. <Symposium on Staughton Lynd et al, "We Are All Leaders": *The Alternative Unionism of the Early 1930s* (1996)>

"Workers and Politics in the Immigrant City in the Early Twentieth-Century U.S.," *International Labor and Working Class History* 48 (Fall 1995): 28-48.

"Dilution and Craft Tradition: Bridgeport, Connecticut Munitions Workers, 1915-1919," *Social Science History* 4(1980): 105-124. Anthologized in Herbert G. Gutman and Donald Bell(eds.), *The New England Working Class and the New Labor History* (Urbana: University of Illinois Press, 1987).

Metal, Minds and Machines: Waterbury at Work 1820-1920 (Waterbury, CT: Mattatuck Historical Society, 1980).

Assistant Editor, *International Labor and Working Class History*. University of Pittsburgh, 1978-79.

TEACHING FIELDS

General Field: U.S. Social and Political History, 1865-Present

Special Fields:

Labor and Working-Class History
Immigration and Ethnicity
Social Movements

TEACHING EXPERIENCE

1990-present Associate Professor of History (1997-present), (Assistant Professor 1990-97), Fairfield University, Fairfield, CT.

Spring 1999 Visiting Associate Professor of History (adjunct), Yale University, New Haven, CT.

1988-90 Visiting Instructor in History, Hamilton College, Clinton, NY.
(Director of American Studies Program, 1989-1990)

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- 1985-88 Visiting Instructor in Liberal Studies (adjunct), Wesleyan University, Middletown, CT.
- Spring 1987 Visiting Lecturer in History (adjunct), Yale University, New Haven, CT.

HONORS, APPOINTMENTS, AND AWARDS

- Fairfield University Faculty Sabbatical Leave, 2006-07.
- Homer D. Babbidge, Jr. Award for Best Book in Connecticut history, presented by Association for the Study of Connecticut History, November 9, 2002.
- Visiting Fellow in History, Yale University, 2000-2006.
- Humanities Institute of Fairfield University, Planning Grant for project and course, "The Sixties: Thirty Years Later," (with Professors Martha LoMonaco and David McFadden), 1997-2000.
- Fairfield University Faculty Sabbatical Leave, 1998-99.
- Berkshire Summer Research Fellowship, Bunting Institute of Radcliffe College, Harvard University, Summer 1996.
- Mellon Visiting Faculty Fellow, Yale University, 1995-1996.
- NEH-Chicago Historical Society Travel Award, for NEH "Modes of Inquiry in American Urban History" Conference, Chicago, IL, Oct. 1990.
- Certificate of Commendation, 1986, American Association for State and Local History, for the exhibition "Women at Work: Connecticut, 1900-1980."

PUBLIC HISTORY EXPERIENCE

- Conference Program Chair, "The '60s in Connecticut: Campus and Community Activism," Annual Meeting of Association for the Study of Connecticut History, November 1999.
- Project Director and Research Curator, "Women at Work: Connecticut, 1900-1980." Connecticut Center for Independent Historians, 1985-86. Funded by Connecticut Humanities Council. [Project created a traveling interpretive exhibit and brochure.]
- Field Director and Project Historian, Connecticut Labor Archives Project. University of Connecticut Library, Manuscripts and Archives Division, May 1983-Sept. 1984. Funded by National Endowment for the Humanities. [My job was to seek, evaluate, and collect historical documents related to the Connecticut labor movement. Project established the only Connecticut-wide archive of its type.]
- Chief Researcher-Writer, Waterbury Industrial History Project. Mattatuck Historical Society, Waterbury, CT, 1980. Funded by Connecticut Humanities Council. [Project produced a book and an exhibit script.]
- Research Assistant, Frederick Douglass Papers, Yale University, Summer, 1986.

Bucki - 4

PROFESSIONAL SERVICE

Historical Consultant, "Teaching American History as a Dynamic Discipline." Teacher-training program for Stratford Public Schools. 2003-04.
Humanities Consultant, "Bridgeport Working: Voices From the Twentieth Century," Oral History Project of Bridgeport Public Library, funded by Connecticut Humanities Council, 1997-1999.
Organization of American Historians, National Membership Committee, 1992-present; Co-chair 2003-present.
Executive Board, Association for the Study of Connecticut History, 1994-2000.
(Program Chair, 1999 conference)
Treasurer, Connecticut Coordinating Committee for the Promotion of History, 2001-present.
(Board of Directors, 1994-2000; Chair, Education subcommittee, 1998-99.)
National Secretary, Labor and Working-Class History Association (housed at Duke University), 2003-present; Steering Committee, 1998-99; Graduate Student Award Committee, 2001-03.
Grant reviewer, National Endowment for the Humanities, 1999.
Manuscript reviewer, *Connecticut History*, 2005.
Manuscript reviewer, *Labor: Working-Class History of the Americas*, 2003.
Manuscript reviewer, *Journal of Urban History*, 1997-8, 2001-02.
Manuscript reviewer, *The Public Historian*, 1989.
Manuscript reviewer, *Connecticut Historical Society Bulletin*, 1985-86.

PROFESSIONAL MEMBERSHIPS

American Historical Association.
Association for the Study of Connecticut History.
Connecticut Academy of Arts and Sciences (elected).
Connecticut Coordinating Committee for the Promotion of History.
Labor and Working-Class History Association.
Organization of American Historians.

12/01/07

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Jon Butler

Howard R. Lamar Professor of American Studies, History, and Religious Studies
Dean, Graduate School of Arts and Sciences
Yale University
Brief Resume — Fall 2007

Personal Information

Born June 4, 1940; married, two children

Mailing Address: Graduate School of Arts and Sciences, Yale University, P. O. Box 208236, New Haven, CT 06520-8236. Telephones: Graduate School: 203 432-2733; fax (203) 432-2442; cell phone: 203 314-9058. Dean's office: 112 Hall of Graduate Studies; personal faculty office: 300D Hall of Graduate Studies

Home address: 98 Woodlawn Street, Hamden CT 06517. Telephone: (203) 287-1707; Email: jon.butler@yale.edu

Academic Career, Education, and Degrees

Yale University: Professor of American Studies, History, and Religious Studies, 1985-1990; named William Robertson Coe Professor of American Studies and History, 1990—; named Howard R. Lamar Professor of American Studies, History, and Religious Studies, 2004; Chair, American Studies Program, 1988-93; Director, Division of Humanities, 1997-1999; Chair, Department of History, 1999-2004; Dean, Graduate School of Arts and Sciences, 2004-

University of Illinois at Chicago: Assistant Professor to Professor, Department of History, 1975-1985

California State College, Bakersfield: Assistant Professor of History, 1971-1975

University of Minnesota: B.A., 1964; Ph.D., 1972

Fellowships, Grants, Honors

Doctor of Science, *honoris causis*, University of Minnesota, December 2006

Distinguished Lecturer, Organization of American Historians, 2001-2007

Co-Director (with Harry S. Stout), Yale Center for the Advanced Study of Religion, 1998-2002, funded by a \$2.2 million grant from The Pew Charitable Trusts, Philadelphia

Co-Director (with Harry S. Stout), Pew Program in Religion and American History, nationally competitive fellowship program funded by \$3.2 million in grants from The Pew Charitable Trusts, Philadelphia, 1993-1999

John Simon Guggenheim Fellow, 1987-1988

Yale Senior Faculty Fellowship, 1987-1988

National Endowment for the Humanities, Education Grant, "New World Civilization, 1400-1980," \$65,000. Project Director, Department of History, University of Illinois at Chicago, 1983-1985

Senior Fellow, Institute for the Humanities, University of Illinois at Chicago, 1983-1984

National Endowment for the Humanities, Fellowship for Independent Study and Research, 1977-1978

Books and Edited Volumes

New World Faiths: Religion in Colonial America (New York: Oxford University Press, 2007); a separate publication of Part I of *Religion in American Life: A Short History*.

Religion in American Life: A Short History (with Grant Wacker and Randall Balmer) (New York: Oxford University Press, 2002; paperback edition, 2007)

Becoming America: The Revolution Before 1776 (Cambridge, Mass.: Harvard University Press, 2000; paperback edition, 2001)

- French edition forthcoming from Editions Belin (Paris) December 2005

- History Book Club selection

- Honorable Mention, Cawelti Award, American Culture Association

- Los Angeles Times Bestseller List

- Sections on slavery reprinted as "The Evolution of Slavery in Colonial America," in David Reimers and Frederick M. Binder, *The Way We Lived: Essays and Documents in American Social History* (New York: Houghton Mifflin, 2003), I,

Religion in American History: A Reader, edited with Harry S. Stout (New York: Oxford University Press, 1998)

Guest editor, *William and Mary Quarterly*, special issue, Religion in Early America, October 1997

Awash in a Sea of Faith: Christianizing the American People (Cambridge, Mass.: Harvard University Press, 1990; paperback edition 1992)

- Beveridge Prize, American Historical Association, Best Book in American History, 1990

- Outler Prize, American Society of Church History, 1989

- Honorable Mention, Society of Colonial Wars Distinguished Book Award, 1992

- Los Angeles Times Book Prize finalist, History, 1990

- Harvard University Press nominee, Pulitzer Prize in History

- History Book Club, alternate selection

- source for 4-pt British ITV documentary, "The Fate of Faith: Religion in Britain and America," broadcast in England, July 1991

- source for PBS documentary on American Spiritualism, "Telegrams from the Dead," broadcast Oct. 19, 1994

- Chap. 7, "A Revolutionary Millennium?" abridged in Brown, ed., *Major Problems in the Era of the American Revolution*, 366-377

- Chap. 6, "Plural Origins of American Revivalism," abridged in Morgan, ed., *Diversity and Unity in Early North America*, 149-177

The Huguenots in America: A Refugee People in New World Society (Cambridge, Mass.: Harvard University Press, 1983; paperback edition 1993)

- Theodore Saloutos Prize, Immigration History Society, 1983

- Gilbert Chinard Prize, Society for French Historical Studies, 1983

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Power, Authority and the Origins of American Denominational Order: The English Churches in the Delaware Valley, 1680-1730, American Philosophical Society, Transactions, v. 68, pt. 2 (1978)

Books for Adolescent Readers

Religion in American Life, a 16-volume historical series published by Oxford University Press for high school and junior high school readers, co-edited with Harry S. Stout, volumes published 1998-2002

Religion in Colonial America, a volume in the Religion in American Life series (New York: Oxford University Press, 2000)

Articles and Book Chapters

- "Theory and God in Gotham," *History and Theory*, 45 (December 2006), 47-61
- "Three Minds, Three Books, Three Years: Reinhold Niebuhr, Perry Miller, and Mordecai Kaplan on Religion," *Jewish Social Studies: History, Culture, Society*, n.s., no. 2 (Winter 2006), 17-29
- "Huguenots," in *Encyclopedia of New England* (New Haven: Yale University Press, 2005), 1308-1309
- "Religion in New York City: Faith That Could Not Be," *U.S. Catholic History*, 22 (Spring 2004), 51-62
- "Jack-in-the-Box Faith: The Religion Problem in Modern American History," *Journal of American History*, 90 (March 2004), 1357-1378
- "The Huguenots and the American Immigrant Experience," in Bertrand van Ruymbeke, ed., *Memory and Identity: The Huguenots in France and the Atlantic Diaspora* (Columbia: University of South Carolina Press, 2003), 194-207
- "The New York World of Myer Myers," in David L. Barquist, Jon Butler, and Jonathan D. Sarna, *Myer Myers: Jewish Silversmith in Colonial New York* (New Haven: Yale University Press, 2001), 1-7
- "Jacob Rader Marcus and the Revival of Early American History, 1930-1960," *American Jewish Archives*, 50 (1998 [publ. 2000]), 28-39
- "The Spiritual Importance of the Eighteenth Century," in Hartmut Lehmann, Hermann Wellenreuther, and Renate Wilson, eds., *In Search of Peace and Prosperity: New Settlements in Eighteenth-Century Europe and America* (University Park, Pa., 2000), 101-114
- "Why Revolutionary America Wasn't a Christian Nation," in James H. Hutson, ed., *Religion in the New Republic* (Rowman & Littlefield, 1999), 187-202.
- "Africans' Religions in British America, 1650-1840," *Church History*, 68 (1999), 118-127
- "The Christianization of Modern America," *Kirchliche Zeitgeschichte*, 11 (1998): 143-155
- "Revivalism," in *Encyclopedia of Politics and Religion*, ed. Robert Wuthnow, et al. (Washington, D. C., 1998): 640-643
- "Protestant Success in the New American City, 1870-1920: The Anxious Secrets of Rev. Walter Laidlaw, Ph.D.," in Harry S. Stout and Darryl G. Hart, eds., *New Directions in American Religious History* (New York, Oxford University Press, 1997), 296-333
- "Church Formation in Colonial America: Era of Expansion, 1680-1770," "Sacralizing the Landscape: Toward Ecclesiastical Splendor," and "Church Membership: Less than God-Fearing," in *Mapping America's Past*, ed. Mark C. Carnes and John A. Garraty (New York: Henry Holt, 1996), 46-51
- The Records of the First "American" Denomination: The Keithians of Pennsylvania, 1694-1700," *Pennsylvania Magazine of History and Biography*, 120(1996), 89-105
- "The Great Awakening," *Companion to American Thought*, ed. Richard W. Fox and James Kloppenberg (Cambridge, Mass.: Basil Blackwell, 1995), 283-284
- "The Midnight Cry," in Mark Fackler and Charles H. Lippy, eds., *Popular Religious Magazines of the United States* (Westport, Conn.: Greenwood Publishing Group, 1995), 331-335
- "Religion," *Encyclopedia of Social History*, ed. Peter Stearns (Westport, Conn.: Greenwood Press, 1994), 621-623
- "Coercion, Miracle, Reason: Rethinking Religion in the Revolutionary Age," in *Religion in the Revolutionary Age*, ed. Ronald Hoffman (Charlottesville, Va.: University Press of Virginia, 1994), 1-30
- "Protestant Pluralism," *Scribner's Encyclopedia of Colonial America*, ed. Jacob E. Cooke, et al., (New York: Charles Scribner's Sons, 1993), 609-631
- "Thomas Teackle's 333 Books: A Great Library on Virginia's Eastern Shore, 1697," *William and Mary Quarterly* 94 (1992), 449-491
- "Historiographical Heresy: Catholicism as a Model for American Religious History," in *Belief in History: Innovative Approaches to European and American Religion*, ed. Thomas Kselman (Notre Dame, Ind.: University of Notre Dame Press, 1991), 286-309
- "Thinking about Dutch-English Religious Interaction in New York and Connecticut," Joshua W. Lane, ed., *The Impact of New Netherlands upon the Colonial Long Island Basin: Report of a Yale-Smithsonian Seminar . . . May 3-5, 1990* (New Haven, 1993), 51-58
- "Whitefield in America: A Two Hundred Fiftieth Commemoration," *Pennsylvania Magazine of History and Biography*, 113 (October 1989), 515-526
- "Transatlantic Pieties: Connections and Disconnections," *Journal of British Studies*, 28 (October 1989), 411-418. Review essay.
- "Huguenots [and Slavery]," in Randall M. Miller and John David Smith, eds., *Dictionary of Afro-American Slavery* (New York: Greenwood Press, 1988), 346-347
- "The Revocation of the Edict of Nantes and Huguenot Emigration to South Carolina," in Richard Golden, ed., *The Huguenot Connection: The Edict of Nantes, Its Revocation, and Early French Migration to South Carolina* (Amsterdam: Martinus Nijhoff, 1987), 63-87
- "The Future of American Religious History: Prospectus, Agenda, Transatlantic Problématique," *William and Mary Quarterly*, 3d ser., 42 (April 1985), 167-183
- "Witchcraft, Healing, and Historians' Craves," *Journal of Social History*, 18 (1984-85), 111-118. Review essay.
- "Enlarging the Bonds of Christ: Slavery, Evangelism, and the Christianization of the White South, 1680-1760," in *The Evangelical Tradition in America*, ed. Leonard L. Sweet (Macon, Ga.: Mercer University Press, 1984), 87-112
- "The Dark Ages of American Occultism, 1760-1850," in *The Occult in America: New Historical Perspectives* (Urbana: University of Illinois Press, 1983), 58-79
- "Enthusiasm Described and Decried: The Great Awakening as Interpretative Fiction," *Journal of American History*, 69 (1982-1983), 302-325

