

The Society for History Education, Inc.

THE HISTORY TEACHER

Volume 48 Number 2

February 2015

Published by The Society for History Education, Inc.

The History Teacher is published quarterly in November, February, May, and August for members of the Society for History Education. **Editor's Office:** Jane Dabel, *THTE* Editor; MAIL: California State University, Long Beach; 1250 Bellflower Boulevard - Mailstop 1601; Long Beach, CA 90840-1601; E-MAIL: editor@thehistoryteacher.org; PHONE: (562) 985-8759; FAX: (562) 985-5431.

The Society for History Education (SHE) is a non-profit organization and publisher of the journal. **Director's Office:** Elisa Herrera, SHE Director; MAIL: California State University, Long Beach; 1250 Bellflower Boulevard - Mailstop 1601; Long Beach, CA 90840-1601; PHONE: (562) 985-2573; FAX: (562) 985-5431; E-MAIL: info@thehistoryteacher.org; WEB: www.thehistoryteacher.org.

Membership/Subsription rates: **Individuals:** U.S. \$32, Canada and Mexico \$41, all other locations \$50; **Students and retirees:** U.S. \$22, all other locations \$31; **Lifetime membership:** U.S. \$300, all other locations \$350. **Institutional subscriptions to *The History Teacher*:** U.S. \$63, Canada and Mexico \$72, all other locations \$81. All checks and money orders must be in U.S. dollars, drawn on a U.S. bank, and made payable to *Society for History Education, Inc.*

Single and back issues: U.S. \$12, Canada and Mexico, \$15, all other locations \$20. All back issues are available on microfilm from University Microfilms, 300 N. Zeeb Road, Ann Arbor, MI 48106.

Returned or undeliverable copies of the journal and correspondence concerning subscriptions should be addressed to the Society for History Education at the Director's Office address above.

Changes of address and claims/notices of nonreceipt should be sent to the SHE Director's Office. Changes of address should be made no later than the month preceding the date of the forthcoming publication to avoid interruption in delivery. Claims should be made within three months of publication of the missed issue. The Society is not responsible for copies lost because of failure to report a change of address in time for mailing.

Periodicals postage paid at Long Beach, California, and at additional mailing offices. Publication number: ISSN 0018 2745; USPS number: 957:080; LC number: 74-3356.

Postmaster: Send change of address to The Society for History Education; California State University, Long Beach; 1250 Bellflower Boulevard; Long Beach, CA 90840-1601.

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 trends in specific fields of historical research; and (3) critical review essays on audiovisual materials, textbooks, and other secondary works suitable for classroom use.

Front Cover: *The Pastime Moving Picture Show*. Lithograph by unknown creator, 1913. Library of Congress, Prints and Photographs Division, LC-DIG-ppmsc-03750. <<http://www.loc.gov/pictures/item/2007676115/>>.

Back Cover: *Edison's Greatest Marvel—The Vitascope*. Lithograph copyrighted by Metropolitan Print Company, New York, 1896. Library of Congress, Prints and Photographs Division, LC-DIG-ppmsca-05943. <<http://www.loc.gov/pictures/item/2003689462/>>.

Thomas Edison's two advertisements for moving pictures center upon depictions of women, but student historians can investigate these illustrations to raise a variety of historical questions. 1896's "Greatest Marvel," the Vitascope, projects larger-than-life women dancing on screen while live musicians perform for a well-dressed audience. Less than two decades later, a pair of women posing beachfront in bathing suits overshadow descriptions of 1913's "Latest Edison," the new—and apparently improved—"Fire-Proof" Kinetoscope.

These early *movies* promised entertainment with the "great Fight Picture" and the "latest and most popular Illustrated Songs"—media that may be familiar to students despite these documents being over a century old. Motion pictures have since developed in their technology and ability to tell stories—both fiction and non-fiction. This issue of *The History Teacher* features several articles on using illustrated and image-based sources—including pictures and motion pictures—as text in the history classroom.

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 or electronically. 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*.

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 disclaims responsibility for statements, either of fact or opinion, made by contributors.

