INDEX TO VOLUME 49
2015-2016

No. 1: November 2015: 1-160
No. 2: February 2016: 161-320
No. 3: May 2016: 321-480
No. 4: August 2017: 481-640

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

SPECIAL SECTIONS

Special Feature

National History Day 2015 Prize Essays


“Socialism With a Human Face: The Leadership and Legacy of the Prague Spring,” by Anna J. Stoneman, 103-125.

STANDARD SECTIONS

General


The Craft of Teaching


Bergerson, Andrew Stuart, Nathan Lindsay, Leah K. Gensheimer, and Dan Stroud, “Sharper, Clearer Outcomes: Using Stakeholder Focus Groups for Tuning History,” 561-586.
“Bewitched, Bothered, and Bewildered: Our Experiences with Assessment and
the Tuning Project,” by Elaine Carey and Tracey-Anne Cooper, 549-560.
Bickford, John H. III and Molly Sigler Bickford, “Evoking Students’ Curiosity and Complicating Their Historical Thinking through Manageable, Engaging Confusion,” 63-88.
Bickford, Molly Sigler and John H. Bickford III, “Evoking Students’ Curiosity and Complicating Their Historical Thinking through Manageable, Engaging Confusion,” 63-88.
Bolz, Michael J., Cynthia Shanahan, Gayle Cribb, Susan R. Goldman, Johanna Heppeler, and Michael Manderino, “Deepening What it Means to Read (and Write) Like a Historian: Progressions of Instruction Across a School Year in an Eleventh Grade U.S. History Class,” 241-270.
Carey, Elaine and Tracey-Anne Cooper, “Bewitched, Bothered, and Bewildered: Our Experiences with Assessment and the Tuning Project,” 549-560.
Cooper, Tracey-Anne and Elaine Carey, “Bewitched, Bothered, and Bewildered: Our Experiences with Assessment and the Tuning Project,” 549-560.
Cribb, Gayle, Cynthia Shanahan, Michael J. Bolz, Susan R. Goldman, Johanna Heppeler, and Michael Manderino, “Deepening What it Means to Read (and Write) Like a Historian: Progressions of Instruction Across a School Year in an Eleventh Grade U.S. History Class,” 241-270.
DeBrincat, Dominic, “Yes, No, Wait, What?: The Benefits of Student Mistakes in the Classroom,” 9-34.
“Deepening What it Means to Read (and Write) Like a Historian: Progressions of Instruction Across a School Year in an Eleventh Grade U.S. History Class,” by Cynthia Shanahan, Michael J. Bolz, Gayle Cribb, Susan R. Goldman, Johanna Heppeler, and Michael Manderino, 241-270.
“Evoking Students’ Curiosity and Complicating Their Historical Thinking through Manageable, Engaging Confusion,” by John H. Bickford III and Molly Sigler Bickford, 63-88.
Gensheimer, Leah K., Andrew Stuart Bergerson, Nathan Lindsay, and Dan Stroud, “Sharper, Clearer Outcomes: Using Stakeholder Focus Groups for Tuning History,” 561-586.
“‘Go Big or Go Home’: Teaching Latin American Social Democracy and the Cuban Revolution,” by Maia S. Merin and Michael R. Stoll, 189-218.
Goldman, Susan R., Cynthia Shanahan, Michael J. Bolz, Gayle Cribb, Johanna Heppeler, and Michael Manderino, “Deepening What it Means to Read (and
Progressions of Instruction Across a School Year in an Eleventh Grade U.S. History Class,” 241-270.

“Sharper, Clearer Outcomes: Using Stakeholder Focus Groups for Tuning History,” by Andrew Stuart Bergerson, Nathan Lindsay, Leah K. Gensheimer, and Dan Stroud, 561-586.

Shurts, Sarah, “History in Harmony: The AHA ‘Tuning’ Project in the Community College and the Closing of the Transfer Gap,” 503-517.

Stoll, Michael R. and Maia S. Merin, “‘Go Big or Go Home’: Teaching Latin American Social Democracy and the Cuban Revolution,” 189-218.

Stroud, Dan, Andrew Stuart Bergerson, Nathan Lindsay, and Leah K. Gensheimer, “Sharper, Clearer Outcomes: Using Stakeholder Focus Groups for Tuning History,” 561-586.

“Student Co-Teaching to Foster Learning Autonomy: A Case Study in an Undergraduate History Classroom in Hong Kong,” by Loretta E. Kim and Eugene S. Tam, 397-417.

Tam, Eugene S. and Loretta E. Kim, “Student Co-Teaching to Foster Learning Autonomy: A Case Study in an Undergraduate History Classroom in Hong Kong,” 397-417.


