

*The Society for History Education, Inc.*

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*The History Teacher* publishes articles of three general types: (1) reports on promising new classroom techniques, educational programs, curricula, and methods of evaluating instructional effectiveness; (2) analyses of important interpretations, leading historians, historiographical problems, and recent

**Front Cover:** "Sgt. Joe Louis—Champion of Champions," Charles Henry Alston, 1943. **Back Cover:** "Paul Robeson—Actor, Artist, Athlete," Charles Henry Alston, 1943. This issue is adorned with selections from the U.S. National Archives collection, "Artworks and Mockups for Cartoons Promoting the War Effort and Original Sketches by Charles Alston," ca. 1942-ca. 1945. Among the more than 200 images in the collection (available at Wikimedia Commons at <[http://commons.wikimedia.org/wiki/Category:Charles\\_Alston](http://commons.wikimedia.org/wiki/Category:Charles_Alston)>), the selections included here celebrate African American figures and their contributions to history. Commissioned by the U.S. government, these drawings were created by Charles Henry Alston, whose photograph is included in the Contributors section of this issue. This issue also includes a special focus on using cartoons, comic books, graphic novels, and other illustrated sources to teach both historical content and historical thinking, featuring Alicia C. Decker and Mauricio Castro's "Teaching History with Comic Books: A Case Study of Violence, War, and the Graphic Novel" and Alyson E. King's "Cartooning History: Canada's Stories in Graphic Novels," beginning on page 169 and page 189, respectively.

trends in specific fields of historical research; and (3) critical review essays on audiovisual materials, textbooks, and other secondary works suitable for classroom use. Briefer items announcing conferences or workshops for history teachers, other teaching-related special events, speakers, and the like, appear in the Society for History Education's website, <[www.societyforhistoryeducation.org](http://www.societyforhistoryeducation.org)>.

*The History Teacher* also publishes, as regular departments, reviews of audiovisual materials, textbooks, supplementary readers, and other printed classroom materials, with evaluations of their scholarly reliability, formats, and effectiveness of presentation. Reviews are commissioned in advance. Readers interested in contributing reviews should advise the Editor of their qualifications and fields of specialization.

*The History Teacher* does not have its own style sheet. Contributors should follow the forms of citation customary in the historical profession. Manuscripts must be double spaced (including all quotations and endnotes), and submitted in triplicate. The manuscripts should be in letter quality type. Authors are encouraged to supply or recommend illustrations that would enhance the effectiveness of their work in print. Final decisions on manuscripts usually require a minimum of 10-15 weeks. We cannot return articles which have not been accepted unless a self-addressed, stamped envelope was enclosed with the article. The editors, who are the final judges of matters concerning grammar, usage, and other conventions, will edit contributions to conform to the normal manner of presentation in *The History Teacher*.

Manuscripts prepared on electronic word processing devices can dramatically improve the speed and accuracy of text handling. *The History Teacher* can accept many popular word processing formats. Contributors should indicate at the time of first (hard copy) submission if their manuscripts are available in electronic form, identifying the word processing programs and the types of machine upon which the manuscripts were prepared. Upon acceptance, contributors will be informed if the manuscripts can be received in electronic form by *The History Teacher*.

Correspondence regarding contributions to *The History Teacher* and materials for review should be sent to the Editor, *The History Teacher*, California State University, Long Beach, 1250 Bellflower Boulevard, Long Beach, CA 90840-1601.

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# CONTRIBUTORS

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**Allison L. Baer** (Ph.D., Kent State University) is a former middle school teacher and is currently an Associate Professor of Reading at the University of Findlay, where she uses a blend of informational and fiction texts in all of her teaching. Her research interests include content area reading and supporting the needs of those who struggle with reading comprehension.

**Mauricio Castro** was born in San Jose, Costa Rica. He received his B.A. in History from Vassar College in 2003. He has since received an M.A. in American History from Purdue University and is currently a Ph.D. candidate at that same university. His dissertation focuses on the urban development of Miami in the decades following the arrival of the first Cuban exiles in 1959. His professional interests include political economy, gender, nationalism, and popular culture.

**Dominique Daniel** holds a doctorate in American Studies from the University of Paris 7 (France) and a Master of Science of Information from the University of Michigan. She is currently Assistant Professor and Instruction Librarian at Oakland University. She has published books and articles about U.S. immigration policy and about the history of libraries and archives. She is actively involved in the Library History Round Table of the American Library Association.

**Alicia C. Decker** is an Assistant Professor of History and Women's Studies at Purdue University. She received her Ph.D. in Women's Studies from Emory University in 2007. Her research and teaching interests include post-colonial African history; gender and militarization; armed conflict and forced migration; oral history; and global feminisms. She has recently published essays about teaching in *Perspectives on History* and *Narrating War and Peace in Africa*, edited by Toyin Falola and Hetty ter Haar.

**Victoria B. Fantozzi** is an Assistant Professor in the Elementary and Early Childhood Education Department at William Paterson University in New Jersey. Her research interests are focused on teacher education, particularly on how the epistemological viewpoints and individual meaning making of both students and teachers affect teacher education.

**Alexander Karn** received his Ph.D. in History from the Claremont Graduate University in 2006. He is currently an Assistant Professor of History at Colgate University. He is the co-editor (with Elazar Barkan) of *Taking Wrongs Seriously: Apologies and Reconciliation* (Stanford University Press, 2006). His current work focuses on Holocaust commissions and the possibilities for historical reconciliation based on negotiated approaches to the past.

**Alyson E. King** earned her Ph.D. in the History of Education at the University of Toronto. She is a Lecturer in the faculty of Social Science and Humanities at the University of Ontario Institute of Technology (Oshawa, Canada). Her research interests include historical graphic novels, children's virtual worlds, and the history of education. She is currently chair of the Ontario Women's History Network.

# CONTRIBUTORS, cont.

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## **Special Contributor:**

**Charles Henry Alston** (1907-1977) earned his Bachelor of Arts degree from Columbia University in 1929 and his Master of Arts degree from Columbia's Teachers College in 1931. Beyond the cartoons produced for the U.S. Office of War Information during World War II, Alston's artistic creations included numerous paintings, sculptures, and murals.



Charles Alston, 1939 / Andrew Herman, photographer. Federal Art Project, Photographic Division collection, Archives of American Art, Smithsonian Institution. Available at <<http://www.aaa.si.edu/collections/images/detail/charles-alston-2465>>.