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.

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.

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.

The Society for History Education affirms that it does not discriminate on the basis of race, religion, national origin, age, or sex. Inquiries concerning the application of Title IX and other federal and state statutes may be referred to the Affirmative Action Officer; California State University, Long Beach; 1250 Bellflower Boulevard; Long Beach, CA 90840.

The History Teacher is abstracted or indexed in Historical Abstracts, America: History and Life, Current Index to Journals in Education, Multi-Media Index, and the U.S. Department of Education’s ERIC.

© THE SOCIETY FOR HISTORY EDUCATION
Affiliated with the American Historical Association
All rights reserved
Editorial Board, *The History Teacher*

**Editor**
Jane Dabel

**Managing Editor**
Elisa Herrera

**Reviews Editor**
Arlene Lazarowitz

**Computer Editor**
Elisa Herrera

**Members**
Linda Alkana • Houri Berberian • Donna Binkiewicz • Elisa Herrera
Troy Johnson • Tim Keirn • Margaret Kuo • Eileen Luhr • David Neumann
Nancy Quam-Wickham • Anita Ravi • Peter Snetsinger • Jared Stallones
William A. Weber • Richard H. Wilde

**Business, Production, and Subscription Director**
Elisa Herrera

**Graduate Student Intern**
Stephanie Gonzalez

**Board of Directors, The Society for History Education**

<table>
<thead>
<tr>
<th>President</th>
<th>Secretary</th>
<th>Treasurer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Keirn</td>
<td>Jane Dabel</td>
<td>Nancy Quam-Wickham</td>
</tr>
</tbody>
</table>

**Members**
Dorothy Abrahamse • Simeon J. Crowther • Jane Dabel
Nancy Quam-Wickham • Richard H. Wilde

**National Advisory Board, The Society for History Education**

<table>
<thead>
<tr>
<th>Suzanne Wilson Barnett</th>
<th>University of Puget Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edward Berenson</td>
<td>New York University</td>
</tr>
<tr>
<td>David A. Berry</td>
<td>Essex County College</td>
</tr>
<tr>
<td>Ron Briley</td>
<td>Sandia Preparatory School</td>
</tr>
<tr>
<td>Joan Catapano</td>
<td>University of Illinois Press</td>
</tr>
<tr>
<td>Ross E. Dunn</td>
<td>San Diego State University</td>
</tr>
<tr>
<td>Leon Fink</td>
<td>University of North Carolina</td>
</tr>
<tr>
<td>Noralee Frankel</td>
<td>Independent Scholar</td>
</tr>
<tr>
<td>Sandra B. Freitag</td>
<td>North Carolina State University</td>
</tr>
<tr>
<td>David Gould</td>
<td>Durham Academy</td>
</tr>
<tr>
<td>Robert L. Harris</td>
<td>Cornell University</td>
</tr>
<tr>
<td>David M. Kennedy</td>
<td>Stanford University</td>
</tr>
<tr>
<td>David Kobrin</td>
<td>Charles E. Smith Jewish Day School</td>
</tr>
<tr>
<td>Mark L. Kornbluh</td>
<td>University of Kentucky</td>
</tr>
<tr>
<td>Steven H. Mintz</td>
<td>Columbia University</td>
</tr>
<tr>
<td>Michael A. Morrison</td>
<td>Purdue University</td>
</tr>
<tr>
<td>Amanda Podany</td>
<td>California State Polytechnic Univ., Pomona</td>
</tr>
<tr>
<td>John Pyne</td>
<td>West Milford Township High School</td>
</tr>
<tr>
<td>Elaine Wrisle Reed</td>
<td>National Council for History Education</td>
</tr>
<tr>
<td>Gary W. Reichard</td>
<td>California State University, Long Beach</td>
</tr>
<tr>
<td>Eric Rothschild</td>
<td>Scarsdale High School</td>
</tr>
<tr>
<td>Gloria Sesso</td>
<td>Patchogue-Medford School</td>
</tr>
<tr>
<td>Howard Spodek</td>
<td>Temple University</td>
</tr>
<tr>
<td>Peter N. Stearns</td>
<td>George Mason University</td>
</tr>
<tr>
<td>David Trask</td>
<td>Guilford Technical Community College</td>
</tr>
<tr>
<td>John Tyler</td>
<td>Groton School</td>
</tr>
</tbody>
</table>

**Staff, The Society for History Education**

<table>
<thead>
<tr>
<th>President</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Keirn</td>
<td>Elisa Herrera</td>
</tr>
</tbody>
</table>
CONTENTS
May 2013

THE CRAFT OF TEACHING

329  Foul Lines: Teaching Race in Jim Crow America through Baseball History
    by David J. Laliberte

355  Historical Examination of the Segregated School Experience
    by Anthony M. Pellegrino, Linda J. Mann, and William B. Russell III