“Writing About the Past is Essential for the Future: Fostering Student Writing for Citizenship in K-12 and Community College Classrooms,” by Angelo J. Letizia, 219-240.

“Yes, No, Wait, What?: The Benefits of Student Mistakes in the Classroom,” by Dominic DeBrincat, 9-34.

The State of the Profession

Jaffary, Nora E., “‘Teaching for Tomorrow?’: Disseminating History in an Era of Fiscal Anxiety,” 419-441.

“‘Teaching for Tomorrow?’: Disseminating History in an Era of Fiscal Anxiety, by Nora E. Jaffary,” 419-441.

Notes and Comments


REVIEWS

American Jewish History: A Primary Source Reader, edited by Gary Phillip Zola and Marc Dollinger, revd., 476.

Americans in Dissent: Thirteen Influential Social Critics of the Nineteenth Century, by Steven L. Piott, revd., 147-148.


Bae, Minju, r., Stokely: A Life, by Peniel E. Joseph, 469-471.


Battle Lines: A Graphic History of the Civil War, by Jonathan Fetter-Vorm and Ari Kelman, revd., 308-310.

Bending Toward Justice: The Voting
Rights Act and the Transformation of American Democracy, by Gary May, revd., 142-143.


Bernhardt, Abigail, r., The Princeton History of Modern Ireland, edited by Richard Bourke and Ian McBride, 608-610.


Bernhardt, Abigail, r., The Princeton History of Modern Ireland, edited by Richard Bourke and Ian McBride, 608-610.


Bloodworth, Jeff, r., Bending Toward Justice: The Voting Rights Act and the Transformation of American Democracy, by Gary May, 142-143.

Blutinger, Jeffrey C., r., In the Shadow of Zion: Promised Lands Before Israel, by Adam Rovner, 473-474.

Boardman, John, The Greeks in Asia, revd., 301-302.

Bodroghkozy, Aniko, r., It’s Been Beautiful: Soul! and Black Power Television, by Gayle Wald, 314-316.

Bolelli, Daniele, r., Thieves’ Road: The Black Hills Betrayal and Custer’s Path to Little Bighorn, by Terry Mort, 624-625.

Bourke, Richard and Ian McBride, eds., The Princeton History of Modern Ireland, revd., 608-610.

Bowman, Steven, r., American Jewish History: A Primary Source Reader, edited by Gary Philip Zola and Marc Dollinger, 476.

Boyer, Christopher R., Political Landscapes: Forests, Conservation, and Community in Mexico, revd., 302-304.

Boynton, Virginia R., r., Children and Youth during the Gilded Age and Progressive Era, edited by James Marten, 140-142.

Briley, Ron, r., Real War vs. Reel War: Veterans, Hollywood, and WWII, by Suzanne Broderick, 139-140.

Broderick, Suzanne, Real War vs. Reel War: Veterans, Hollywood, and WWII, revd., 139-140.


Burstein, Stanley M., r., The Greeks in Asia, by John Boardman, 301-302.

Cantù, D. Antonio, r., Reading, Thinking, and Writing about History: Teaching Argument Writing to Diverse Learners in the Common Core Classroom, Grades 6-12, by Chauncey Monte-Sano, Susan De La Paz, and Mark Felton, 144-145.


Carroll, Andrew H., r., Feast of Excess: A Cultural History of the New Sensibility, by George Cotkin, 611-613.

Chatelain, Marcia, South Side Girls: Growing Up in the Great Migration, revd., 466-468.


Children and Youth during the Gilded Age and Progressive Era, edited by James Marten, revd., 140-142.

Cobb, Charles E. Jr., This Nonviolent Stuff’ll Get You Killed: How Guns Made the Civil Rights Movement Possible, revd., 304-305.

Conrad, Sebastian, What is Global History?, revd., 610-611.


Crane, Jeff, r., The Bet: Paul Ehrlich, Julian Simon, and Our Gamble Over Earth’s Future, by Paul Sabin, 474-475.

Cuisine and Empire: Cooking in World History, by Rachel Laudan, revd., 311-313.


De La Paz, Susan, Chauncey Monte-Sano, and Mark Felton, Reading, Thinking, and Writing about History: Teaching Argument Writing to Diverse Learners in the Common Core Classroom, Grades 6-12, revd., 144-145.


Dollinger, Marc and Gary Phillip Zola, eds., American Jewish History: A Primary Source Reader, revd., 476.

Drinot, Paulo and Alan Knight, eds., The Great Depression in Latin America, The, edited by Paulo Drinot and Alan Knight, revd., 615-616.

