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

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An Announcement from the Society for History Education

The Society for History Education is happy to announce yet another milestone for the journal as it enters Volume 50 for 2016-2017. From its humble origins as a pamphlet distributed out of the University of Notre Dame, The History Teacher now publishes a full book each quarter in both print and electronic versions, reaching scholars and educators around the world. None of this would have been possible without your support.

The History Teacher owes a debt of gratitude to the fantastic faculty of the Department of History at California State University, Long Beach, who have tirelessly coordinated the journal since 1972.

Please join us in celebrating fifty years of inspiring, innovative scholarship—we look forward to fifty more!
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FEATURED IMAGES


Ahmed Ibrahim Abushouk is a Professor of Modern and Contemporary History at Qatar University, and received his Ph.D. in History from Bergen University, Norway in 1998. Before joining Qatar University in 2012, he taught for the Centre for Middle Eastern and Islamic Studies at Bergen University, as well as for the Department of History and Civilization at the International Islamic University Malaysia.

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James Gutowski has been teaching humanities at Gilmour Academy in Gates Mills, Ohio for over twenty years. He earned a Ph.D. in Policy Studies from Cleveland State University, his dissertation tracing the parallel development of public and parochial schools in nineteenth-century Ohio. Gutowski specifically incorporates local history into the curriculum to help students to make connections between their own world and the past.

Lauren McArthur Harris (Ph.D., University of Michigan) is an Assistant Professor of History Education at Arizona State University, with a joint appointment in the School of Historical, Philosophical, and Religious Studies and the Mary Lou Fulton Teachers College. Her work explores the complexities involved in structuring larger narratives in world history, the historical pedagogical content knowledge of teachers, and the role of sociocultural and personal background on students’ historical reasoning.

Michael Lovorn is an Assistant Professor of History and Social Studies Education at the University of Pittsburgh. He earned a Ph.D. in History/Social Studies Education from the University of Tennessee in 2003, after teaching high school and middle school history for over a decade.

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**Tamara Shreiner** is an Assistant Professor in the History Department at Grand Valley State University, specializing in Social Studies Education. She was a middle and high school history teacher for nine years, and earned a Ph.D. in Educational Studies with an emphasis in Social Studies Education from the University of Michigan in 2009. She has published in *Cognition and Instruction*, *The History Teacher*, and *World History Connected*.

**Molly A. Warsh** (Ph.D., Johns Hopkins University, 2009) is an Assistant Professor of World History and Interim Associate Director of the World History Center at the University of Pittsburgh. She is co-editor (with Philip D. Morgan) of *Early North America in Global Perspective*, published by Routledge in 2013, and author of the forthcoming *American Baroque: Pearls and the Nature of Empire, 1492-1700*. 