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 Editors

Jane Dabel • Tim Keirn • Eileen Luhr

Members

Linda Alkana • Hourì Berberian • Donna Binkiewicz • Elisa Herrera • Tim Keirn
Margaret Kuo • Eileen Luhr • David Neumann • Nancy Quam-Wickham
Anita Ravi • Jared Stallones • William A. Weber

Business, Production, and Membership Director

Elisa Herrera

Graduate Student Intern

Marissa Jenrich

Board of Directors, The Society for History Education

President

Tim Keirn

Secretary

Jane Dabel

Treasurer

Nancy Quam-Wickham

Members

Dorothy Abrahamse • Jane Dabel • Tim Keirn
Nancy Quam-Wickham

National Advisory Board, The Society for History Education

Bob Bain	<i>University of Michigan</i>
David A. Berry	<i>Essex County College</i>
Linda Black	<i>Stephen F. Austin State University</i>
Ron Briley	<i>Sandia Preparatory School</i>
Lendol Calder	<i>Augustana College</i>
Joan Catapano	<i>University of Illinois Press</i>
Ross E. Dunn	<i>San Diego State University</i>
Jodi Eastberg	<i>Alverno College</i>
Noralee Frankel	<i>Independent Scholar</i>
Lauren MacArthur Harris	<i>Arizona State University</i>
Robert L. Harris	<i>Cornell University</i>
T. Mills Kelly	<i>George Mason University</i>
Michael Lovorn	<i>University of Pittsburgh</i>
Amanda Podany	<i>California State Polytechnic Univ., Pomona</i>
Peter Porter	<i>Montville Township High School</i>
Gloria Sesso	<i>Patchogue-Medford School</i>
Howard Spodek	<i>Temple University</i>
Peter N. Stearns	<i>George Mason University</i>
Merry Wiesner-Hanks	<i>University of Wisconsin-Milwaukee</i>

Staff, The Society for History Education

President

Tim Keirn

Director

Elisa Herrera

Editors of *The History Teacher*

2005-	Jane Dabel	1979-1984	Albie Burke
2001-2006	Nancy Quam-Wickham	1977-1979	Augustus Cerillo, Jr.
1997-2001	William Weber	1974-1977	Keith Ian Polakoff
1985-1997	Edward A. Gosselin	1972-1973	Frederic A. Youngs, Jr.
1984-1985	William F. Sater	1967-1972	Leon Bernard

CONTENTS

February 2015

THE CRAFT OF TEACHING

Graphic Novels in the Classroom

- 209 *Using Historical Graphic Novels in High School History Classes: Potential for Contextualization, Sourcing, and Corroborating*
by William Boerman-Cornell
- 225 *Using Howard Zinn's A People's History of American Empire to Develop a Critical Stance: Possibilities and Pitfalls*
by Sarah A. Mathews

Graphic Histories in the Classroom

- 245 *"It's not a pretty picture": How Pre-Service History Teachers Make Meaning of America's Racialized Past through Lynching Imagery*
by Paul G. Fitchett, Lisa Merriweather, and Heather Coffey
- 271 *Teaching Atrocities: The Holocaust and Unit 731 in the Secondary School Curriculum*
by Rachel Pawlowicz and Walter E. Grunden
- 295 *Grim Expectations: Video Testimony in the College Classroom*
by Susanne Hillman
- 321 *Extending the History Curriculum: Exploring World War II Victors, Vanquished, and Occupied Using European Film*
by Todd A. Horton and Kurt Clausen

Beyond Usual Boundaries

- 339 *Tipping the Iceberg: A Collaborative Librarian-Historian Approach to Redesigning the Undergraduate Research Assignment*
by Alison Hicks and Adrian Howkins
- 371 *Promising the World: Surveys, Curricula, and the Challenge of Global History*
by J. Laurence Hare and Jack Wells

REVIEWS

- 389 Darnton, Robert. *Censors at Work: How States Shaped Literature*
by Norbert Schürer
- Gray, Gregory and Jennifer Donnelly. *History Repeats Itself in the Classroom, Too! Prior Knowledge and Implementing the Common Core State Standards*
by Mark Janda
- Seixas, Peter and Tom Morton. *The Big Six Historical Thinking Concepts*
by Rachel G. Ragland
- Tetrault, Lisa. *The Myth of Seneca Falls: Memory and the Women's Suffrage Movement, 1848-1898*
by Jennifer L. Ball
- Watson, Alexander. *Ring of Steel: Germany and Austria-Hungary in World War I*
by Martha (Murph) E. Kinney

CONTENTS, cont.

February 2015

IN EVERY ISSUE

- 207 Contributors to *The History Teacher*
- 397 Questionnaire for Potential Reviewers
- 398 Membership/Subscription information
- 400 Submission Guidelines for *The History Teacher*

ADVERTISERS IN THIS ISSUE

- 270 Association for Asian Studies: *Teach About Asia, Learn About Asia*

CONTRIBUTORS

February 2015

Kurt Clausen (Ph.D., University of Ottawa) has taught elementary through post-secondary grades, and is now a tenured Professor at the Schulich School of Education, Nipissing University in North Bay, Ontario, Canada. Clausen's work centers on the History of Education in Canada, particularly curriculum development in Ontario.