- "Magic, Astrology, and the Early American Religious Heritage, 1600-1760," *American Historical Review*, 84 (1979), 317-346
- "Les 'Hymnes ou cantiques sacrez' d'Elie Neau: Un nouveau manuscrit du 'grand mystique des galères,'" *Bulletin de la société de l'histoire du protestantisme français*, 124 (1978), 416-423
- "The People's Faith in Europe and America: Four Centuries in Review," *Journal of Social History*, 12 (1978-1979), 159-167. Review essay.
- "A Bicentennial Harvest: Four Early American Community Studies," *Journal of Urban History*, 4 (1978), 485-497. Review essay.
- "Into Pennsylvania's Spiritual Abyss: The Rise and Fall of the Later Keithians, 1693-1704," *Pennsylvania Magazine of History and Biography*, 101 (1977), 151-170
- "Sir Walter Raleigh in Defense of Quaker Orthodoxy: A Phineas Pemberton Letter of 1694," *Quaker History*, 66 (1977), 106-115
- "'Gospel Order Improved': The Keithian Schism and the Exercise of Quaker Ministerial Order in Pennsylvania," *William and Mary Quarterly*, 3d ser., 31 (1974), 431-452
- "Two 1642 Letters from Virginia Puritans," *Massachusetts Historical Society, Proceedings*, 84 (1974), 99-109
- "Religion and Witchcraft in Early American Society," (St. Louis: Forum Press, 1974). Pamphlet essay, 4000 copies sold, 1974-1981
- "Congregations and Communities: The Black Church in St. Paul, 1860-1900," *Journal of Negro History*, 56 (1971), 118-134

Reviews

Reviews of about 110 books in review articles in *Church History* (1999), *Wilson Quarterly* (1992), *Journal of British Studies* (1989), *Journal of Social History* (1978-79, 1984-85), *Journal of Urban History* (1978), and in individual reviews in journals ranging from the *American Historical Review* to the *Wilson Quarterly*, *Yale Review*, and *Reviews in American History*.

Papers, Lectures, Professional Service

American Historical Association (1983, 1992, 2003); Organization of American Historians (1978, 1981, 1984, 1985, 1993, 1997, 2007); Social Science History Association (1979, 1980); Newberry Library Early American History Colloquium (1976, 1981, 1982); American Academy of Religion (1975); Johns Hopkins University—Harwichport Seminar in American Religious History (1974); Notre Dame Seminar in American Religious History (1981, 1984, 1990); Colgate-Rochester Divinity School Conference on the 150th anniversary of the Finney Revivals; Krefeld, Germany: International Conference on the Tercentenary of German Immigration to America, 1983; Johns Hopkins University (1987); U.S. Capitol Historical Society (1988); University of Utah, Conference on American Religion, (1990); Harvard Divinity School (1992); Wingspread Conference: New Directions in American Protestant History (1993). Lectures: Univ. of Pennsylvania (1982, 1986, 1997); Indiana-Purdue University, Indianapolis (1984, 1992); Wheaton College (1984); Charles Warren Center, Harvard (1985); Charleston, S.C. and Clemson University (1985); Staten Island Historical Society (1986); University of Notre Dame (1987); Columbia University Early American History Seminar (1988); Shaker Museum, Old Chatham, N.Y. (1990); Drew University (1990); University of Minnesota (1991); New Haven Public Library (1993); Washington Hebrew Congregation (1993); Judaic Studies Center, Phila. (1997); Conf. on Huguenot Diaspora, Charleston, S.C. (1997); Symposium, "Religion in the Founding of the Republic," Library of Congress, June 1998; University of Minnesota (1998); OIEAHC Conf., University of Texas (1999); University of Colorado (1999); International Social Sciences Conference, Amsterdam (2000); University of Florida (2000); Princeton University (2000); University of Notre Dame (2001); American Society of Church History Conference, Duke University (2001); OIEAHC Conf., Univ. of Glasgow (2001); Montana State University (2001); PREAHCS (Free Range Early American History Consortium), Jackson Hole, WY (2001); International Social Sciences Conf., The Hague (2002); Gotham History Conference (NYC, 2001); Catholic University of Leuven, Belgium (2002); Chicago Historical Society (2002); Conf. On Centers for Advanced Study, IUPUI (2002); George Mason University (2002); Religion and the City, Fordham University

(2003); Mordecai Kaplan's *Judaism as a Civilization* at Seventy, Stanford University (2004)

Editorial Boards

Church History, 1995—; *Mid-America*, 1983-1996; *Social Science History*, 1991-94; *William and Mary Quarterly*, 1992-95; chair, 1994-95; *Studies in Am. Religious History*, Oxford Univ. Press, 1989—; *Studies in Religion and Culture*, Univ. Press of Virginia, 1987—; *Works of Jonathan Edwards*, 1987—; Exec. Committee, 1989—

In Progress

God in Gotham: The Miracle of Religion in Modern Manhattan (under contract with Harvard University Press). A history of religion in New York City, 1870-1960.

Television/Radio/Internet/Journalism

- Featured commentator, "Mormons," 4-hour documentary produced by Helen Whitney for PBS, aired April 30 & May 1, 2007.
- Featured commentator, "Koran Report," on the use of Thomas Jefferson's copy of the Qu'ran in the U.S. House of Representatives swearing-in ceremonies, BBC News, The World, broadcast January 3, 2007.
- Guest commentator, Talk of the Nation, NPR, August 11, 2005
- Featured commentator, Nina Totenberg, NPR, broadcast April 28, 2005
- Featured commentator for "Religion in America: PBS Flashpoints," with Bryant Gumbel and Gwen Iffel. Broadcast on PBS January 27, 2004. Arlene Dillon, producer.
- Interview Guest on "Odyssey," Chicago Public Radio, WBEZ, January 19, 2004 (Martin Luther King Day), one hour radio conversation.
- Featured commentator, "Sacred Stone: Temple on the Mississippi," PBS documentary by Groberg Communications, broadcast spring 2003.
- Interviewed for "Saints and Strangers [Religion in America]" FamilyNet documentary for ABC Television, broadcast January 2003.
- "Synthetic Rewards," *Common-Place*, April 2001 URL: <http://www.common-place.org/>
- Interview, "On the United States as a Modern Society—in 1776," Mars Hill Audio Journal, #48, Jan-Feb 2001.
- "Massive Midwest Recount of [the] 1960s," *Hartford Courant*, November 14, 2000.
- National Public Radio, interview on *Becoming America*, July 4, 2000.

C-SPAN, "Close Up," Discussion of teaching American religious history in secondary schools, broadcast April 2-4, 1999.
C-SPAN, "Was Revolutionary America a Christian Nation?" from Library of Congress Symposium, "Religion in the Founding of the Republic," June 16-18, 1998; broadcast June, Sept, 1998.
NBC Today Show, discussion of New Age religion, with Katie Couric, July 2, 1996, Stephanie Saft, producer.
NBC Dateline, story on modern miracles, by Dennis Miller, reporter, broadcast October 1995 and several subsequent times, including December 1998, Stephanie Saft, producer.
Interviewed on PBS documentary on American Spiritualism, "Telegrams from the Dead," broadcast Oct. 19, 1994.
Interviewed in Williamsburg, Virginia for 4-part British ITV documentary, "The Future of Religion: Britain and America," broadcast in Great Britain August 1991.

JOHN P. DEMOS

PERSONAL:

(b)(6)

... Email: (b)(6)

EDUCATION:

1973-74: Institute for Psychoanalysis, Chicago, IL (special student)
 1963-68: Harvard University, Graduate School of Arts & Sciences (History)
 1960-61: University of California, Berkeley, Graduate School of Arts & Sciences (History), M.A.
 1959-60: Oxford University (special student)
 1955-59: Harvard College, B.A. (Magna cum laude)

EMPLOYMENT:

1990: Yale University, Samuel Knight Professor of History
 1986-90: Yale University, Professor of History
 1968-86: Brandeis University, from Assistant to Full Professor of History
 1966-68: Harvard University, Teaching Fellow in History
 1961-63: Adisadel College, Cape Coast, Ghana (U.S. Peace Corps), Instructor

AWARDS AND FELLOWSHIPS:

2006-07: Radcliffe Institute for Advanced Study, Fellowship
 1994-95: Francis Parkman Prize in American History; Ray Allen Billington Prize in Frontier History; Finalist, National Book Award in General Non-Fiction; Finalist, National Book Critics Circle Award in General Non-Fiction (all for THE UNREDEEMED CAPTIVE, see below)
 1989-89: American Council of Learned Societies, Fellowship
 1984-85: National Endowment for the Humanities, Fellowship
 1982: Frederick Bancroft Prize in American History; Finalist, National Book Award in History (for ENTERTAINING SATAN, see below)
 1980: Horace Kidger Award (New England History Teachers Association)
 1977-78: John Simon Guggenheim Foundation Fellowship
 1971-72: American Council of Learned Societies Fellowship
 1965-66: Social Sciences Research Council, Research Training fellowship

PUBLICATIONS:

2008: THE ENEMY WITHIN: A History of Witch-Hunting in the Pre-Modern and Modern West (Viking; in press).
 2004: CIRCLES AND LINES: The Shape of Experience in Early America (The 2002 William A. Massey Lectures in American Civilization, Harvard University: Harvard Univ. Press)

- 1995: THE TRIED AND THE TRUE: Native American Women Confronting Colonization (Oxford History of American Women, vol. I: Oxford University Press)
- 1994: THE UNREDEEMED CAPTIVE: A Family Story From Early America (Alfred A. Knopf, Inc.)
- 1986: PAST, PRESENT, AND PERSONAL: The Family and the Life Course in American History (Oxford University Press)
- 1982: ENTERTAINING SATAN: Witchcraft and the Culture of Early New England (Oxford University Press)
- 1978: (co-editor with Sarane Boocock), TURNING POINTS: Historical and Sociological Essays on the Family (University of Chicago Press)
- 1972: REMARKABLE PROVIDENCES: Readings on American Culture, 1600-1760 (Braziller)
- 1970: A LITTLE COMMONWEALTH: Family Life in Plymouth Colony (Oxford University Press)
- 1963-2005: approximately 25 published articles, including, most recently...
- 2005: "Ted Williams: Boston Hero, Boston Legend," in Randy Roberts, ed., THE ROCK, THE CURSE, AND THE HUB: A Random History of Boston Sports, pp. 58-71.
- 2001: "Real Lives and Other Fictions: Reconsidering Wallace Stegner's *Angle of Repose*," in Mark C. Carnes, ed., NOVEL HISTORY: Historians and Novelists Confront America's Past (and Each Other), pp. 132-45.
- 2000: "A Fan's Homage to Fenway (Or, Why We Love It When They Always Break Our Hearts)," in AMERICAN PLACES: Encounters With History, pp. 104-13.

ADMINISTRATION:

- | | |
|--|------------------------------|
| 1998-2001: Dept. Of History, Yale University | Director of Graduate Studies |
| 1982-1984: Dept. Of History, Brandeis University | Chair |
| 1974-1975: Center for Psycho-Social Studies | Acting Director |

OTHER PROFESSIONAL ACTIVITIES:

- 1983-1986: Advisory Council, Institute of Early American History (council member)
- 1976-1979: Family Impact Seminar (seminar-member)
- 1972-1977: Carnegie Council on Children, Carnegie Corp. of New York (council-member)
- 1970-2007: Various additional activities as consultant to scholarly, film, and public policy projects

MEMBERSHIPS: Professional organizations, including...

- 1993: American Academy of Arts & Sciences (elected member)

December 2007

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Curriculum Vitae (abridged)

Thomas Dublin
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Department of History
P.O. Box 6000
SUNY-Binghamton
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Education:

Harvard College	B.A., 1968	Summa Cum Laude, Chemistry
Columbia University	Ph.D., 1975	American History

Employment:

1988- Professor, History Dept., SUNY-Binghamton
1976-1988 Assistant and Associate Professor, History Dept., UC San Diego

Honors and Awards:

Elected to membership, American Antiquarian Society, 2006
Chancellor's Award for Excellence in Research, SUNY-Binghamton, 2006
Senior Research Fellow, Rothemere American Institute, University of Oxford, 2005-2006
Residential Fellowship, Institute for the Advanced Study of Religion at Yale, 2000-2001
Guggenheim Foundation Fellowship, 2000 (deferred until 2001-2002)
Chancellor's Award for Excellence in Teaching, SUNY-Binghamton, 2000
Elected to membership, Society of American Historians, 1992
Bancroft Prize and Merle Curti Award, Women at Work, 1980

Publications:

Books and Major Websites:

The Face of Decline: The Pennsylvania Anthracite Region in the Twentieth Century (Cornell University Press, 2005). Co-author with Walter Licht. Received Merle Curti Award and Philip S. Klein Prize, 2006.

Women and Social Movements in the United States, 1500-2000 (Alexander Street Press, 2003-). Edited jointly with Kathryn Kish Sklar; at <http://www.alexanderstreet6.com/wasm>
Selected by Library Journal as one of the Best Reference Databases and Discs, 2003.