373  Making Whites from the Dark Side: Teaching Whiteness Studies at San Francisco State University
    by Amy Sueyoshi

397  From Mentoring to Collaborating: Fostering Undergraduate Research in History
    by Christopher R. Corley

NOTES AND COMMENTS

415  Atoms, Honeycombs, and Fabric Scraps: Rethinking Timelines in the Undergraduate Classroom
    by Catherine J. Denial

435  Teaching the Survey Non-Traditional Style
    by Niels Eichhorn

455  The Clicker Challenge: Using a Reader Response System in the (British) History Classroom
    by David Dean

REVIEWS

465  Fellezs, Kevin. Birds of Fire: Jazz, Rock, Funk, and the Creation of Fusion
    by Ron Briley
Flowers, Elizabeth H. *Into the Pulpit: Southern Baptist Women and Power since World War II*  
by Naomi Rendina

Gilbert, Mark. *European Integration: A Concise History*  
by Aleksey Kazakevich

Hurst, Jack. *Born to Battle: Grant and Forrest: Shiloh, Vicksburg, and Chattanooga: The Campaigns that Doomed the Confederacy*  
by Randall M. Miller

Jeansonne, Glen. *The Life of Herbert Hoover: Fighting Quaker, 1928-1933*  
by Nicholas Katers

Larson, Erik. *In the Garden of the Beasts: Love, Terror, and an American Family in Hitler’s Berlin*  
by Linda Kelly Alkana

Steffes, Tracy L. *School, Society, and State: A New Education to Govern Modern America, 1890-1940*  
by Rich McKinney

Steinbach, Susie L. *Understanding the Victorians: Politics, Culture and Society in Nineteenth-Century Britain*  
by Walter L. Arnstein

Tyldesley, Joyce. *Tutankhamen: The Search for an Egyptian King*  
by Melinda G. Nelson-Hurst

Urofsky, Melvin I. *Supreme Decisions: Great Constitutional Cases and Their Impact*  
by David A. Reichard
CONTENTS, cont.
May 2013

IN EVERY ISSUE

327 Contributors to The History Teacher
477 Questionnaire for Potential Reviewers
478 Membership/Subscription information
480 Submission Guidelines for The History Teacher

ADVERTISERS IN THIS ISSUE

Cover 2 Association for Asian Studies: Teach About Asia, Learn About Asia
354 Organization for American History: Become an OAH Member Today
CONTRIBUTORS

May 2013

Christopher Corley is an Associate Professor of History and Director of the Honors Program at Minnesota State University, Mankato. He teaches honors courses and first-year courses on pre-industrial European history, and advanced courses on early modern social and cultural history. He has presented papers and published articles and book chapters on law, adolescence, and parenting in early modern France.

David Dean is a Professor of History at Carleton University in Ottawa, Canada and specializes in early modern British history and Public history. He is co-director of the Carleton Centre for Public History and a Fellow of the Royal Historical Society.

Catherine J. Denial is an Associate Professor of History at Knox College in Galesburg, Illinois, where she teaches courses on American Indian history, Latin America, and the history of marriage and reproduction. Her book on marriage and the politics of American expansion in early nineteenth-century Dakota and Ojibwe Country is forthcoming from the Minnesota Historical Society Press. Since 2001, Denial has been lead historian for Bringing History Home, a TAH-funded professional development program for K-5 educators.

Niels Eichhorn received his Master of Arts in History in 2008 from the University of Louisiana at Lafayette and is pursuing a Ph.D. in History at the University of Arkansas with an expected completion in May 2013. Currently, he teaches U.S. and World history survey courses as well as upper-division history classes at the University of Arkansas.

David J. Laliberte (M.S.S., United States Sports Academy, 2008; M.A., St. Cloud State University, 2008) is an Adjunct Instructor of History at St. Cloud State University in Minnesota, specializing in American Indian history and sports history. He has taught history at secondary schools, community colleges, private colleges, and public universities, and his essays on Indian boarding school baseball have been published in NINE: A Journal of Baseball History and Culture and in Minnesota History.

Linda J. Mann is a Ph.D. student in Education Policy at George Mason University. Her main research interest is the sociopolitical underpinnings of successful black-only schools.
Anthony M. Pellegrino is an Assistant Professor of History/Social Studies Education at George Mason University in Fairfax, Virginia. He earned his Doctorate of Philosophy degree in 2007 from Florida State University. His research interests include historical cognition and pre-service teachers.

William B. Russell III, Ph.D., is an Associate Professor of Social Science Education at the University of Central Florida, where he serves as the Ph.D. track coordinator of Social Science Education. He also serves as the Executive Director for the International Society for the Social Studies and is the Editor of *The Journal of Social Studies Research*. He has published five books and more than forty-five refereed journal articles related to social studies education.

Amy Sueyoshi is the Associate Dean of the College of Ethnic Studies at San Francisco State University. She is the author of *Queer Compulsions: Race, Nation, and Sexuality in the Affairs of Yone Noguchi*, which details the same-sex and interracial affairs of the Japanese immigrant poet Noguchi to argue how even the most seemingly transgressive of acts at the turn of the century were in fact bound up in social norms.