Greene, Robert II, r., This Nonviolent Stuff’ll Get You Killed: How Guns Made the Civil Rights Movement Possible, by Charles E. Cobb Jr., 304-305.

Greene, Robert II, r., This Nonviolent Stuff’ll Get You Killed: How Guns Made the Civil Rights Movement Possible, by Charles E. Cobb Jr., 304-305.


Harvell, Elle, r., Mourning Lincoln, by Martha Hodes, 619-620.

Henderson, John, r., Americans in Dissent: Thirteen Influential Social Critics of the Nineteenth Century, by Steven L. Piott, 147-148.

Hodes, Martha, Mourning Lincoln, revd., 619-620.


In the Shadow of Zion: Promised Lands Before Israel, by Adam Rovner, revd., 473-474.

It's Been Beautiful: Soul! and Black Power Television, by Gayle Wald, revd., 314-316.
Knight, Alan and Paulo Drinot, eds., The Great Depression in Latin America, revd., 615-616.
Kornfeld, Eve, Fighting over the Founders: How We Remember the American Revolution, by Andrew M. Schocket, 150-151.
Laboratory of Learning: HBCU Laboratory Schools and Alabama State College Lab High in the Era of Jim Crow, by Sharon Gay Pierson, revd., 145-146.
Laudan, Rachel, Cuisine and Empire: Cooking in World History, revd., 311-313.
Marten, James, ed., Children and Youth during the Gilded Age and Progressive Era, revd., 140-142.
Martin, Janet and Barbara Alpern Engel, Russia in World History, revd., 616-617.
McMurray, Matthew, Ministers: Winston Churchill and His War Cabinet, by Jonathan Schnee, 627-628.
Mikhail, Maged S. A., r., Muslim and Christian Contact in the Middle Ages: A Reader, by Jarbel Rodriguez, 313-314.
Ministers: Winston Churchill and His War Cabinet, by Jonathan Schnee, revd., 627-628.
Monte-Sano, Chauncey, Susan De La Paz, and Mark Felton, Reading, Thinking, and Writing about History: Teaching Argument Writing to Diverse Learners in the Common Core Classroom, Grades 6-12, revd., 144-145.
Mort, Terry, Thieves' Road: The Black Hills Betrayal and Custer's Path to Little Bighorn, revd., 624-625.
Mourning Lincoln, by Martha Hodes, revd., 619-620.
Muslim and Christian Contact in the Middle Ages: A Reader, by Jarbel Rodriguez, revd., 313-314.
Pierson, Sharon Gay, Laboratory of Learning: HBCU Laboratory Schools and Alabama State College Lab High in the Era of Jim Crow, revd., 145-146.
Piott, Steven L., Americans in Dissent: Thirteen Influential Social Critics of the Nineteenth Century, revd., 147-148.
Political Landscapes: Forests, Conservation, and Community in Mexico, by Christopher R. Boyer, revd., 302-304.
Purnell, Brian, r., South Side Girls: Growing Up in the Great Migration, by Marcia Chatelain, 466-468.
Reading, Thinking, and Writing about History: Teaching Argument Writing to Diverse Learners in the Common Core Classroom, Grades 6-12, by Chauncey Monte-Sano, Susan De La Paz, and Mark Felton, revd., 144-145.
Real Wars, Real War: Veterans, Hollywood, and WWII, by Suzanne Broderick, revd., 139-140.
Randolph, edited by Andrew E. Kersten and Clarence Lang, revd., 620-622.
Rodriguez, Jarbel, Muslim and Christian Contact in the Middle Ages: A Reader, revd., 313-314.
Rothschild, N. Harry, Emperor Wu Zhao and Her Pantheon of Devis, Divinities, and Dynastic Mothers, by N. Harry Rothschild, 625-627.
Snyder, Joseph M., r., What is Global History?, by Sebastian Conrad, 610-611.
South Side Girls: Growing Up in the Great Migration, by Marcia Chatelain, revd., 466-468.
Thieves' Road: The Black Hills Betrayal and Custer's Path to Little Bighorn, by Terry Mort, revd., 624-625.
This Nonviolent Stuff'll Get You Killed: How Guns Made the Civil Rights Movement Possible, by Charles E. Cobb Jr., revd., 304-305.
Wald, Gayle, It's Been Beautiful: Soul! and Black Power Television, revd., 314-316.
Warner, Rick, r., Cuisine and Empire: Cooking in World History, by Rachel Laudan, 311-313.
West, Sally, r., Russia in World History, by Barbara Alpern Engel and Janet Martin, 616-617.
What is Global History?, by Sebastian Conrad, revd., 610-611.
Zola, Gary Phillip and Marc Dollinger, eds., American Jewish History: A Primary Source Reader, revd., 476.