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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

Cover: Hands. Woodcut by Miranda Warrington, 2011. This image was among the diverse artwork that students created for a hybrid history course, *Revolutions: Art and Revolution in Latin America*, taught by Elizabeth Kiddy and Kristen T. Woodward at Albright College. Warrington's woodcut was inspired by Article 27 of the 1917 Mexican Constitution, along with the artistic and historical themes explored throughout the class. This issue of *The History Teacher* highlights techniques in non-traditional assignments, including newspapers, avatars, and art, beginning with Elizabeth Kiddy and Kristen T. Woodward's "Revolutions: Interdisciplinary Approaches to Teaching Printmaking and Latin American History," which begins on page 169.

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>.

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*.

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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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Gordon Andrews received his Ph.D. in History from Western Michigan University in 2011, and is currently an Assistant Professor of History at Grand Valley State University in Allendale, Michigan. He teaches courses in history education and supervises intern teachers. Before joining Grand Valley State University in 2009, he taught history and social studies at the secondary level for twenty-three years in Michigan.

Scott Barksdale is currently a 4th grade public school teacher in Maine. This is his tenth year as a classroom teacher, and he has taught at both the elementary and middle school levels. He also serves on the board of Critical Explorers, Inc. (www.criticalexplorers.org), a nonprofit dedicated to helping teachers develop and share inquiry-based curricula and instructional approaches. He received a Master's degree in education from Harvard University.

Sarah Drake Brown is an Assistant Professor of History and Director of the History Department's Teacher Education Program at Ball State University in Muncie, Indiana. Her current research focuses on assessment in history education.

Brenda K. Jackson-Abernathy earned her Ph.D. at Washington State University and is currently an Associate Professor and History Department Chair at Belmont University in Nashville, Tennessee. Her research interests include the American West, the Civil War era, and U.S. women's history. She is the author of *Domesticating the West: The Re-Creation of the Nineteenth-Century American Middle Class* (University of Nebraska Press, 2005).

Elizabeth W. Kiddy is an Associate Professor of History at Albright College and directs the Latin American and Caribbean Studies program. Kiddy received her Ph.D. in Latin American Studies from the University of New Mexico. Her book, *Blacks of the Rosary: Memory and History in Minas Gerais, Brazil*, was published in 2005 by Penn State Press.

Erica A. Morin received her Ph.D. in History from Purdue University in 2012. Her research concentration is U.S. Environmental History and Policy, but teaching is her first love. She has presented her newspaper teaching method in a poster session at the 2012 American Historical Association Annual Meeting and at the inaugural 2012 TEDx PurdueU event. She is currently serving as a Visiting Assistant Professor at Texas Tech University and she continues to use the newspaper format in the classroom.

CONTRIBUTORS, cont.

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Valerie S. Thaler is an Assistant Professor of History at Towson University, and a member of the Graduate Faculty for Towson University's Jewish Studies M.A. programs. She earned her Ph.D. in American Jewish history from Yale University. Her research focuses on post-World War II American Jewish identity. Thaler also holds an M.A. from Brandeis University in Judaic Studies and Jewish Communal Service/Education, and a B.A. from Yale in American Studies.

Steven Volk is a Professor of History at Oberlin College, where he teaches Latin American history and directs the teaching and learning center. He has published on nineteenth- and twentieth-century Chile, Mexico, and U.S.-Latin American relations. Volk was named the 2011 Outstanding Baccalaureate Colleges Professor of the Year by the Carnegie Foundation for the Advancement of Teaching. In 2003, he received the American Historical Association's Nancy Lyman Roelker Mentorship Award, and in 2001, he was honored by the Government of Chile for his role in "helping to restore democracy in Chile."

Wilson J. Warren is a Professor of History at Western Michigan University. He is the secondary education program coordinator in the History Department, and has published two books and several articles focused on history education, including *Teaching History in the Digital Classroom* (2003) and *History Education 101: The Past, Present, and Future of Teacher Preparation* (2008).

Kristen T. Woodward received her B.F.A. degree in Printmaking from Syracuse University in 1991 and her M.F.A. in Studio Art from Clemson University in 1993. Her mixed media works combine painting and printmaking, and often utilize found collage materials. Woodward joined the faculty in the Art Department at Albright College in 1998. She currently teaches design, painting, and printmaking, and team-teaches interdisciplinary courses on Latin American graphic art and women in the arts.