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 reviews of audiovisual materials, books, 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.

Submission guidelines for The History Teacher are available on the final page of this issue. Additional information for contributing authors is available at <https://www.thehistoryteacher.org/contributing>.

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, Education Abstracts, Professional Development, Academic Search, America: History and Life, and the U.S. Dept. of Education’s ERIC.

© THE SOCIETY FOR HISTORY EDUCATION
Affiliated with the American Historical Association
All rights reserved
CONTENTS

November 2020

THE CRAFT OF TEACHING

The Student

9  Evaluating the “Professionalizing History Majors” Course: Historical Knowledge and Co-Curricular Activities
   by Daniel S. Murphree

39  In Search of the Right Words: A History Teacher’s Exploration of College Students’ Epistemic Beliefs about History
    by Lucia Antonelli-Carter

69  History by the Numbers: A Quantitative Approach to Teaching the Importance of Conflicting Evidence
    by Peter Burkholder

NOTES AND COMMENTS

107  How Do History Majors Fare in the Job Market?
    by H. Robert Baker and Gregory B. Lewis

SPECIAL FEATURE

NATIONAL HISTORY DAY 2020 PRIZE ESSAYS

129  Introduction
    by Jane Dabel, The History Teacher

131  Too Strong For a Woman: How Bernice Sandler Created Title IX to Break Barriers for Female Faculty in Higher Education
    by Natalie Miller, Senior Division

155  The Fifth Circuit Four: The Unheralded Judges Who Helped to Break Legal Barriers in the Deep South
    by Max Grinstein, Junior Division
REVIEWS

181  Austin, Brad and Pamela Grundy, eds.  *Teaching U.S. History through Sports*  
    by Ashley Brown

Balto, Simon.  *Occupied Territory: Policing Black Chicago from Red Summer to Black Power*  
    by Sarah E. Doherty

Getz, Trevor R.  *A Primer for Teaching African History: Ten Design Principles*  
    by Jonathan T. Reynolds

Guelzo, Allen C.  *Reconstruction: A Concise History*  
    by Bradley R. Clampitt

Levin, Kevin M.  *Searching for Black Confederates: The Civil War’s Most Persistent Myth*  
    by Stanley Harrold

Rembis, Michael, Catherine J. Kudlick, and Kim E. Nielsen, eds.  *The Oxford Handbook of Disability History*  
    by David Neumann

Townsend, Robert B.  *History’s Babel: Scholarship, Professionalization, and the Historical Enterprise in the United States, 1880-1940*  
    by James P. Cousins

Wineburg, Sam.  *Why Learn History (When It’s Already on Your Phone)*  
    by Jeffery D. Nokes
CONTENTS, cont.
November 2020

IN EVERY ISSUE

7  Contributors to The History Teacher
194  The History of The History Teacher
197  Questionnaire for Potential Reviewers
198  Membership/Subscription Information
200  Submission Guidelines for The History Teacher

ADVERTISERS IN THIS ISSUE

8  Society for History Education: The Richard and Louise Wilde Award
38  Sultan Qaboos Cultural Center: Indian Ocean in World History
68  Association for Asian Studies: Attend an AAS Conference
154  Society for History Education: Celebrating 50 Years
180  American Historical Association: New AHA Booklet
Lucia Antonelli-Carter is originally from Bologna, Italy. She received an advanced degree in Modern European History from the University of Bologna in 1998. She is an Associate Professor of History at Mars Hill University, where she teaches European and world history courses. Her current research interest reflects on the ways in which historical consciousness and historical thinking prepare college graduates to face with confidence the challenges and opportunities of the current political and economic environment.

H. Robert Baker holds a Ph.D. in History from the University of California, Los Angeles. He is an Associate Professor and Director of Undergraduate Studies in the Department of History at Georgia State University, and a Chancellor’s Learning Scholar.

Peter Burkholder is a Professor of History at Fairleigh Dickinson University. He is on the editorial board of The Teaching Professor, is a consulting editor for College Teaching, and serves on the advisory boards of the Society for History Education and the International Society for the Scholarship of Teaching and Learning in History. His article on content and critical thinking, published in The History Teacher in 2014, won the American Historical Association’s 2015 Gilbert Award for the best article on teaching history.

Max Grinstein is a student of Belmont Home School in Houston, Texas. He won first place in the Junior Paper division at the 2020 National History Day contest for his essay, “The Fifth Circuit Four: The Unheralded Judges Who Helped to Break Legal Barriers in the Deep South.”

Gregory B. Lewis holds a Ph.D. in Public Administration from Syracuse University. He is a Professor and Chair of Public Policy in the Department of Public Management and Policy in the Andrew Young School of Policy Studies at Georgia State University.

Natalie Miller is a student at East High School in Duluth, Minnesota. Her paper, “Too Strong For a Woman: How Bernice Sandler Created Title IX to Break Barriers for Female Faculty in Higher Education,” won first place in the Senior Paper division at the 2020 National History Day contest.

Daniel S. Murphree received his Ph.D. from Florida State University and currently is an Associate Professor of History at the University of Central Florida. A proponent of the Scholarship of Teaching and Learning (SoTL), his research focuses on how to improve undergraduate history instruction and has been published in venues such as Perspectives on History, Teaching History, and The Journal of American History.
The Richard and Louise Wilde Student Internship Award

Julie Haltom
California State University, Long Beach
2020-2021 Wilde Award Recipient

Awarded by the
Department of History
at California State University, Long Beach
and the Society for History Education

The Richard and Louise Wilde Award invites applications from students at California State University, Long Beach in master’s, credential, and advanced undergraduate programs.

Students must demonstrate strong interest in pedagogy, specifically in teaching history. The recipient also receives a year-long student internship with the editorial board of the *The History Teacher*.

[thethehistoryteacher.org/awards](http://thethehistoryteacher.org/awards)