Editorial Calendar & Media Kit
Volume 47 (2013-2014)
The Society for History Education was established at the University of Notre Dame as the “History Teachers’ Association” and published the first issue of The History Teacher in November 1967. The Society for History Education (SHE) relocated to the campus of California State University, Long Beach in 1972. A non-profit organization, SHE supports all disciplines in history education in universities, community colleges, and K-12 schools, particularly with its publication, The History Teacher.

The History Teacher (ISSN: 0018-2745), currently in its 47th volume, is the most widely recognized journal in the United States devoted to the teaching of history. Published quarterly (released in November, February, May, and August), it features informative and inspirational peer-reviewed analyses of traditional and innovative teaching techniques in the primary, secondary, and higher education classroom. In addition to direct subscriptions, we are partnered with EBSCO, JSTOR, and the American Historical Association to offer the journal in both print and online versions.

The Society for History Education is an Affiliate of the American Historical Association (AHA) and maintains a special educational partnership with the faculty of the Department of History at California State University, Long Beach.

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Volume 47, No. 1
November 2013

Featuring a Special Focus on Curriculum and Textbooks in High School History and the National History Day (NHD) Prize-Winning Student Essays

THE CRAFT OF TEACHING
Risk, Pleasure, and Change: Using the Cigarette to Teach U.S. Cultural History
by Martha N. Gardner

Much Ado About Texas: Civics in the Social Studies Curriculum
by J. Kelton Williams and Christie L. Maloyed

“Georgia on My Mind”: Writing the “New” State History Textbook in the Post-Loewen World
by Scott L. Roberts

Teaching for Historical Understanding in the Advanced Placement Program: A Case Study
by Sarah Brooks

The Search for Resistance: A Layperson’s Reflections on the Historiography of Slavery in the African Atlantic
by M. A. Dodge

SPECIAL FEATURE - NHD 2013 Winners
Introduction
by Jane Dabel, Editor

The Great Railroad Strike of 1877: A Catalyst for the American Labor Movement
by Jessica Piper, Senior Division

Pivotal Politics—The Marshall Plan: A Turning Point in Foreign Aid and the Struggle for Democracy
by Alexander D. Weissman, Junior Division
Vol. 47, No. 1 (November 2013)  Curriculum and Textbooks in High School History

The Craft of Teaching

“Risk, Pleasure, and Change: Using the Cigarette to Teach U.S. Cultural History,” by Martha N. Gardner
“Much Ado About Texas: Civics in the Social Studies Curriculum,” by J. Kelton Williams and Christie L. Maloyed
“Georgia on My Mind: Writing the ‘New’ State History Textbook in the Post-Loewen World,” by Scott L. Roberts
“Teaching for Historical Understanding in the Advanced Placement Program: A Case Study,” by Sarah Brooks

Special Feature: NHD 2013 Winning Student Papers

“Introduction,” by Jane Dabel, The History Teacher Editor
“The Great Railroad Strike of 1877: A Catalyst for the American Labor Movement,” by Jessica Piper, NHD Senior Division

Vol. 47, No. 2 (February 2014)  Teaching and Learning History Online

The Craft of Teaching

“Lessons Learned Building the Online History Program at the University of Memphis” by Stephen K. Stein
“Teaching Twitter: Re-enacting the Paris Commune and the Battle of Stalingrad” by Brian A. McKenzie
“Student, Teacher, Professor: Three Perspectives on Online Education” by Mark Pearcy
“Teaching Historical Literacy and Making World History Relevant in the Online Discussion Board” by Courtney Luckhardt
“Teaching Historical Theory through Video Games” by A. Martin Wainwright

Vol. 47, No. 3 (May 2014)  Student-Centered Education--From Jumbo Classrooms to Individual Research

The Craft of Teaching

“Student-Centered Reading of Lewis Hine’s Photographs,” by Kate Sampsell-Willmann
“A Relationship Analysis: A Professor, 500 Students, and an Assigned Textbook,” by Ryan A. Swanson
“Engaging Past and Present: Service-Learning in the College History Classroom,” by Emily E. Straus and Dawn M. Eckenrode
“First Person Assignments: Considering How History Affects and Is Affected by the Individual,” by Mary Carroll Johansen

Vol. 47, No. 4 (August 2014)  Historical Learning and Assessment with Visual Sources

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“Assessing Ways of Seeing the Past: Analysis of the Use of Historical Images and Student Performance in the NAEP U.S. History Assessment” by Yonghee Suh and Leslie W. Grant
“A Content Means to a Critical Thinking End: Group Quizzing in History Surveys” by Peter Burkholder
“IDs: Memory or Meaning? A Guide for Answering Identification Questions that Encourages Thinking Historically” by Robert Blackey
“Revolutionary Times Revisited: Students’ Interpretations of the City College of New York Student Protest and Takeover of 1969” by William C. Gibbons, Adrienne Petty, and Sydney Van Nort
“The Burden of Historical Representation: The Case of/for Indigenous Film” by Jeremy D. Stoddard, Alan Marcus, and David Hicks
**The History Teacher**

by THE SOCIETY FOR HISTORY EDUCATION

**The History Teacher** is the most widely recognized journal in the United States devoted to the teaching of history in the primary, secondary, and higher education classrooms. Published quarterly (November, February, May, and August), it features practical and insightful professional analyses of traditional and innovative teaching techniques.

**The Society for History Education**, which publishes *The History Teacher*, supports all disciplines in history education in universities, community colleges, and secondary schools. The Society for History Education is an Affiliate of the American Historical Association.

*The History Teacher* is produced quarterly, measures 6" x 9", is 160 pages per issue, and is perfect-bound. Advertisements for products and services of benefit to history educators and students, such as books, classroom materials, research services, programs, conferences, and travel opportunities, will be of special interest to readers.

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For more information, contact:
Elisa Herrera, Journal Production Manager
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**SPECIFICATIONS & DUE DATES**

**Publication dates:** November, February, May, and August

**Ad reservations:** Due 1 month before publication date:
- November 2012 issue: October 1, 2012
- February 2013 issue: January 1, 2013
- May 2013 issue: April 1, 2013
- August 2013 issue: July 1, 2013

**Ad delivery:** Due 2 weeks before publication date:
- November 2012 issue: October 15, 2012
- February 2013 issue: January 15, 2013
- May 2013 issue: April 15, 2013
- August 2013 issue: July 15, 2013

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- August cover: PMS 438U (brown)

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