When the Mines Closed: Stories of Struggles in Hard Times (Cornell University Press, 1998).

Becoming American. Becoming Ethnic: College Students Explore Their Roots (Temple University Press, 1996). Edited collection of undergraduates' writing.

Transforming Women's Work: New England Lives in the Industrial Revolution (Cornell University Press, 1994). A New York Times "Notable Book of the Year, 1994."

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Immigrant Voices: New Lives in America, 1773-1986 (University of Illinois Press, 1993). Edited collection of immigrant letters, diaries, and reminiscences.

Women and Power in American History: A Reader, 2 vols. (Prentice-Hall, 1991; second ed., 2002). Co-edited with Kathryn Kish Sklar.

Farm to Factory: Women's Letters, 1830-1860 (Columbia University Press, 1981; second ed., 1993).

Women at Work: The Transformation of Work and Community in Lowell, Massachusetts, 1826-1860 (Columbia University Press, 1979; second ed., 1994).

Major Articles:

"Labor History on the World Wide Web: Thoughts on Jumping onto a Moving Express Train," Labor History, 43 (August 2002), 343-56. Reprinted online at <http://chnm.gmu.edu/assets/historyessays/e1/laborhistory1.html>

"Miner's Son, Miners' Photographer: The Life and Work of George Harvan," The Journal for MultiMedia History, volume 3 (March 2001), online at <http://www.albany.edu/jmrnh> (co-author with Melissa Doak).

"Gender and Economic Decline: The Pennsylvania Anthracite Region, 1920-1970," Oral History Review 27 (Winter/Spring 2000), 1-17 (co-author with W. Licht). Earlier version translated as "Género y Decadencia Económica: La Región de las Minas de Antracita de Pennsylvania," Historia, Antropología y Fuentes Orales, No. 17 (October 1997), 59-72. (Barcelona, Spain).

"Working-Class Families Respond to Industrial Decline: Migration from the Pennsylvania Anthracite Region since 1920," International Labor and Working Class History, 54 (Fall 1998), 40-56.

"Rural Putting-out Work in Early Nineteenth-Century New England: Women and the Transition to Capitalism in the Countryside," The New England Quarterly (1991), 64:531-73.

"Rural-Urban Migrants in Industrial New England: The Case of Lynn, Massachusetts in the Nineteenth Century," Journal of American History (Dec. 1986), 73:623-44.

"Women and Outwork in a Nineteenth-Century New England Town: Fitzwilliam, New Hampshire, 1830-1860," in Jonathan Prude and Steven Hahn, eds., The Countryside in the Age of Capitalist Transformation: Essays on the Social History of Rural America (Univ. of North Carolina Press, 1985).

"Women, Work, and Protest in the Early Lowell Mills: 'The Oppressing Hand of Avarice Would Enslave Us,'" Labor History (1975), 16:99-116. Anthologized or reprinted 11 times.

Recent Major Grants and Fellowships:

D.O.E. Grants, Teaching American History, 2001-2004, 2004-2007, 2007-2010

N.E.H. Grants for website, "Women and Social Movements in the United States," 1998-2000, 2001-2004 (with K. K. Sklar)

N.E.H. Research Grants, "Facing Industrial Decline," 1991-94, 1995-97 (with Walter Licht)

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SUSAN EVA O'DONOVAN

(b)(6)

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Education:

- Doctor of Philosophy in History, University of California, San Diego, 1997
- Master of Arts in History, University of California, San Diego, 1990
- Bachelor of Arts in History, University of California, San Diego, 1987 (summa cum laude)

Professional Appointments:

- Associate Professor, History and African & African American Studies, Harvard University, 2005 to the present
- Assistant Professor, History and African & African American Studies, Harvard University, 2001 to 2005
- Associate Editor, Freedmen and Southern Society Project, University of Maryland, College Park, 1996 to 2001
- Assistant Editor, Freedmen and Southern Society Project, University of Maryland, College Park, 1993 to 1996
- Lecturer, University of Maryland, College Park, 1997 to 2000
- Teaching Assistant, University of California, San Diego, 1988 to 1990

Books:

- *Becoming Free in the Cotton South* (Cambridge, Mass.: Harvard University Press, 2007)
- *Freedom: A Documentary History of Emancipation, 1861-1867*, ser. 3, vol. 1, *Land and Labor, 1865* (Chapel Hill, N.C.: University of North Carolina Press, forthcoming January 2008), with Steven Hahn, Steven F. Miller, John C. Rodrigue, and Leslie S. Rowland
- *Freedom: A Documentary History of Emancipation, 1861-1867*, ser. 3, vol. 2, *Land and Labor, 1866-1867* (Chapel Hill, N.C.: University of North Carolina Press, under contract), with Anthony E. Kaye, Steven F. Miller, Leslie S. Rowland, and Stephen A. West

Articles and Review Essays:

- "The Orphan Trade: Enslaved Children and America's Domestic Migrations, 1820-1860," in *Children in Slavery: A Global History*, vol. 2, *Child Slaves in the Modern World*, ed. Gwyn Campbell, Suzanne Miers, and Joseph C. Miller (Athens, Ohio: Ohio University Press, forthcoming 2008)
- "War, Slavery, and Lessons from our Past: David Williams's *Rich Man's War: Class, Caste, and Confederate Defeat in the Lower Chattahoochee Valley*," *Journal of Southwest Georgia History* 14 (Fall 1999): 46-57
- "The Journal of Nelson Tift," *Journal of Southwest Georgia History* 12 (Fall 1997): 65-77; 11 (Fall 1996): 82-102; 10 (Fall 1995): 67-84; 8 (Fall 1993): 47-69; 7 (1989-1992): 81-106; 6 (Fall 1988): 21-40; 5 (Fall 1987): 64-75; 4 (Fall 1986): 90-121; 3 (Fall 1985): 64-100
- "Between Emancipation and Enfranchisement: Law and the Political Mobilization of Black Southerners, 1865-1867," *Chicago-Kent Law Review* 70: 3 (1995): 1059-77, with Steven F. Miller, John C. Rodrigue, and Leslie S. Rowland

- "Philip Joiner: Southwest Georgia Black Republican Leader," *Journal of Southwest Georgia History* 4 (Fall 1986): 56-71

Other Publications:

- "Philip Joiner," *The African American Biography*, ed. Henry Louis Gates Jr. and Evelyn Brooks Higginbotham (New York: Oxford University Press, forthcoming 2008)
- "Emancipation," *The New Georgia Encyclopedia*, ed. John C. Inscoe (Athens, Ga.: University of Georgia Press, 2003)
- "Nelson Tift," *The New Georgia Encyclopedia*, ed. John C. Inscoe (Athens, Ga.: University of Georgia Press, 2002)
- "Rights and Responsibilities in History: African Americans and Visions of Freedom," *Rights and Responsibilities in History: National History Day 2003*, ed. Beatriz Hardy (College Park, Md.: National History Day, 2002), 49-54
- "What's New in Teaching the Past: The National History Day Summer Institute," *Organization of American Historians Newsletter* 27 (November 1999), with Cathy Gorn

Work in Progress:

- *Slaves and the Politics of Disunion*, a book length study of slaves and the means and extent to which they monitored and manipulated nineteenth-century America's secession debate
- "Trunk Lines, Land Lines, and Local Exchanges: Operationalizing the Slaves' Grapevine Telegraph," an article-length essay exploring the mechanisms and infrastructure of the discursive networks embodied by slaves in the antebellum South (under review)
- *After Slavery: Race, Labour, and Politics in the Post-Emancipation Carolinas*, a collaborative-research initiative that brings together scholars from Ireland, Britain, and the United States in a multi-year project designed to advance our understanding of black people's experiences as citizens and workers in the decades following Civil War and Reconstruction
- "Mapping Freedom's Terrain: The Political and Productive Landscapes of New Bern and Wilmington, North Carolina," a ground-level inquiry into the geo-political contours of post-emancipation black life on North Carolina's eastern shore

Conference Presentations:

- Commentator, "Family Values in the Antebellum Chesapeake: Slave Markets, Sentiment, and Systems of Knowledge," Southern Historical Association Annual Meeting, Richmond, November 2007
- Commentator, "Abolitionism and Its Discontents: Remapping the Antislavery Movement," 28th Conference on New York State History, Cooperstown, June 2007
- Presenter, "Trunk Lines, Land Lines, and Local Exchanges: Operationalizing the Grapevine Telegraph," Meeting of Southern Historians in New England, Harvard University, April 2008
- Commentator, "Legitimate and Illegitimate Commerce: Slave Speculation and the Second Middle Passage," Organization of American Historians Annual Meeting, Minneapolis, March 2007
- Presenter, "Domesticating Free Labor: Black Women, Slavery, and Emancipation in the United State's Cotton South," African Studies Association Annual Meeting, San Francisco, November 2006
- Presenter, "Trunk Lines, Land Lines, and Local Exchanges: Operationalizing the 'Grapevine Telegraph' in the Antebellum United States," University of Nottingham, Institute for the Study of Slavery conference, "Slavery, Citizenship, and the State," Nottingham, U. K., September 2006
- Presenter, "Making Slavery's Cotton: Refashioning Self on the Southern Frontier of the United States," American Historical Association Annual Meeting, Philadelphia, January 2006

- Presenter, "Black Women and the Domestication of Free Labor: The Legacies of Slavery in a Cotton Community," International Conference on Slave Systems: Ancient and Modern, Centre for the Study of Human Settlement and Historical Change, National University of Ireland, Galway, November 2004
- Commentator, "Gender and Political Mobilization from Reconstruction to the Black Freedom Struggle," Southern Historical Association Annual Meeting, Memphis, November 2004
- Presenter, "State of the Field: African American History," Organization of American Historians Southern Regional Conference, Atlanta, July 2004
- Commentator, "Race, Slavery, and Emancipation in the Ohio Valley," Filson Institute for the Advanced Study of Kentucky, the Ohio Valley, and the Upper South Spring 2003 Academic Conference, "Constructing and Reconstructing a Region: 21st-Century Approaches to the Ohio Valley's History," Louisville, May 2003
- Presenter, "Making Cotton, Making State: Black Men, Black Women, and 'the Law'," Southern Historical Association Annual Meeting, Baltimore, November 2002
- Presenter, "Making Cotton, Making Gender: Black Men, Black Women, and the Legacies of Slavery in the USA," University of Nottingham, Institute for the Study of Slavery conference, "5000 Years of Slavery," Nottingham, U.K., September 2002
- Presenter (and session organizer), "Black Men, Women, and Work: Slavery and Free Labor in Southwest Georgia," at the 22nd Annual North American Labor History Conference, Detroit, October 2000
- Presenter (and session organizer), "The Shadows of Slavery: Working Out Freedom in Southwest Georgia," at the Georgia Association of Historians Annual Meeting, Savannah, April 1999
- Presenter, "Organizing Free Labor: Work and Politics in Southwest Georgia, 1865-1868," Department of History Graduate Colloquium, University of Maryland, College Park, March 1995
- Presenter, "Free Labor and African American Households: Reconstruction in Southwest Georgia, 1865-1868," at the Organization of American Historians Annual Meeting, Atlanta, April 1994
- Presenter, "Cotton, Labor, and the Household: Changing Relations of Production in Post-Emancipation Southwest Georgia," at the Joint Annual Meeting of the Georgia Political Science Association and the Georgia Association of Historians, Savannah, February 1992
- Presenter, "Creation of Community on the Southern Frontier: The Land Settlement Process in Dougherty County, Georgia, 1820-1860," at the Social Science History Association Annual Meeting, Washington D.C., November 1989
- Presenter, "Philip Joiner: Southwest Georgia Black Republican Leader," at the Southern Conference of Afro-American Studies Annual Meeting, Atlanta, February 1986

Invited Lectures:

- "Black Women and the Domestication of Free Labor in America's Cotton South," Alexandrian Society, Virginia Commonwealth University, Richmond, November 2008
- "Becoming Free in the Cotton South," National Archives and Records Administration, Washington D.C., February 2007
- "Trunk Lines, Land Lines, and Local Exchanges: Operationalizing the Grapevine Telegraph," The Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University, December 2006
- "Making Slavery's Cotton: Refashioning Self on the Southern Frontier," History Research Seminar, Queen's University, Belfast, Northern Ireland, U.K., October 2006
- "Making Slavery's Cotton: Refashioning Self on the Southern Frontier," Department of African American Studies, Boston University, January 2006

- "Making Slavery's Cotton: Refashioning Self on the Southern Frontier," W.E.B. Du Bois Institute for African and African American Studies, Harvard University, February 2005
- "Making Slavery's Cotton: Refashioning Self on the Southern Frontier," Southern Illinois University, Carbondale, Illinois, October 2004
- Presenter, "Making Cotton, Making Gender in Georgia's Antebellum Southwest," Program in Agrarian Studies, Yale University, April 2004
- "Black Women and the Domestication of Free Labor in the Cotton South," Fairfield University, Fairfield, Connecticut, February 2004

Fellowships, Grants, Awards, and Commendations:

- Clark Fund Travel and Research Award, Harvard University, 2007
- Harvard Faculty Aide Program Award, Spring 2007
- Junior Faculty Research Support, Charles Warren Center for Studies in American History, Spring 2007
- Research Fellow, The Gilder Lehrman Center for the Study of Slavery, Resistance, & Abolition, Yale University, Fall 2006
- Co-recipient, British Arts and Humanities Research Council, Research Grant, 2006
- Outstanding Undergraduate Advising. Letter of Commendation from FAS Social Sciences Dean, January 2006
- Harvard Committee on Undergraduate Education (CUE) Overall Professor Rating of 5.0 for "Topics in African American History." Letter of Commendation from FAS Social Sciences Dean, August 2005
- Harvard Committee on Undergraduate Education (CUE) Overall Professor Rating of 5.0 for "African American History from the Slave Trade to 1900." Letter of Commendation from FAS Social Sciences Dean, April 2005
- Postdoctoral Fellow, Program in Agrarian Studies, Yale University, September 2003 to May 2004
- Clark/Cooke Fund Travel and Research Award, Harvard University, 2002
- Dissertation Fellowships, Department of History, University of California, San Diego, 1990 and 1992
- University of California Regents Fellowship, 1987

Lecture Courses Taught:

- "African American History from the Slave Trade to 1900," web link: <<http://www.courses.fas.harvard.edu/~afam118>>
- "The American Civil War: Waging a War in History and in Memory," web link: <<http://www.courses.fas.harvard.edu/~hist1625/?redirect=no>>
- "Civil War and the Rise of Industrialism, 1860-1900"
- "The History of the Old South"
- "Introduction to African American Studies" (first half)

Seminars and Tutorials Taught:

