INDEX TO VOLUME 48
2014-2015

No. 1: November 2014: 1-200
No. 2: February 2015: 201-400
No. 3: May 2015: 401-600
No. 4: August 2015: 601-800

Note the database indexing and abstracting cited on the second page of this issue.

SPECIAL SECTIONS

Special Feature

National History Day 2014 Prize Essays
“A Covert from the Tempest: Responsibility, Love and Politics in Britain’s Kindertransport,” by Tasha Holtman, 107-126.
Dabel, Jane, “Introduction,” 105-106.

STANDARD SECTIONS

The Craft of Teaching
Achugar, Mariana and Brian Carpenter, “Working with Documents to Develop Disciplinary Literacy in the Multilingual Classroom,” 91-103.


Bischof, Libby, “The Lens of the Local: Teaching an Appreciation of the Past through the Exploration of Local Sites, Landmarks, and Hidden Histories,” 529-559.

Boerman-Cornell, William, “Using Historical Graphic Novels in High School History Classes: Potential
for Contextualization, Sourcing, and Corroborating,” 209-224.

“Bridge the Gap: Replicating the Interactivity of the Physical Classroom in an Online Environment,” by Alisa Stern, 483-504.

“The Burden of Historical Representation: The Case of/for Indigenous Film,” by Jeremy Stoddard, Alan Marcus, and David Hicks, 9-36.

Carpenter, Brian and Mariana Achugar, “Working with Documents to Develop Disciplinary Literacy in the Multilingual Classroom,” 91-103.

“A Case Against Facts: Or, How I Learned to Stop Worrying and Love the Survey,” by Eric Otremba, 37-54.


Coffey, Heather, Paul G. Fitchett, and Lisa Merriweather, “‘It’s not a pretty picture’: How Pre-Service History Teachers Make Meaning of America’s Racialized Past through Lynching Imagery,” 245-269.


Fitchett, Paul G., Lisa Merriweather, and Heather Coffey, “‘It’s not a pretty picture’: How Pre-Service History Teachers Make Meaning of America’s Racialized Past through Lynching Imagery,” 245-269.


Hicks, David, Jeremy Stoddard, and Alan Marcus, “The Burden of Historical Representation: The Case of/for Indigenous Film,” 9-36.


Hicks, Alison and Adrian Howkins, “Tipping the Iceberg: A Collaborative Librarian-Historian Approach to Redesigning the Undergraduate Research Assignment,” 339-370.


“How to Make Field Trips Fun, Educational, and Memorable: Balancing Self-directed Inquiry with Structured Learning,” by Gregory Rohlf, 517-528.

Howkins, Adrian and Alison Hicks, “Tipping the Iceberg: A Collaborative Librarian-Historian Approach to Redesigning the Undergraduate Research Assignment,” 339-370.

“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, 245-269.
“Incorporating Service Learning into a General Education History Course: An Analogical Model,” by Mark Wild, 641-666.
“The Lens of the Local: Teaching an Appreciation of the Past through the Exploration of Local Sites, Landmarks, and Hidden Histories,” by Libby Bischof, 529-559.
Marcus, Alan, Jeremy Stoddard, and David Hicks, “The Burden of Historical Representation: The Case of/for Indigenous Film,” 9-36.
Merriweather, Lisa, Paul G. Fitchett, and Heather Coffey, “‘It’s not a pretty picture’: How Pre-Service History Teachers Make Meaning of America’s Racialized Past through Lynching Imagery,” 245-269.
Miller, Joe C., “Never A Fight of Woman Against Man: What Textbooks Don’t Say About Women’s Suffrage,” 437-482.
“Never A Fight of Woman Against Man: What Textbooks Don’t Say About Women’s Suffrage,” by Joe C. Miller, 437-482.
Rohlf, Gregory, “How to Make Field Trips Fun, Educational, and Memorable: Balancing Self-directed Inquiry with Structured Learning,” 517-528.
Ruswick, Brent, “What Does it Mean to be an American?: Training History Students and Prospective Teachers to See the Assumptions in their Textbooks,” 667-692.
Stern, Alisa, “Bridge the Gap: Replicating the Interactivity of the Physical Classroom in an Online Environment,” 483-504.
Stoddard, Jeremy, Alan Marcus, and David Hicks, “The Burden of Historical Representation: The Case of/for Indigenous Film,” 9-36.
“Tipping the Iceberg: A Collaborative Librarian-Historian Approach to Redesigning the Undergraduate Research Assignment,” by Alison Hicks and Adrian Howkins, 339-370.


“What Does it Mean to be an American?: Training History Students and Prospective Teachers to See the Assumptions in their Textbooks,” by Brent Ruswick, 667-692.


“Working with Documents to Develop Disciplinary Literacy in the Multilingual Classroom,” by Brian Carpenter and Mariana Achugar, 91-103.

**Notes and Comments**

Ferguson, Christopher, “‘Why I Still Assign E. P. Thompson,’” 573-580.

“I had to double check my thoughts’: How the Reacting to the Past Methodology Impacts First-Year College Student Engagement, Retention, and Historical Thinking,” by Russell Olwell and Azibo Stevens, 561-572.

Olwell, Russell and Azibo Stevens, “‘I had to double check my thoughts’: How the Reacting to the Past Methodology Impacts First-Year College Student Engagement, Retention, and Historical Thinking,” 561-572.

Stevens, Azibo and Russell Olwell, “‘I had to double check my thoughts’: How the Reacting to the Past Methodology Impacts First-Year College Student Engagement, Retention, and Historical Thinking,” 561-572.


**REVIEWS**


Ahlquist, Greg, *Examining the Evidence: Seven Strategies for Teaching with Primary Sources*, by Hillary Mac Austin and Kathleen Thompson, 584-585.