Heather Coffey is an Assistant Professor in the Department of Middle, Secondary, and K-12 Education at the University of North Carolina at Charlotte. She currently teaches English methods and the engagement curriculum for first-year college students who have an interest in education. Coffey earned a Ph.D. in Education from the University of North Carolina at Chapel Hill and has published journal articles and book chapters related to critical literacy, multicultural education, and service learning in teacher preparation programs.

William Boerman-Cornell holds a Ph.D. in Language, Literacy, and Culture from the University of Illinois at Chicago. He is an Associate Professor of Education at Trinity Christian College in Palos Heights, Illinois. His work has been published in *Educational Leadership*, the *International Journal of Comic Art*, and *Bookbird*. He has presented his research at a joint panel of the American Historical Association and the Society for the History of Authorship, Reading, and Publishing.

Paul G. Fitchett (Ed.D., University of North Carolina at Chapel Hill) is an Associate Professor of Education in the Department of Middle, Secondary, and K-12 Education at the University of North Carolina at Charlotte. His research interests include the intersections of policy, teacher decision making, and student learning in history education. He has published in *Theory & Research in Social Education*, *The Journal of Social Studies Research*, and *Teachers College Record*.

Walter E. Grunden is an Associate Professor at Bowling Green State University, teaching courses on Japanese history, modern China, and U.S. military history. His research focuses on science and technology policy. He is the author of *Secret Weapons and World War II: Japan in the Shadow of Big Science* (Lawrence, KS: University Press of Kansas, 2005).

J. Laurence Hare is an Assistant Professor and Director of Undergraduate Studies in History at the University of Arkansas. Previously, he was a Visiting Assistant Professor and Director of Freshman Humanities at Emory & Henry College. He earned his Ph.D. from the University of North Carolina at Chapel Hill in 2007. His book, *Excavating Nations: Archaeology, Museums, and the German-Danish Borderlands*, is forthcoming from the University of Toronto Press.

Alison Hicks is the Romance Language Librarian at the University of Colorado, Boulder. She has an M.A. in French and Spanish and an M.S. in Information Studies (MSIS). Prior to taking this position in Colorado, she worked as a librarian at the Inter-American Development Bank, Washington D.C. and the Antarctic Treaty Secretariat, Buenos Aires. Her research interests include critical information literacies and changing digital scholarship practices.

CONTRIBUTORS, cont.

February 2015

Susanne Hillman earned her Ph.D. in History from the University of California, San Diego in 2011 and has since continued as a Lecturer in modern European history. As the project manager of the *Holocaust Living History Workshop*, she works extensively with video testimony and has consistently incorporated it into her teaching. Her research on German-Jewish and women's history has been published in various academic journals, including *German Studies Review*, *Journal of the History of Ideas*, and *Soundings*.

Todd A. Horton (Ph.D., University of British Columbia) is a tenured Professor at the Schulich School of Education, Nipissing University in North Bay, Ontario, Canada. His research interests and publications are focused on analyzing and comparing concepts as evidenced in curriculum documents, and the use of popular culture in history education. Horton has taught at various levels, from elementary through post-secondary school.

Adrian Howkins (Ph.D., University of Texas at Austin) is an Assistant Professor of International Environmental History at Colorado State University. He has published a number of articles on the history of Antarctica and is finishing a book manuscript on an environmental history of the Antarctica Peninsula. He is Co-Principal Investigator on the McMurdo Dry Valleys Long-Term Ecological Research (MCM LTER) site, where he is working to integrate the fields of history and ecology (www.mcmlter.org).

Sarah A. Mathews is a Visiting Assistant Professor of Social Studies Education in the Department of Teaching and Learning at Florida International University in Miami, teaching undergraduate social studies methods courses and graduate courses related to research methodology and curriculum theory. Mathews focuses on social studies teacher education with an emphasis on global and multicultural education. Particular interests include intercultural education, media, out-of-school literacies, and visual arts.

Lisa Merriweather is an Assistant Professor in the Department of Educational Leadership at the University of North Carolina at Charlotte. She received her Ph.D. in Adult Education from the University of Georgia, and is interested in equity and social justice in adult, informal, and doctoral education. Recent projects include service learning among under-represented racial populations, culturally responsive mentoring addressing "othering," and orality as informal learning in African American communities.

Rachel Pawlowicz is a graduate student in the Master's Degree Program in the Department of History at Bowling Green State University, with additional interests in education and philosophy. Her work was recognized as one of the best advanced history research seminar papers at the annual History Research Symposium at Bowling Green State University.

Jack Wells is an Associate Professor of History and Director of the College Core Curriculum at Emory & Henry College. An expert on the history of the ancient Mediterranean, Wells earned a Ph.D. from Ohio State University in 2004. He is currently working on a manuscript exploring the intersection of religion and politics in the first century B.C.E. through an examination of the rivalry between Cicero and P. Clodius Pulcher.