- "African Americans in the Civil War Era"
- "Black Women in Slavery and Freedom"
- "Harvard University, Department of History, Sophomore Tutorial"
- "Major Themes in American Historical Writing"
- "New Approaches to Teaching the Civil War Era"

- "Race and Class in the Post-Civil War South"
- "Readings in Nineteenth-Century American Political Economy"
- "Readings in Nineteenth-Century Black Political Economy"
- "Readings in the History of Slavery"
- "The Civil Rights Movement, 1865-1975"
- "Topics in Afro-American History"

Teachers' Workshops, Round Tables, and other Public Presentations:

- Presenter, "Documenting Slavery" and "Documenting Freedom," *Documenting Slavery and Freedom*, Teaching American History, Worcester Public Schools, Worcester, Massachusetts, August 2007
- Book Talk, *Becoming Free in the Cotton South*, Toadstool Bookstore, Peterborough, New Hampshire, May 2007
- Book Talk, *Becoming Free in the Cotton South*, Harvard Bookstore, Cambridge, Massachusetts, April 2007
- Presenter, "The Many Meanings of Freedom," *Journeys to Freedom* Seminar Series, Primary Source, Watertown, Massachusetts, December 2006
- Presenter, "The Worlds Slaves Made," Teaching American History, Area Cooperative Educational Services, North Haven, Connecticut, November 2006
- Director and Presenter, "Teaching Slavery, Teaching Freedom," Teachers' Workshop, National History Day, National Finals, University of Maryland, College Park, June 2006
- Moderator, Cambridge Forum, Public Discussion of Cassandra Pybus, *Epic Journeys of Freedom: Runaway Slaves of the American Revolution and their Global Quest for Liberty*, Cambridge, Massachusetts, February 2006
- Commentator, "The Promise of Freedom," *African American Lives*, PBS, February 2006
- Co-Director and Presenter, *Civil Rights: A Century of Questions*, Teaching American History Workshop, Little Rock, Arkansas, October 2005
- Director and Presenter, *The Many Meanings of Freedom: Thinking and Teaching about Rights, Privileges, and Citizenship in the Civil War Era*, Teachers' Workshop, National History Day, National Finals, University of Maryland, College Park, June 2005
- Presenter, "Mobilizing a Nation: Black Abolitionists and the Antebellum Press," National History Day Summer Teachers' Institute, *Politics and the Press: The Impact of the Media on America*, University of Maryland, College Park, July 2004
- Moderator, "The Political Economy of the South: A Round-table Discussion," Charles Warren Center for Studies in American History, Harvard University, March 2004
- Moderator (and session organizer), "Hannah Crafts's *The Bondwoman's Narrative*: A Roundtable Discussion," Southern Association for Women Historians' Sixth Southern Conference on Women's History, Athens, Georgia, June 2003
- Panelist, "Ken Burns: Race and the Civil War," W.E.B. Du Bois Institute for Afro-American Research Special Event, Harvard Law School, Cambridge, Massachusetts, September 2002
- Presenter, "African-American Women in Freedom," Gilder Lehrman Summer Institute, *Women in the Civil War Era, 1848-1876*, Radcliffe Institute for Advanced Study, Cambridge, Massachusetts, July 2002
- Assistant Director, Gilder Lehrman Summer Teachers' Institute, *North American Slavery in Comparative Perspective*, University of Maryland, College Park, July 2001

- Director and Presenter, *Teaching with Documents: Using Primary Sources to Understand Reconstruction*, Teachers' Workshop, National History Day, National Finals, University of Maryland, College Park, June 2001
- Presenter, "Black Soldiers in the Civil War," Hoover Middle School, Rockville, Maryland, May 2001
- Director, National History Day Summer Teachers' Institute, *Turning Points in History: The American Civil War and its Legacy: Teaching about Place and Time*, University of Maryland, College Park, July 1999
- Presenter, "Making Sense of Antebellum America," Carroll County Teachers' History Institute, Westminster, Maryland, June 1998
- Presenter, "After Emancipation: The Problem of Defining Freedom," Quantico High School, Quantico, Virginia, March 1996 and March 1997

Theses and Dissertations:

- Committee member, Michael Cohen, Harvard University, Department of History, Ph.D. Dissertation (in progress)
- Director, Kelly Faircloth, Harvard University, Undergraduate Honors Thesis in Folklore & Mythology (in progress)
- Committee member, Christina Adkins, Harvard University, Program in American Civilization, Ph.D. Dissertation (in progress)
- Committee member, David Brighthouse, Harvard University, Department of African & African American Studies, Ph.D. Dissertation (in progress)
- Committee member, Diana Williams, Harvard University, Program in American Civilization, Ph.D. Dissertation, 2007
- Director, Jay Butler (2006 Rhodes Scholar), Harvard University, Undergraduate Honors Thesis in History, 2006
- Director, Adrienne Whaley, Harvard University, Undergraduate Honors Thesis in African & African American Studies, 2006
- Director, Owen Hartnett, Harvard University Extension School, MA Thesis in History, 2005
- Director, Andrew McGee, Harvard University, Undergraduate Honors Thesis in History & Literature, 2005

University, Organizational, and Professional Service:

- Graduate Admissions Subcommittee, History of American Civilization, Harvard University, 2007-2008
- Graduate Program Committee, Department of African and African American Studies, Harvard University, 2007-2008
- Graduate Admissions Committee, Department of African and African American Studies, Harvard University, 2007-2008
- Jack Kent Cooke Foundation Graduate Scholarships Nomination Committee, Harvard University, 2007-2008
- Board of Freshman Advisors, Harvard University, 2007-2008
- Standing Committee on Higher Degrees in the History of American Civilization, Harvard University, 2007-2008
- Manuscripts reviewed for *American Nineteenth-Century History*, Harvard University Press, Ivan R. Dee, Ohio State University Press, and Oxford University Press
- Department of African and African American Studies Committee for the Jonathan M. Levin Prize for Teaching and Social Justice, Harvard University, May 2006

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- Board of Examiners, Department of History, Harvard University, 2006
- Editorial Board, *Slavery, Abolition, and Social Justice, 1490-2007*, Adam Matthew Digital, Marlborough, U.K.
- Scholar-Activist Committee, Department of African and African American Studies, Harvard University, 2006
- Graduate Admissions Committee, Department of African and African American Studies, Harvard University, 2006
- Curriculum Committee, Department of African and African American Studies, Harvard University, 2005
- Board of Examiners, Department of History, Harvard University, 2005
- Charles Warren Center for Studies in American History Committee on Undergraduate Research Grants, Harvard University, 2005
- Search Committee, Department of History, Harvard University, Fall 2004
- Steering Committee, Southern Historians in New England, November 2003 to present
- Charles Warren Center for Studies in American History Committee on Undergraduate Research Grants, Harvard University, 2003
- Committee on General Scholarships, Harvard University, April 2003
- Judge, National History Day state contest, Plymouth State College, Plymouth, New Hampshire, March 2003
- Faculty of Arts and Sciences Committee for the Kennedy, Knox, Sheldon, and Lutcy Travel Grant Competition, Harvard University, January 2003
- Co-Chair, Joint Search, Committee on the Study of Religion and Afro-American Studies, Harvard University, Fall 2002
- Charles Warren Center for Studies in American History Committee for Graduate Student Research Fellowships, Harvard University, May 2002
- Department of Afro-American Studies Committee for the Jonathan M. Levin Prize for Teaching and Social Justice, Harvard University, May 2002
- Moderator, "On the Market: Applying For That First Job," Annual Meeting of the Organization of American Historians, Washington D.C., April 2002
- Consultant, Martin Luther King, Jr., African American, and Civil Rights History Monument project, Denver, Colorado, April 2002
- Organization of American Historians Membership Committee, 2002 to 2007
- Southern Historical Association Membership Committee, 2002
- Peer Reviewer, National Historic Publications and Records Commission, 2001
- Member of Governing Board, Charles Warren Center for Studies in American History, Harvard University, 2001 to present
- Judge, National History Day, national finals, University of Maryland, College Park, 1998, 1999, 2000

Book Reviews:

- Review of *Twenty-Two Years a Slave and Forty Years a Freedman*, by Austin Steward, with an introduction by Graham Russell Hodges. In *Labor: Working-Class History of the Americas* 3 (Spring 2006)
- Review of *Gendered Freedoms: Race, Rights, and the Politics of Household in the Delta*, by Nancy D. Bercaw. In *Journal of American History* 91 (September 2004)
- Review of *Working Cures: Healing, Health, and Power on Southern Slave Plantations*, by Sharla M. Fett. In *Journal of Social History* 37 (Fall 2003)

- Review of *The Counterrevolution of Slavery: Politics and Ideology in Antebellum South Carolina*, by Manisha Sinha. In *Journal of Interdisciplinary History* 32 (Winter 2002)
- Review of *Slavery, Secession, and Southern History*, ed. Robert Louis Paquette and Louis A. Ferleger. In *North Carolina Historical Review* 78 (April 2001)
- Review of *Free Labor in an Unfree World: White Artisans in Slaveholding Georgia, 1789-1860*, by Michele Gillespie. In *South Carolina Magazine of History* 102 (January 2001)
- Review of *The Gullah People and Their African Heritage*, by William S. Pollitzer. In *Georgia Historical Quarterly* 84 (Summer 2000)
- Review of *Gendered Strife and Confusion: The Political Culture of Reconstruction*, by Laura F. Edwards. In *Journal of Mississippi History* 60 (Fall 1998)
- Review of *Freedom, Racism and Reconstruction: Collected Writings of L.Wanda Cox*, ed. Donald G. Nieman. In *North Carolina Historical Review* 75 (July 1998)
- Review of *Mastering Slavery: Memory, Family, and Identity in Women's Slave Narratives*, by Jennifer Fleishner. In *Georgia Historical Quarterly* 82 (Summer 1998)
- Review of *Six Years of Hell: Harpers Ferry during the Civil War*, by Chester G. Heath. In *Journal of Mississippi History* 60 (Spring 1998)
- Review of "What Nature Suffers to Groe": *Life, Labor, and Landscape on the Georgia Coast, 1680-1920*, by Mart A. Stewart. In *Journal of American History* 84 (September 1997)
- Review of *Pistols and Politics: The Dilemma of Democracy in Louisiana's Florida Parishes, 1810-1899*, by Samuel C. Hyde, Jr. In *Journal of Southwest Georgia History* 12 (Fall 1997)
- Review of *The Salmon P. Chase Papers, vol. 3: Correspondence, 1858-March 1863*, ed. John Niven, James P. McClure, and Leigh Johnson. In *North Carolina Historical Review* 74 (January 1997)
- Review of *Reconstructing the Household: Families, Sex, and the Law in the Nineteenth-Century South*, by Peter W. Bardaglio. In *Journal of Southwest Georgia History* 11 (Fall 1996)
- Review of *Agrarianism and Reconstruction Politics: The Southern Homestead Act*, by Michael L. Lanza. In *Journal of Southwest Georgia History* 7 (1989-1992)
- Review of *Plain Folk in the New South: Social Change and Cultural Persistence, 1880-1915*, by Idus A. Newby. In *Journal of Southwest Georgia History* 7 (1989-1992)
- Review of *Like a Family: The Making of a Southern Cotton Mill World*, ed. Jacquelyn Dowd Hall, James Leloudis, Robert Korstad, Mary Murphy, Lu Ann Jones, and Christopher B. Daly. In *Journal of Southwest Georgia History* 6 (Fall 1988)
- Review of *Freedom: A Documentary History of Emancipation, 1861-1867*, ser. 1, vol. 1, *The Destruction of Slavery*, ed. Ira Berlin, Barbara J. Fields, Thavolia Glymph, Joseph P. Reidy, and Leslie S. Rowland. In *Journal of Southwest Georgia History* 5 (Fall 1987)
- Review of *Chinese in the Post-Civil War South: A People Without a History*, by Lucy M. Cohen. In *Journal of Southwest Georgia History* 4 (Fall 1986)

Organizational Memberships:

- Agricultural History Society
- American Historical Association
- Labor and Working Class History Association
- Organization of American Historians
- Southern Association for Women Historians
- Southern Historical Association

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Education

PhD, Stanford University, 1998

Dissertation: *Quicksilver Community: Mexican Migrations and Politics in the Santa Clara Valley, 1800-1960*

Professional Appointment

Professor of History & American Studies, Yale University Department of History

Director of the Program in Ethnicity, Race, and Migration

Selected Publications

The Devil in Silicon Valley: Race, Mexican Americans, and Northern California
(Princeton, NJ: Princeton University Press, 2003).

The World of César Chávez (New Haven, CT: Yale University Press, forthcoming).

Leaving California: Race from the Golden State (in process).

“Catarino Garza's Revolution on the Texas-Mexico Border” (review) in *The Americas* 62:3 *The Americas* 62.3 (2006) 470-471.

“California and the Fictions of Capital by George L. Henderson” (review), *The Business History Review*, Vol. 74, No. 4 (Winter, 2000), pp. 726-728.

“Ernesto Galarza Remembered: A Reflection on Graduate Studies in Chicano History” in *JSRI Occasional Papers No. 10, Latino Studies Series*, March 1997.

“Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945” in *The Historian*, Vol. 57, 1994.

John Anthony Ruddiman
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Jamaica Plain, MA 02130
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Education:

Ph.D., American History, Yale University, degree expected 2009.

Fields of Study and Advisors:

Revolutionary America, 1750-1820. (Joanne B. Freeman)
African American History to the Civil War. (Jennifer Baszile)
Contact and Colonization in the Atlantic World. (John Demos)

M.A. and M.Phil., American History, May 2004.

A.B., History, Princeton University, *Summa Cum Laude*, May 2000.

Thesis: "Fiery Frenchified Dames: American Reactions to the French Revolution and Women's Political Roles in the 1790s." (Advisor: John M. Murrin)

Dissertation:

Becoming Men of Some Consequence: Young Men of the Continental Army in Revolutionary War and Peace.

Committee: Joanne B. Freeman (advisor), John Demos, Jon Butler.

My dissertation examines the cultures and mentalities of young soldiers and officers as they came of age in the abnormal world of the Continental Army.

Awards and Fellowships:

Library of the Society of the Cincinnati, Research Fellowship, 2007.

Virginia Historical Society, Mellon Fellowship, 2006.

Boston Athenaeum, Washington College Research Fellowship, 2005.

Massachusetts Historical Society, Society of the Cincinnati Fellowship, 2005.

Henry Salvatori Fellowship, 2005.

Yale University, John F. Enders Fund Award, 2005.

David Library of the American Revolution Research Fellowship, 2004.

Yale University Graduate Fellowship, 2001-present.

Publications and Presentations:

Review of Holly Mayer, *By Birth or Consent: Children, Law and the Anglo-American Revolution in Authority* (Chapel Hill, 2005), in *Journal of Colonialism and Colonial History* 6:3 (Winter, 2005).