*Assassination of Europe, The, 1918-1942: A Political History*, by Howard M. Sachar, revd., 785-787.


Behmand, Mojgan, Richard B. Simon, and Thomas Burke, eds., *Teaching Big History*, revd., 591-593.


Benjamin, Craig, *Teaching Big History*, edited by Richard B. Simon, Mojgan Behmand, and Thomas Burke, 591-593.

Benton, Mark G. Jr., *King John and the Road to Magna Carta*, by Stephen Church, 777-778.

*Big Six Historical Thinking Concepts,* The, by Peter Seixas and Tom Morton, revd., 392-393.


Buenviaje, Dino E., r., *The Assassination of Europe, 1918-1942: A Political History*, by Howard M. Sachar, 785-787.


Church, Stephen, *King John and the Road to Magna Carta*, revd., 777-778.


*Companion to Late Antiquity, A*, edited by Philip Rousseau and Jutta Raithel, revd., 190-191.


*Disease in the Public Mind, A: A New Understanding of Why We Fought the Civil War*, by Thomas Fleming, revd., 185-186.


*Emperor of Liberty: Thomas Jefferson’s Foreign Policy*, by Francis D. Cogliano, revd., 183-185.

Enke, Finn, r., *Understanding and Teaching U.S. Lesbian, Gay, Bisexual, and Transgender History*, edited by Leila J. Rupp and Susan K. Freeman, 588-590.

*Examining the Evidence: Seven Strategies for Teaching with Primary Sources*, by Hillary Mac Austin and Kathleen Thompson, revd., 584-585.


Fleming, Thomas, *A Disease in the Public Mind: A New Understanding of Why We Fought the Civil War*, revd., 185-186.


Gray, Gregory and Jennifer Donnelly, History Repeats Itself in the Classroom, Too! Prior Knowledge and Implementing the Common Core State Standards, revd., 390-392.

Green, Kathryn, Democracy: A World History, by Temma Kaplan, 582-584.


Halford, Gregory L., r., A Companion to Late Antiquity, edited by Philip Rousseau and Jutta Raithel, 190-191.


History Repeats Itself in the Classroom, Too! Prior Knowledge and Implementing the Common Core State Standards, by Gregory Gray and Jennifer Donnelly, revd., 390-392.


Janda, Mark, r., History Repeats Itself in the Classroom, Too! Prior Knowledge and Implementing the Common Core State Standards, by Gregory Gray and Jennifer Donnelly, 390-392.


King John and the Road to Magna Carta, by Stephen Church, revd., 777-778.

Kinney, Martha (Murph) E., r., Ring of Steel: Germany and Austria-Hungary in World War I, by Alexander Watson, 394-396.


Mac Austin, Hillary and Kathleen Thompson, Examining the Evidence: Seven Strategies for Teaching with Primary Sources, revd., 584-585.


Massacre: The Life and Death of the Paris Commune, by John Merriman, revd., 585-587.

Merriman, John, Massacre: The Life and Death of the Paris Commune, revd., 585-587.


Morton, Tom and Peter Seixas, The Big Six Historical Thinking Concepts, revd., 392-393.

Myth of Seneca Falls, The: Memory and the Women’s Suffrage Movement, 1848-1898, by Lisa Tetrault, revd., 393-394.


Noon, David, r., A Disease in the Public Mind: A New Understanding of Why
We Fought the Civil War, by Thomas Fleming, 185-186.
Pethel, Mary Ellen, r., Southern Women Novelists and the Civil War: Trauma and Collective Memory in the American Literary Tradition since 1861, by Sharon Talley, 787-788.
Ragland, Rachel G., r., The Big Six Historical Thinking Concepts, by Peter Seixas and Tom Morton, 392-393.
Raithel, Jutta and Philip Rousseau, eds., A Companion to Late Antiquity, revd., 190-191.
Ring of Steel: Germany and Austria-Hungary in World War I, by Alexander Watson, revd., 394-396.
Rousseau, Philip and Jutta Raithel, eds., A Companion to Late Antiquity, revd., 190-191.
Schürer, Norbert, r., Censors at Work: How States Shaped Literature, by Robert Darnton, 389-390.
Schwartz, Don, r., The Jew Who Defeated Hitler: Henry Morgenthau Jr., FDR, and How We Won the War, by Peter Moreira, 782-783.
Seixas, Peter and Tom Morton, The Big Six Historical Thinking Concepts, revd., 392-393.
Simon, Richard B., Mojgan Behmand, and Thomas Burke, eds., Teaching Big History, revd., 591-593.
Southern Women Novelists and the Civil War: Trauma and Collective Memory in the American Literary Tradition since 1861, by Sharon Talley, revd., 787-788.
Talley, Sharon, Southern Women Novelists and the Civil War: Trauma and Collective Memory in the American Literary Tradition since 1861, revd., 787-788.
Teaching Big History, edited by Richard B. Simon, Mojgan Behmand, and Thomas Burke, revd., 591-593.
Tetrault, Lisa, The Myth of Seneca Falls: Memory and the Women’s Suffrage Movement, 1848-1898, revd., 393-394.
Thompson, Kathleen and Hillary Mac Austin, Examining the Evidence: Seven Strategies for Teaching with Primary Sources, revd., 584-585.
Vari, Alexander, r., The Habsburgs: Dynasty, Culture, and Politics, by Paula Sutter Fichtner, 778-780.
Watson, Alexander, Ring of Steel: Germany and Austria-Hungary in World War I, revd., 394-396.
Wright, Garrett W., r., Colonial Genocide in Indigenous North America, by Andrew Woolford, Jeff Benvenuto, and Alexander Laban Hinton, 594-596.