"Joining the Continental Army: Young Men Coming of Age as Revolutionary Soldiers." *Warfare and Society in Colonial North America and the Caribbean*, University of Tennessee and OIEAHC, October 6, 2006.

Ruddiman

- "Political, Social, and Cultural Change in Revolutionary America." Bridgeport Teacher Training Seminar, Connecticut Historical Society Museum, October 6, 2005.
- "The Continental Goes Home: Young Continental Soldiers and the Anxieties of Civilian Life." Society for Historians of the Early Republic, Philadelphia July 24, 2005.
- "The Crisis of Manhood at the End of the American Revolution: The Case of Lt. Benjamin Gilbert." Yale Early American Historians Group, February 23, 2004.
- "Nuances of Command: General Orders and Orderly Books in the Continental Army." Invited lecture, Wilton Connecticut Historical Society Heritage Museum, January 13, 2004.
- "Anglo-American Studies: An Interdisciplinary Panel." Yale British Studies Colloquium, April 17, 2003.

Teaching and Research Interests:

American Revolution and Early Republic; Colonial frontiers; Early African-American History; Warfare and Violence in Early America.

Teaching Experience:

Lecturer, "The American Revolution," Wesleyan University, Fall 2007.

Instructor, "Early American Ways of War: War and Society in Colonial North America, 1600-1800," Junior Research Seminar, Department of History, Yale, Fall 2005.

Chosen in a competition for advanced graduate students to design and teach their own course.

Teaching Fellow, Department of History, Yale University

"Early African-American History from Beginnings to Emancipation," (with Jennifer Baszile for the Department of African-American Studies) Spring 2005.

"Early National America," (with Joanne Freeman) Fall 2004.

"American Revolution," (with Rebecca Tannenbaum) Spring 2004.

"American Civil War & Reconstruction." (with David Blight) Fall 2003.

Professional Memberships:

American Historical Association

Omohundro Institute of Early American History and Culture

Organization of American Historians

Society for Historians of the Early American Republic

The Historical Society

References:

Professor Joanne B. Freeman	Joanne.Freeman@yale.edu	(203) 432-1392
Professor John Demos	Jdemos@bcn.net	(203) 432-1377
Dean Jon Butler	Jon.Butler@yale.edu	(203) 432-2733

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Professional Employment:

- 2005-2006 Harmsworth Professor of United States History, University of Oxford, Oxford, UK
- 1988-present Distinguished Professor of History, State University of New York, Binghamton
- 2003-present Co-Director, Center for Teaching U.S. History, SUNY, Binghamton
- 1998-present Co-Director, Center for the Historical Study of Women and Gender,
 SUNY, Binghamton
- 1981-1988 Professor of History, University of California, Los Angeles
- 1974-1981 Associate Professor, UCLA
- 1969-1974 Lecturer and Assistant Professor, University of Michigan

Education:

- B.A. 1965 Radcliffe College, Harvard University,
Magna Cum Laude in American History and Literature
- M.A. 1967 University of Michigan, History
- Ph.D. 1969 University of Michigan, History

Online Journal, Website, and Database:

Co-editor, *Women and Social Movements in the United States, 1600-2000* (Alexander Street Press, 2003-present), which includes historical document projects, historical documents, teaching tools, reviews of recent books in U.S. women's history, website reviews, and archival news. Accessible at <http://www.alexanderstreet6.com/wasm> and <http://womhist.binghamton.edu>. Selected by *Library Journal* as one of the Best Reference Databases and Discs, 2003.

Selected Publications:

Sisterhood and Slavery: Women and Antislavery Movements in the United States, England and France
 co-editor with James Brewer Stewart, (Yale University Press, 2007)

Women's Rights Emerges within the Anti-Slavery Movement: A Short History with Documents, 1830-1870, (Boston: Bedford Books, St. Martin's Press, 2000)

Social Justice Feminists in the United States and Germany: A Dialogue in Documents, 1885-1933,
 co-editor with Anja Schöler and Susan Strasser, (Ithaca: Cornell University Press, 1998)

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Florence Kelley and the Nation's Work: the Rise of Women's Political Culture, 1830-1900, (New Haven: Yale University Press, 1995). Volume I of a two-volume study.

Recipient of the 1996 Berkshire Prize of the Berkshire Conference of Women Historians;
Recipient of the 1998 prize for Outstanding Book in Nonprofit and Voluntary Action Research, awarded by the Association for Research on Nonprofit Organizations and Voluntary Action. Listed in the New York Times, Notable Books of 1995.

The Social Survey Movement in Historical Perspective, co-editor, with Martin Bulmer of London School of Economics, and Kevin Bales of the University of Surrey, (Cambridge University Press, 1992)

Catharine Beecher: A Study in American Domesticity (Yale University Press, 1973). In paperback by W.W. Norton since 1976. Winner of 1973 Berkshire Prize; National Book Award finalist, 1974. Portions reprinted in several anthologies.

"The Historical Foundations of Women's Power in the Creation of the American Welfare State, 1830-1930," in Seth Koven and Sonya Michel, eds., Mothers of a New World: Maternalist Politics and the Origins of Welfare States (New York: Routledge, 1993); reprinted in Carl Guarneri, America Compared, (Houghton Mifflin, 1997); and Frank Couvares and Martha Saxton, Interpretations of American History (Free Press, 2000).

Selected Fellowships and Grants:

Recipient with Beverly Palmer, National Historical Publications and Records Commission grant for a one-volume edition of Selected Letters of Florence Kelley, June 1, 2004- Dec. 30, 2006.
Recipient with Thomas Dublin, U.S. Department of Education grants: Teaching U.S. History: A Model for Cooperation between Secondary Schools and Universities, 2001-2004 and 2004-2007.
Recipient with Mary Rothschild, American Association of University Women Educational Foundation, University Scholar-in-Residence Award for the creation of an oral history archive of the emergence of U.S. Women's History as a field of academic study, 2000-2002.
Co-Director (with Gerda Lerner), NEH-sponsored conference on graduate training in U.S. Women's History, 70 participants, Johnson Foundation, Wingspread Conference Center, 1988
Fellow, Center for Advanced Study in the Behavioral and Social Sciences, Stanford University, 1987-1988
Guggenheim Fellowship, 1984-1985

Selected Service in Professional Organizations:

American Historical Association
President, AHA Pacific Coast Branch, 1987-1988
Society of Historians of the Gilded Age and Progressive Era
President, 1994-95
Workshop on Teaching U.S. Women's History
Founder and Coordinator, 1978 to 1988. (Group still meets annually at UCLA).
Organization of American Historians
Co-Chair, Program Committee, 1998
Executive Board, 1983-1986

**REBECCA J. TANNENBAUM
CURRICULUM VITAE**

(b)(6)

Department of History
Yale University
P.O. Box 208324
New Haven, CT 06517

(b)(6)

203-432-1662 (Office)

rebecca.tannenbaum@yale.edu

CURRENT POSITION

Lecturer, Department of History, Yale University, 2001-present

PREVIOUS EMPLOYMENT

Assistant Professor of History, University of Illinois at Chicago, 1997-2001

EDUCATION

Ph.D in History, Yale University, 1997

Dissertation Title: "A Woman's Calling: Women's Medical Practice in
New England, 1650-1750"

John Demos, Supervisor

B.A. with Departmental Honors, Wesleyan University, 1984

PUBLICATIONS

Book

[The Healer's Calling: Women and Medicine in Early New England](#)
(Cornell University Press, 2002)

Articles

"Women and Medicine" in Carol Berkin, Margaret Crocco, and Barbara Winslow, eds. *Teaching Women's History*, Oxford University Press, forthcoming 2007

"The Housewife as Healer: Medicine as Women's Work in Colonial New England," in "Women's Work in New England, Annual Proceedings of the Dublin Seminar for New England Folklife, 26, 2003

"Mary Hale and Ann Edmonds: Gender, Women's Work, and Health in Colonial Massachusetts," in Eric Arnesen, ed., The Human Tradition in American Labor History, Wilmington, DE: Scholarly Resources, Inc., 2002

"What is Best to Be Done for These Fevers: Elizabeth Davenport's Medical Practice in New Haven Colony," The New England Quarterly, (June 1997) 265-284

"Earnestness, Temperance, Industry: The Definition and Uses of Professional Character Among Nineteenth Century American Physicians," The Journal of the History of Medicine and Life Sciences, 49 (1994) 251-283

Encyclopedia Entries

"Midwifery" in The Encyclopedia of the New American Nation, Charles Scribner's Sons, forthcoming

"John Bard"

"William Hunter"

"Thomas Pell"

"Richard Bayley"

American National Biography, Oxford University Press

Book Reviews

Review of Michael Winship, The Times and Trials of Ann Hutchinson: Puritans Divided, in The Journal of Religion, forthcoming 2006

Review of Gerald Grob, The Deadly Truth: A History of Disease in America, in Isis, 2004, 95 (3): 492

Review of Elizabeth Fenn, Pox Americana: The Great Smallpox Epidemic of 1775-1782, in The Journal of the History of Medicine and Allied Sciences 2002, 57 (4) 497-499

Review of Lisa Wilson, Ye Heart of a Man, The Domestic Life of Men in Colonial New England, in The New England Quarterly, June 2000, 309-312

Review of Joan P. Gundersen, To Be Useful to the World: Women in Revolutionary America, in The New England Quarterly, September 1998, 490-492

Review of Richard Godbeer, The Devil's Dominion: Magic and Religion in Early New England in The Journal of the History of the Behavioral Sciences 32 (April 1996) 186-188

PAPERS PRESENTED

"Anxious Change: Domestic Rhetoric and Cultural Transition," presented at "Attending to Early Modern Women 2006," University of Maryland College Park, November 2006

"Mothers, Daughters, and Kinship in Eighteenth Century America," Presented at the Eighth Annual Conference of the Association for Research on Mothering, York University, Toronto, October 21-24 2004

"Calling the Women: Women's Medical Networks in Early New England" Presented at Medicine and Health in Colonial North America, Oregon State University, April 27, 2002 (invited talk)

"Kezia's Memory: Nantucket Remembers the Revolution" Presented to the Colonial Society of Massachusetts, February 21, 2002 (invited talk)

"The Housewife as Healer: Medicine as Women's Work in Colonial New England," Presented to the Dublin Seminar for New England Folklife, June 15-17, 2001

"Called to the Bedside: Women, Men and Medicine in Seventeenth Century New England," Presented to the Newberry Seminar in Early American History, The Newberry Library, Chicago, Illinois, January 27, 2000

"Midwives as Authorities and Advocates for Women in Seventeenth Century New England," Presented at "Gender Health, and History: A Conference," University of Illinois at Chicago, April 24 and 25 1998 (invited talk)

"Called to Court: Female Healers as Sexual Authorities in Early New England," Presented at the 1997 Annual Meeting of the Organization of American Historians, April 1997

"Medical Recipes and Women's History," Presented at the First Annual Institute for Early American History and Culture Conference, June 2-4 1995

"Elizabeth Davenport and Women's Medical Practice in Early America," Presented at the American Association for the History of Medicine Annual Meeting, April 26-May 1, 1994

COURSES TAUGHT

Yale University, 2001-present

History 006, Freshman Seminar: Medicine and Society in American History

History 115, The Colonial Period of American History

History 116, The American Revolution

History 170, Women in America: The Colonial Period-1900

History 430, Women's History: Comparative and Methodological Inquiry

History 447, The Atlantic World, 1650-1800: Migrations, Encounters, Lives

History 446, Witchcraft in Colonial America

University of Illinois at Chicago, 1997-2000

History 103, American Civilization to the Late Nineteenth Century

History 259, Women in the United States

History 300, Senior Seminar: The Social History of American Medicine

History 451, Witchcraft in Colonial America

History 551, Graduate Colloquium: Colonial and Revolutionary America

History 551, Graduate Colloquium: American Bibliographic Colloquium, 1600-1877

Albertus Magnus College, Spring 1997

92

History 121, The United States to 1877

Yale University, Spring 1994

History 425, "Witchcraft and Society in Old and New England"

UNIVERSITY SERVICE

Yale University

Session Chair, Phi Alpha Theta Spring Undergraduate Conference, April 22, 2006

Panelist, "Ladies' Night: the Women's Center at the Gallery"

Yale University Art Gallery, April 20, 2006

Member, Women Faculty Forum

Childcare Working Group, Women Faculty Forum

Faculty Convener, "Yale Women in a Changing World," Alumni Conference, April 2004

Senior Essay Prize Committee, History Department, 2002

Freshman Advisor

University of Illinois at Chicago

Undergraduate Advisory Committee, History Department (1997-1998)

History Department Representative, Women's Studies Committee

Graduate Advisory Committee, History Department (1998-2000)

Graduate Admissions Committee, History Department (1998-2000)

History Department Representative to the Faculty of Arts and Sciences (1998-1999)

PROFESSIONAL SERVICE

Invited Lecturer, NEH Teacher's Institute, July 2007

Topic; Teaching Early American Women's History

Historical Interpretation Consultant, Old North Church, Boston, Massachusetts

Manuscript Reviewer: William and Mary Quarterly, Journal of Women's History, Journal of the Early Republic

Textbook Reviewer, Holt, Rinehart and Winston, 2005

Text Reviewed: American Anthem (High School Text)

Editorial Board, Commonplace: An Interactive Journal of Early American Life,
1998-2002

PUBLIC OUTREACH

"Kezia Coffin and the American Revolution," keynote speech at Annual Meeting
of the Connecticut Sons of Colonial Wars, May 2002

"Goodwives, Witches, and Handmaidens: Women in Early America," Lecture
Series for the Yale University Women's Organization, January 24-February 28,
2001

"Women in Early America: Three Lives" Presentation to the People's History
Forum, Roosevelt University, Chicago, Illinois, May 27, 1999, David Williams,
Coordinator

FELLOWSHIPS

Yale University Dissertation Fellowship, 1995-1996

Kate B. and Hall J. Peterson Fellowship, American Antiquarian Society, 1994

Full Tuition Fellowship, Yale University, 1990-1994

REFERENCES

Eric Arnesen, Professor of History and African American Studies and Chair,
Department of History, University of Illinois at Chicago

Jon Butler, Dean of the Graduate School of Arts and Sciences and Professor of
History, Yale University

John Demos, Samuel Knight Professor of History, Yale University

John Harley Warner, Professor of the History of Medicine and Life Sciences,
Yale University

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Curriculum Vitae

Yohuru Rashied Williams, Ph.D.

(b)(6)

Education

Graduate School: Howard University, Washington, DC.

Major Field: United States History

Minor Field: European History

Second Minor Field: Latin American History, Caribbean History

Q.P.I: 3.92 (4.0 Index)

Awarded: Ph.D. May 1998

Undergraduate/ Graduate: University of Scranton, Scranton, PA.

Double Major: United States History, Political Science

Minor: European History, US Constitutional and Legal History

Four Year Joint BA/MA Program in History

Undergraduate: Q.P.I: 3.74 (4.0 Index)

Awarded: BA History, BS Political Science, MA in United States History

Magna Cum Laude May 1993

Teaching Experience

Associate Professor of History, Fairfield University, Fairfield, CT. September 2005-present.,

Co-Director of Black Studies Fairfield University, September 2005- present. Courses taught:

Undergraduate: Seminar in Lynching, Capital Punishment and Racial Violence, United States History 1850-Present, History 30: Europe and the World in Transition, American Constitutional and Legal History II and African-American History 1865-present.

Associate Professor of History, Delaware State University, Dover, Delaware. September 1998-

2005., **Director of Black Studies**, September 2001-August 2004; **Director of Graduate**

Studies, September 2004- August 2005, **Director of Social Studies Education**, September

1998-2000, Courses taught: *Undergraduate:* African-American Experience to 1865, African-

American Experience since 1865, African-American History 1877-1919, African-American

History 1919-present, African-American Constitutional and Legal History, Modern Europe,

Global Societies. *Graduate:* Research Methods, African-American Historic Contexts to 1865.

Teacher, Edmund Burke School, Washington, DC. September 1996-May 1998. Courses taught:

United States History, AP United States History, Civil Rights, Latin American, History, African

Diaspora, and Chinese History

Instructor, Department of History, Howard University, Washington, DC. Spring 1996, Course

95

taught: Black Diaspora II, 1800-present.

Professional Activities

Associate Editor of the *Black History Bulletin*, (formerly the Negro History Bulletin) published by the Association for the Study of African-American Life and History, January 2002-present. Member of the Association for the Study of African-American Life and History, the Organization of American Historians, The National Council of Black Studies. In 2006 I led a professional delegation of history teachers to St. Petersburg, Russia. In 2005 I co-led a delegation of history teachers to Beijing, China.

Employment History

Civil War Sailors Project Howard University (Washington, DC)

September 1993 - August 95

Position: Research Assistant for Dr. Joseph Reidy

Internships

FBI Honors Intern Program (Washington, DC)

June 1993 - August 1993 *Position:* Honors Intern

Selected Conference Papers and Public Lectures

2007. "Of Dreams Deferred and Dreams Unheard: African Americans and the American Dream." Gilder Lehrman Institute, Light House International, New York.

2007. "The Civil Rights Movement on the World Stage." New York City Public Schools, Columbia University.

2006. "Using History to Promote Cross Cultural Understanding." Keynote Address, People to People Ambassador Programs, St. Petersburg, Russia.

2006. "Malcolm X's Assassination, February 21, 1965, A Critical Re-examination." Manning Marable, Peniel Joseph, and Yohuru Williams. Plenary Session, Association for the Study of African-American Life and History, Atlanta.

2006. "Rethinking the Black Panther Party: Race, Class, and American Democracy in the 21st Century" Stony Brook University.

2005. "A House is Not a Home," The Collins Park Bombing of 1959 and Residential Segregation in Delaware, Delaware Public Archives.

2005. "A Holiday of Blood: Lynching and Capital Punishment in Delaware, 1860 - 1930." Delaware Public Archives.
2005. "'It Happened Here: The 1903 Wilmington Lynching of George White.'" Dover, Delaware Public Archives.
2004. The Lynching of George White in History and Memory, Pennsylvania Historical Association.
2003. "State of the Field: Rethinking Black Liberation Struggles." Organization of American Historians, Memphis, Tennessee.
2003. "Unequal Justice," Lynching and the Death Penalty in Delaware, 1860-1930. National Council of Black Studies, Atlanta, Georgia.
2003. "The Souls of Black Folks and the Sins of Delaware: WEB Dubois, the Lynching of George White and African-American Political Organizing in Delaware 1903 to 1930. Delaware Humanities Forum, Dover, Delaware.
2003. "From Plantation to Prison: Town Hall Meeting." Temple University, Philadelphia, PA.
2002. "Beyond Black: Using the Africana Studies Paradigm to Re-conceptualize the African American Experience for the 21st Century-New Audiences, Technology and Methodology." The Association of African-American Museums, Washington, D.C.
2002. "The Arristad Case as a Precursor to the Declaration of the Universal Rights of Man." Coppin State University, Baltimore, MD.
2002. "The Black Panther Party and the American Historical Perspective." Organization of American Historians, Washington, D.C.
2002. "Color, Features and Hair: The Color Line Revisited." Coppin State University, Baltimore, MD.
2002. "Lynch Law and Mob Justice: Racial Violence Towards African-Americans from 1903-1945." Stetson University, Deland, Florida.
2001. "In Defense of Self Defense: The Black Panthers in History and Memory." Stetson University, Deland, Florida.
2001. "Rethinking Black Liberation Struggles: The Black Panther Party Reconsidered." Panel Discussion, Delaware State University.

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2001. Commentator. "Rethinking Black Liberation Struggles." Association for the Study of African Life and History Annual Conference, Washington, D.C.

2001. "Black Politics/White Power, Civil Rights, Black Power and Black Panthers in New Haven." Project South Book Forum, Atlanta, GA.

2001. "A Legacy of Hate, Lynching in the United States, 1888-1930." Georgia State University, Atlanta, GA.

2000. Commentator. "Black Radical Scholarship." Association for the Study of African Life and History Annual Conference, Washington, D.C.

2000. "New Haven Nine. 30th Anniversary of the Trial of the Black Panthers in New Haven, CT." Yale University, New Haven, CT.

2000. "Servants of the People, the Black Panthers in New Haven, Connecticut." Mid-Atlantic Popular Culture Association, King of Prussia, Pennsylvania.

1999. "Without Sanction or Decree, Emancipation and the Civil War." Black History Forum, Villanova University, Villanova, PA.

1997. "The Black Panthers, Another Perspective." Association for the Study of African Life and History Annual Conference, Los Angeles, CA.

1995. "With a Tattoo of 'Liberty' on his right Forearm: Toward a social history of Black New England Sailors in the Civil War Navy." Race Ethnicity and Power in Maritime America. Mystic Seaport, Mystic, CT. September 14-17, 1995.

1994. "The 1967 shooting of Huey Newton, Police Attempt at Assassination or Conspiracy of One?" American University, Washington, DC Phi Alpha Theta Regional Conference, Washington, D.C.

1993. "Cultural Diversity: the Value of the Multi-cultural Curriculum." Speech before the National Association of Catholic Colleges and Universities, Notre Dame University, South Bend, ID, February 1993.

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Publications

Books

- Yohuru Williams and Jama Lazerow, eds. *In Search of the Black Panther Party: New Perspectives on a Revolutionary Movement*, Duke University Press, 2006.
- Yohuru Williams and Jama Lazerow, eds. *Liberated Territory: Toward a local history of the Black Panther Party*, Forthcoming from Duke University Press, 2008.
- Yohuru Williams, Tamara Brown, eds. *The Souls of Black Folk: Centennial Reflections*. Africa World Press, 2003.
- Yohuru Williams, ed. *A Constant Struggle: African-American History from 1865-Present Documents and Essays*. Kendall Hunt Publishers, 2003.
- Yohuru Williams, Baruti Kopyan, eds. *Treading Our Way: Selected Readings in Africana Studies*. Kendall Hunt Publishers, 2004.
- Yohuru Williams et al. *The Color Line Revisited: Is Racism Dead*. Acton, MA: Tapestry Press, 2001.
- Yohuru Williams. *Black Politics White Power. Civil Rights, Black Power and the Black Panthers in New Haven*. Blackwell Press, January, 2008. (originally published by Brandywine Press, 2000)

Short Publications and Chapters in Books

• "A Red Black and Green Liberation Jumpsuit: Roy Wilkins, the FBI and the Conundrum of Black Power in Peniel Joseph, *The Black Power Movement* Routledge, 2006.

• "White Tigers, Brown Berets. Black Panthers, Oh My!" in Jama Lazerow and Yohuru Williams, eds. *In Search of the Black Panther Party: New Perspectives on a Revolutionary Movement*, Duke University Press 2006.

• The Black Panthers and Historical Scholarship: Why Now? Jama Lazerow and Yohuru Williams in Jama Lazerow and Yohuru Williams, eds. *In Search of the Black Panther Party: New Perspectives on a Revolutionary Movement*, Duke University Press 2006.

• *Norman Rockwell, the Man and his Art*. Teacher Instruction Guide Cinegram CD September 2000.

Articles

- Yohuru Williams. "A House is Not a Home, the Collins Park Bombing of 1959" Delaware History. Delaware History, volume 31, no. 4, Fall-Winter 2006-7.
- Yohuru Williams. "A Tragedy with a Happy Ending? The Lynching of George White in History and Memory." Pennsylvania History. November 2005. Vol. 70 No. 1
- Yohuru Williams. "Permission to Hate: Delaware, Lynching and the Culture of Violence in America." Journal of Black Studies. September 2001. Vol. 32 No. 1
- Yohuru Williams. "No Haven: From Civil Rights to Black Power in New Haven, Connecticut." The Black Scholar. September 2001. Vol. 31 No.3-4
- Yohuru Williams. "A Series of Frustrations, John Hope Franklin's troubled tenure at Howard University," Negro History Bulletin. Special Howard University edition. January-September 1999. Vol. 62 No.1
- Yohuru Williams. "In the Name of the Law: The 1967 shooting of Huey Newton and Law Enforcement's Permissive Environment." Negro History Bulletin. April-June 1998. Vol. 61 No.2
- Yohuru Williams. "American Exported Black Nationalism: The Student Nonviolent Coordinating Committee, the Black Panther Party, and the Worldwide Freedom Struggle, 1967-1972." Negro History Bulletin. July-September 1997. Vol. 60 No.3

Book Reviews

- Book Review. "Empowering the Black Masses," Review of Matthew Countryman's book *Up South Civil Rights and Black Power in Philadelphia*. Diverse Issues in Higher Education. February 8, 2007
- Book Review. Christopher Strain, *Pure Fire: Self-Defense as Activism in the Civil Rights Era*. Journal of Southern History. 2006 72(2): 518-520.
- Book Review: Dean Robinson, *Black Nationalism in American Politics and Thought*. Journal of Southern History. 2004 70(4): 918-919.
- Book Review. Joy Ann Williamson, *Black Power on Campus: The University of Illinois, 1965-75*. The Journal of American History. September 2004. Vol. 91 No. 2
- Book Review. Alexander S. Leidholt. *Standing Before the Shouting Mob: Lenoir Chambers and Virginia's Massive Resistance to Public School Integration*. Negro History Bulletin. April-June 1997. Vol. 60 No. 2

100

Funded Research

2006. Awarded a \$1000 Research grant by Fairfield University to complete work on lynching manuscript and two articles.

2001. Awarded a \$3000 Academic Enrichment grant by Delaware State University to buy materials for the Black Studies program and complete two articles.

Grant Applications

Title: A History of African American Education in Delaware through Photographs 1865-1930 submitted to the National Endowment for the Humanities. 2000

Works in Progress

Books in Progress

"Haunted History and Historical Crime Scenes: Engaging History through Active Learning. (working title) Corwin Press.

"Six Degrees of Segregation: Capital Punishment and Lynching in America 1865-1930.

"Give the People a Vision'. Jesse Jackson and the New Civil Rights Struggle 1974-1981."

Selected Educational Consulting, Teaching American History Grants and History Seminars dedicated to teaching Civil Rights and Black Power.

2007. Teaching Civil Rights. Elk Grove, California, Fairbanks, Alaska, Montgomery Alabama, Valdosta, Georgia, Philadelphia, Pennsylvania, New York, New York, Jacksonville, Florida, Newark, New Jersey, Toms, River, New Jersey, Texas, Timberlane, New Hampshire, New Haven, Connecticut.

2006. Teaching Civil Rights. Trenton, New Jersey, Hackensack, New Jersey, New York, New York, Philadelphia, Pennsylvania, Montgomery, Alabama, Timberlane, New Hampshire, Elk Grove, California, Youngstown, Ohio, Providence, Rhode Island, Osceola, Iowa.

2005. Teaching Civil Rights. Grenada, Mississippi, Lafayette, Louisiana, Atlanta, Georgia, Philadelphia, PA.

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Non Print Media

- 2007. (Radio) The Jesse Lee Peterson Show, "Black Politics & Civil Rights," July 19, 2007, Guest: Yohuru Williams.
- 2007. (Radio) On With Leon, "In Search of the Black Panther Party," February 10, 2007, XM- Power 169, Guests: Yohuru Williams and Jarna Lazerow.
- 2003. (Radio) National Public Radio, "The legacy of the Black Panthers Talk of the Nation, June 16, 2003," Guests: Yohuru Williams and Kathleen Cleaver.
- 2002. (Videotape) "The State of American Race Relations." Friday Forum Panel Discussion. WHYY, Wilmington, DE.
- 2000. (Videotape) "New Haven Nine. 30th Anniversary of the Trial of the Black Panthers in New Haven, CT." Yale University, New Haven, CT.
- 1995. (Videotape) "Celebration of John Hope Franklin." Public Broadcasting System.
- 1994. (Videotape) "The Lincoln Douglas Debates, Jonesboro." CSPAN President's Series.

Honors and Awards

- 2002. *Excellence in Service Award*. Delaware State University
- 1993. *Timothy Scully Award for Excellence in Political Science*. University of Scranton
- 1993. *Who's Who Among Students in American Universities and Colleges*
- 1989. *George B. Thomas Award for Meritorious Service*. Fairfield College Preparatory School

Honor Societies

- Alpha Sigma Nu*, International Jesuit Honor Society.
- Delta Tau Kappa*, International Social Science Honor Society.

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Phi Alpha Theta, International History Honor Society.

Pi Gamma Mu, National Political Science Honor Society.

References

Dr. Akwasi Osei, Department of History, Political Science, and Philosophy,
Delaware State University. (302) 857-6625

Dr. Tamara Brown, Department of History, Bowie State University, (301) 860-
4000

Dr. Jama Lazerow, Department of History, Wheelock College. (617) 879-2180

Dr. Emory Tolbert, Department of History, Howard University. (202) 806-6815

Dr. Peniel Joseph, Department of Africana Studies, State University of New
York at Stony Brook. (631) 632-7495

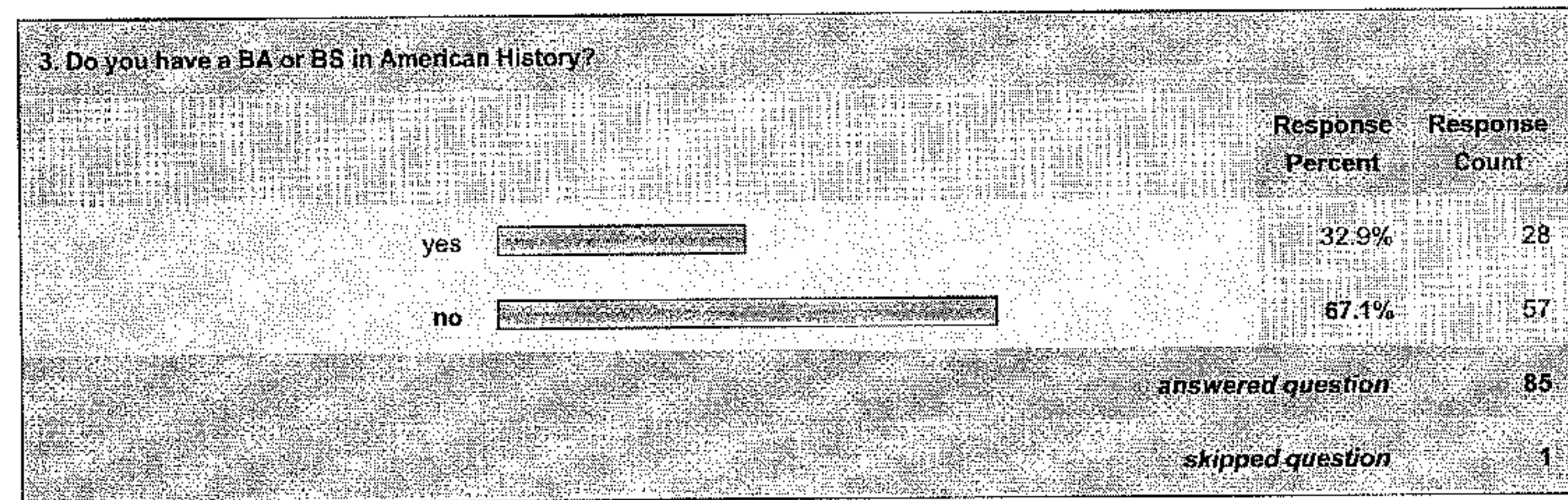
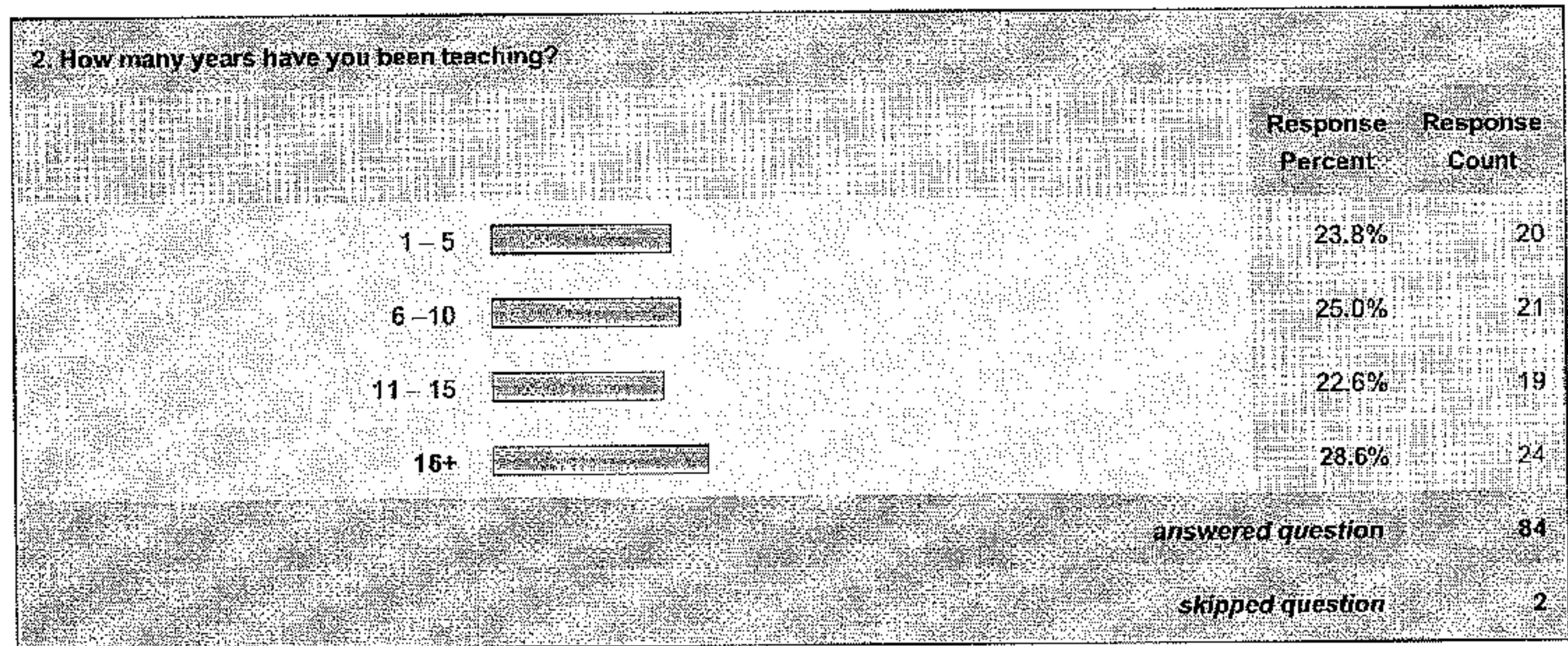
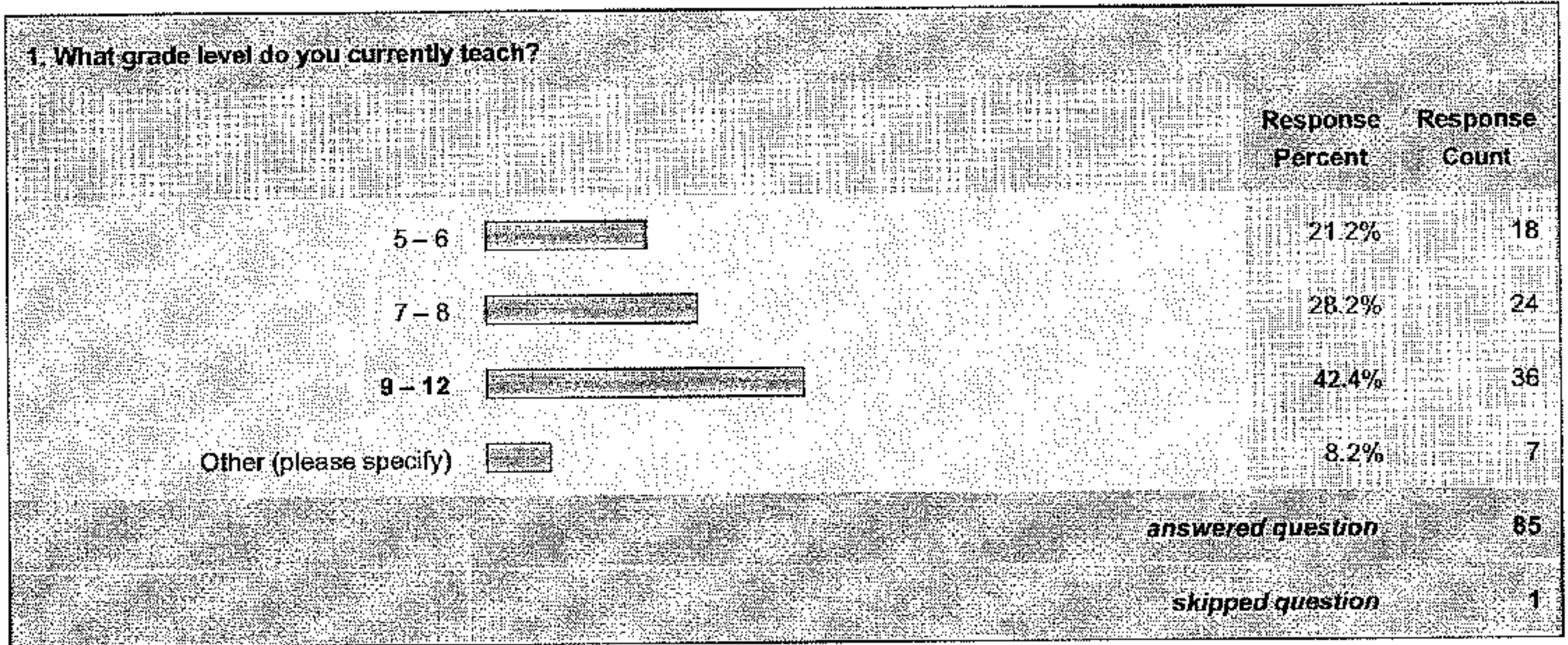
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ACES Teaching American History Grant Application:

NEEDS ASSESSMENT



Results from the electronic needs assessment that was distributed to middle and high school teachers in the consortium of districts follows this page.

Teaching American History Needs Assessment



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4. Are you considered "highly qualified" in the teaching of Social Studies as defined by NCLB and the State of Connecticut?

	Response Percent	Response Count
Yes 	82.4%	70
No 	17.6%	15
answered question		85
skipped question		1

5. What was your college major?

	Response Count
	84
answered question	84
skipped question	2

6. How many college-level classes in American History have you taken?

	Response Percent	Response Count
Less than 3 	26.5%	22
4 - 6 	37.3%	31
7 or more 	36.1%	30
answered question		83
skipped question		3

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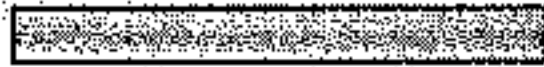


7. I have confidence that I have strong content background and effective instructional strategies to successfully teach the following themes:

	Strongly Disagree	Disagree	Agree	Strongly Agree	Response Count
The Foundations of American Democracy	1.2% (1)	12.2% (10)	41.5% (34)	45.1% (37)	82
Slavery and Emancipation	1.2% (1)	12.2% (10)	43.9% (36)	42.7% (35)	82
The Struggle for Democracy in Twentieth Century America	4.9% (4)	24.4% (20)	42.7% (35)	28.0% (23)	82
Women and the Struggle for Inclusion	4.9% (4)	26.8% (22)	50.0% (41)	18.3% (15)	82
Race, Ethnicity and Civil Rights	3.7% (3)	12.3% (10)	51.9% (42)	32.1% (26)	81
<i>answered question</i>					82
<i>skipped question</i>					4

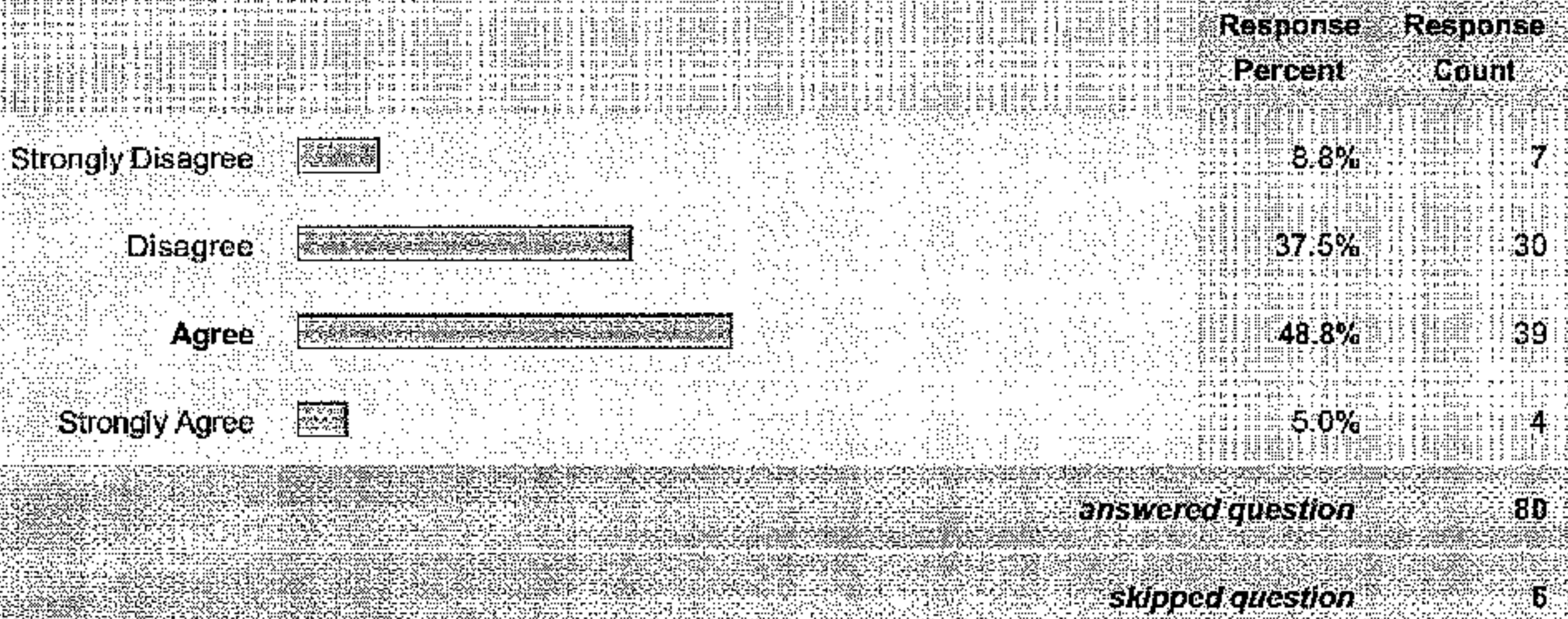
8. I have had professional development within the past 3 years in the following areas of American History? If you have not had any PD opportunities specific to the teaching of American History please indicate:

	Response Count
	65
<i>answered question</i>	
65	
<i>skipped question</i>	
21	

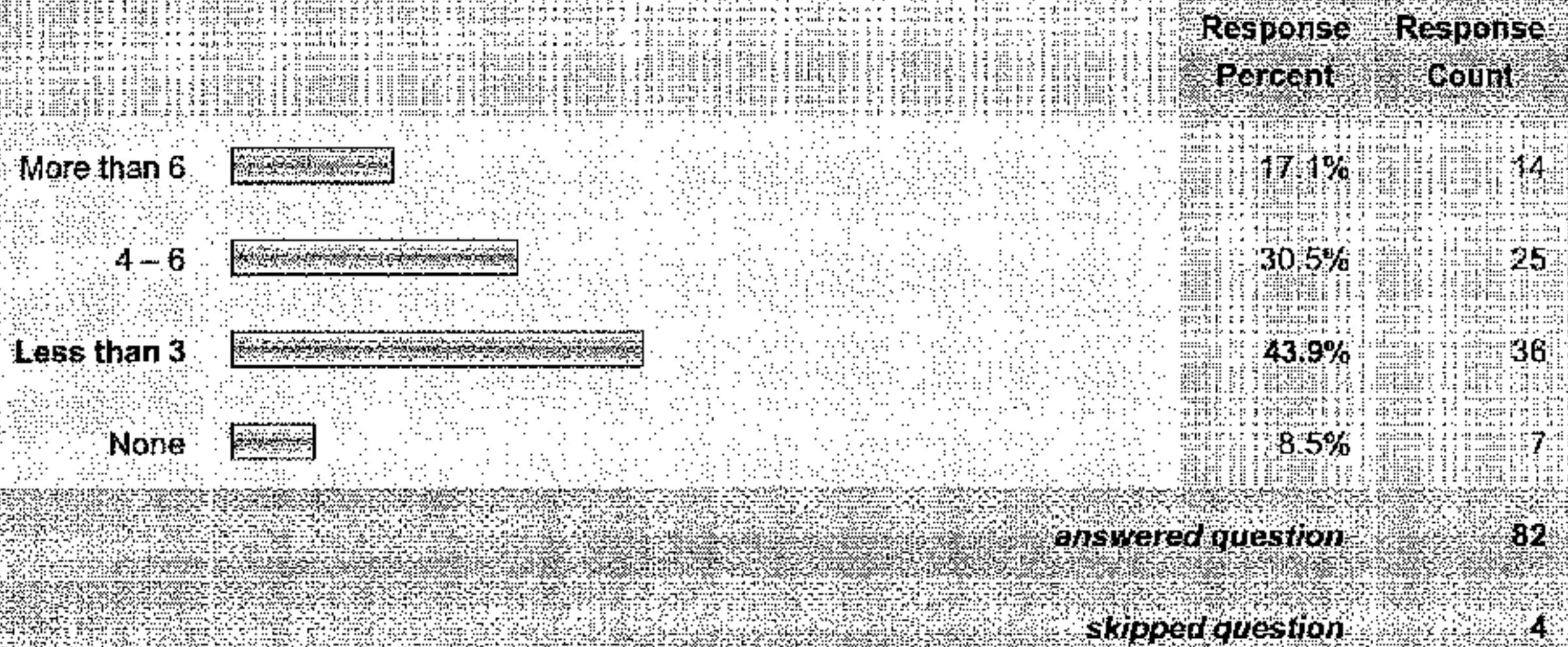
9. I have regular opportunities to collaborate with colleagues about American history teaching and practice.

	Response Percent	Response Count
Strongly Disagree 	15.7%	13
Disagree 	37.3%	31
Agree 	37.3%	31
Strongly Agree 	9.6%	8
<i>answered question</i>		83
<i>skipped question</i>		3

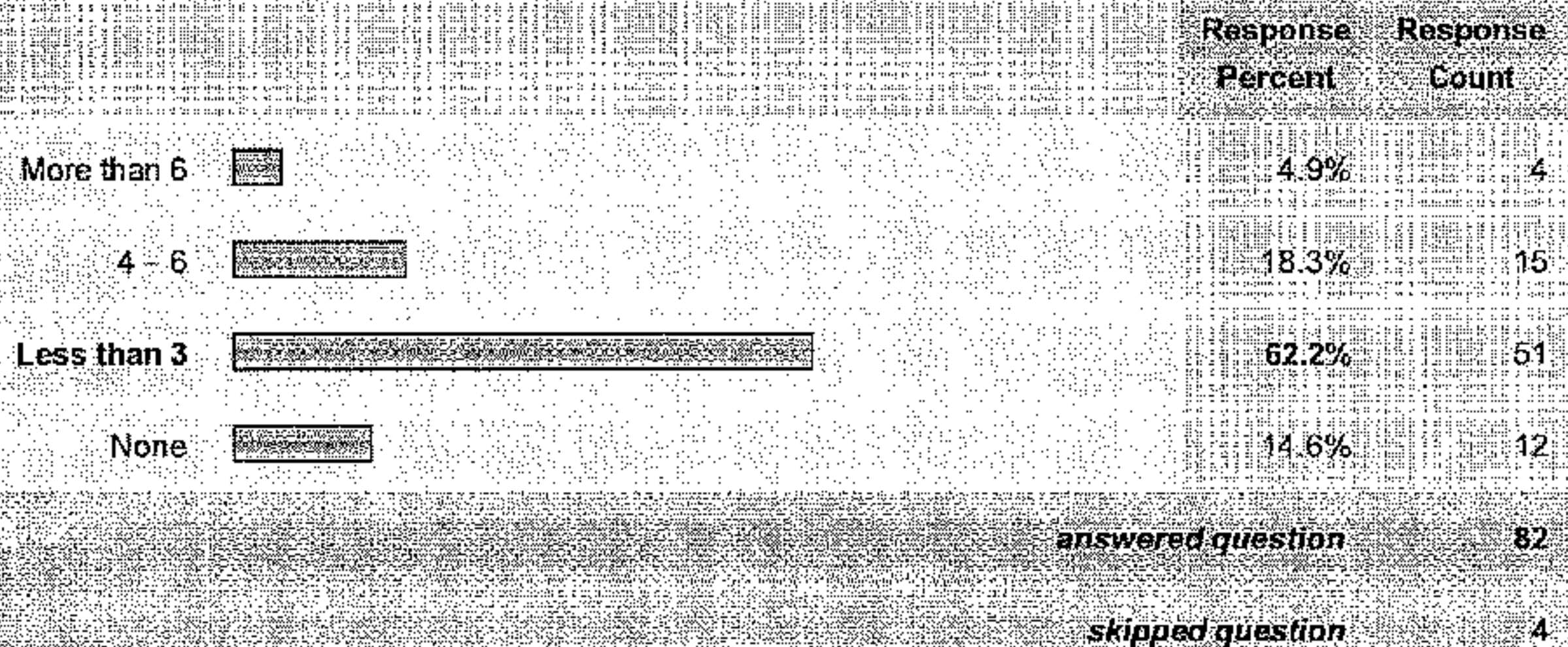
10. I have access to in-depth and engaging American history curriculum and materials in my district?



11. How many times in the last year have you visited a museum or cultural institution?




12. How many of those visits were to a museum related to American History?




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13. Did you incorporate what you learned at the museum or cultural institution into your American History teaching practice?

Strongly Disagree 

Disagree 

Agree 


Strongly Agree 

Response	Response Percent	Response Count
Strongly Disagree	7.6%	6
Disagree	16.5%	13
Agree	62.0%	49
Strongly Agree	13.9%	11


answered question 79

skipped question 7

14. During the past year how many books related to the study of traditional American History have you read?

More than 6 

4 – 6 

Less than 3 

None 

Response	Response Percent	Response Count
More than 6	13.4%	11
4 – 6	24.4%	20
Less than 3	46.3%	38
None	15.9%	13

answered question 82


skipped question 4

15. Do you feel that you have access to in-depth and engaging American history curriculum and materials in your district?

Strongly Disagree 

Disagree 

Agree 

Strongly Agree 

Response	Response Percent	Response Count
Strongly Disagree	4.9%	4
Disagree	39.0%	32
Agree	52.4%	43
Strongly Agree	3.7%	3

answered question 82

skipped question 4

What was your college major?

American History and Political Science
American Studies with a Concentration in US History
anthropology, history
Art Ed
BA- Communications MA - Elementary Ed 6th Year - Information and Library Sciences/Oral Traditions
BA History, MS Special Education
BA-International Studies and French; MA History
Biology Pre-med
Broadcasting/Psych/Educ/Spec Ed/AT
Business Administration
Child Development
CJ and History
Double Major: Political Science and American History
Dual Major - Secondary Education/American History
Economics
Education/Special Education
elementary ed
Elementary Ed.
elementary education
elementary education
Elementary Education
elementary education
elementary education
Elementary Education/Visual Arts
English/Communications
English/Elementary Education
French and Humanistics Studies
geography
Government
Government and Polifics
Health Education
Health/Physical Education/Special Ed./Supv/Adm
History
History
History
History
History
History
History
History
History
history

History
History
History
History
History
History
History
History
History
history
History and Secondary Education
History and Social Science
history and social science
History and Social Sciences and Secondary EDU
histroy
journalism
Political Science
Political Science
Political Science
Political Science
Political Science/ Economics Minor
Political Science; History
Poltical Science/Sociology
psychology
Psychology
Psychology and Elementary Education
Secondary Education - History and Social Studies
Social Sciences Education
social work
Sociology
Sociology BA, Spec. Ed. - MS
Special Education
Special Education
Special education
special education
Special Education
Special Education
Special Education and Elementary Education
Special/elementary education
Speech Pathology

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I have had professional development within the past 3 years in the following areas of American History? If you have not had any PD opportunities specific to the teaching of American History please indicate.

african - american experience
Connecticut history, Constitutional History, Slavery, Lincoln, Origins of the Civil War
Eisenhower Administration
from Native Americans through westward expansion
had none
have not had any
Have not had ANY PD opportunities
I do not recall what areas I have had PD in.
I have not had any PD in this area
I have not had any PD opportunities
I have not had specific PD with regard to American History
I have not in the past three years
I have not.
Limited PD in US History
Litchfield Ct. Historic Society - One week PD on the town around 1830s
Masters courses at Wesleyan University
no
No
No
No American History PD at all
no formal training
No I have not
no opportunities for pd
no PD in American history
no PD on teaching American History
No PD Opportunities
no PD specific to American History
No PD within last 3 years
no professional development in american history
No professional development has been offered
No, it's all been district initiatives... nothing related to social studies
none
None
None
none
none
none
none
none
None
none
none

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **8289-Mandatory_TAH_BUDGET_NARRATIVE.pdf**

SECTION C – BUDGET NARRATIVE

ACES Teaching American History Grant Application: Life, Liberty, and the Pursuit of Happiness: The History of Democracy in America

Budget Categories	Description	Project Year 1	Project Year 2	Project Year 3
Personnel	Project Administrator/Coordinator (overall), Dr. Marjorie Ancill .05 FTE @ \$123,815	\$6,190	\$6,190	\$6,190
	Project Director Joanne Manginelli .5 FTE @ \$85,430	\$42,715	\$42,715	\$42,715
	Clerical Support .25 FTE @ \$39,760	\$9,940	\$9,940	\$9,940
	Grant Budget Management .1 FTE @ \$58,385	\$5,839	\$5,839	\$5,839
	Personnel Total	\$64,684	\$64,684	\$64,684
Fringe Benefits	18% of the above personnel lines	\$11,643	\$11,643	\$11,643
	Fringe Benefits Total	\$11,643	\$11,643	\$11,643
Travel	Staff travel, local: 825 miles @ \$.485/mile	\$400	\$400	\$400
	Staff and in-service consultant travel/lodging for annual national and annual regional TAH project directors' meetings: 2 x \$2,100/year	\$4,200	\$4,200	\$4,200
	Summer Institute travel/lodging for 37 participants and staff per year for 5 days: Yr. 1 @ Yale = \$0, Yr. 2 @ Gettysburg, PA = \$1,000/bus + \$1,000 pp ; Yr. 3 @ Roosevelt Center, NY = \$2,000 pp	\$0	\$38,000	\$74,000
	Saturday field trip travel: buses for 3 trips per year @ \$1,000 each	\$3,000	\$3,000	\$3,000
	Guest historian travel & lodging	\$1,000	\$1,000	\$1,000
	Travel Total	\$8,600	\$46,600	\$82,600
Equipment	Laptops for grant presentations/activities: 2 @ \$1,500	\$3,000	\$0	\$0
	Equipment Total	\$3,000	\$0	\$0
Supplies	Digital camera for grant presentations/activities: 1 @ \$350	\$350		
	IGB Flash drives: 35 per year @ \$20/each	\$700	\$700	\$700
	Books and videos for teachers participants: 35 x \$140 per year	\$4,900	\$4,900	\$4,900
	Summer Institute admission fees/tuition and food for 37 participants and staff per year for 5 days: Yr. 1 @ Yale: food \$20/day; Yr. 2 @ Seneca Falls, NY: \$50/day; Yr. 3 @ Angel Island, CA: \$10 admissions/\$50 food	\$3,700	\$9,250	\$11,100
	Saturday field trip admission fees and food 37 participants and staff x 3 trips per year x @ \$10 for admission fees and \$20 for food/beverages	\$3,330	\$3,330	\$3,330

	Evening workshop food/facilities: 8 per year x 38 participants, staff and guest historian @ \$10.53 per person	\$3,200	\$3,200	\$3,200
	Supplies Total	\$16,180	\$21,380	\$23,230
Contractual	Inservice content & support: Yale University Gilder Lehman Center. Thomas Hurston at .35 FTE and Dana Schaffer at .15 FTE.	\$62,500	\$62,500	\$62,500
	Evaluation consultant: Curriculum Research & Development 10% of total grant budget of \$908,973 x 10% (\$90,897) / 3 years	\$30,299	\$30,299	\$30,299
	Guest historian honorariums: 8 per year @ \$1,200	\$9,600	\$9,600	\$9,600
	Education consultant, ACES: coaching & unit development, 20 days per year @ \$800/day	\$16,000	\$16,000	\$16,000
	Website development & management: Yale University Gilder Lehman Center @ \$416.67 per month	\$5,000	\$5,000	\$5,000
	Contractual Total	\$123,399	\$123,399	\$123,399
Construction		\$0	\$0	\$0
	Construction Total	\$0	\$0	\$0
Other	Competitive mini-grants to teacher participants for classroom resources: 17 per year @ \$250	\$4,250	\$4,250	\$4,250
	CEUs to 35 teachers participants for grant professional development activities @ \$5 each per year	\$175	\$175	\$175
	Communications: yearly costs of phone & fax \$200, postage \$200, copying (general and workshop handouts) \$800	\$1,200	\$1,200	\$1,200
	Printing and binding of annual grant curriculum collections	\$1,150	\$1,150	\$1,150
	Other Total	\$6,775	\$6,775	\$6,775
Total Direct Costs		\$234,281	\$274,481	\$312,331
Indirect Costs	@ 7.54% restricted rate	\$17,665	\$20,696	\$23,550
	Indirect Costs Total	\$17,665	\$20,696	\$23,550
Training Stipends	35 teacher participants @ \$1,113 (\$1,000 + 11.3% payroll taxes) per year	\$38,955	\$38,955	\$38,955
	Training Stipends Total	\$38,955	\$38,955	\$38,955
Total Costs		\$290,901	\$334,132	\$374,836
Total costs in years 4 and 5 estimated to be similar to those of year 3 project activities.				