

*The Society for History Education, Inc.*

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*The History Teacher* continues its 55<sup>th</sup> Anniversary Edition adorned with the exquisite art accompanying the works of Persian poet Jāmī (1414-1492). In addition to a three-part special focus on **Extracting Evidence** with exceptional contributions from Michael P. Marino, Jason Eden, and Lightning Jay, this issue of *The History Teacher* examines **World History Education**—including how it has developed in the past and how it can advance in the future.

This issue opens with the retrospective, and introspective, “World History Education around the World” by Ross Edmunds Dunn, author of the fascinating *The Adventures of Ibn Battuta: A Muslim Traveler of the 14<sup>th</sup> Century* and co-author of the perennially relevant *History on Trial: Culture Wars and the Teaching of the Past*. Dunn scrutinizes the history of world history education as an academic subject “invented” by nineteenth-century scholars in the United States, and the field’s evolution “from race-based, Eurocentric, and multiculturalist conceptions to ‘humanocentric’ perspectives that emphasize study of world historical processes on several scales” now advanced by numerous organizations and individuals around the globe.

Continuing this important inquiry, Jameel Haque, co-founder of the Middle Eastern Studies and Islamic World Program and director of the Kessel Peace Institute at Minnesota State University, Mankato, audits several college-level world history textbooks and finds not only the aforementioned Eurocentrism, but also specific anti-Muslim biases that are alarmingly taught with academic authority to trusting students. This candid—and necessary—self-reflection of the field fortunately offers recommendations to lead the discipline, and its students, to new heights.

We hope you and your students enjoy the possibilities presented in this issue of *The History Teacher*. **We invite you to join us in celebrating 55 years of *The History Teacher*—as well as the innumerable contributions of History Teachers throughout time and throughout the world.**

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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 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.

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# CONTRIBUTORS

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**Ross Edmunds Dunn** taught African, Islamic, and world history at San Diego State University for four decades. His publications include *The Adventures of Ibn Battuta, A Muslim Traveler of the 14<sup>th</sup> Century*, *History on Trial: Culture Wars and the Teaching of the Past* with Gary B. Nash and Charlotte Crabtree, and *The New World History: A Field Guide for Teachers and Researchers* with Laura J. Mitchell and Kerry Ward. He is the Director of *World History for Us All*, an online model curriculum for world history in schools based at the University of California, Los Angeles.

**Jason Eden** earned his Ph.D. in History from the University of Minnesota. He is currently a Professor of History at Saint Cloud State University in Minnesota, where he teaches courses that address early North America, historical methods, and immigration history. His research interests include the history of aging, religious history, and Native American history. He is the co-author of *Age Norms and Intercultural Interaction in Colonial North America*.

**Jameel Haque** holds a Ph.D. from the Graduate Center at the City University of New York. He is currently an Associate Professor of History at Minnesota State University, Mankato and the Director of the Kessel Peace Institute. His teaching and research interests include world history, education, archaeology, religion, and the First World War.

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**Michael P. Marino** is a Professor and Chair of the Department of History at The College of New Jersey, located in Ewing, New Jersey. He teaches courses in social studies education and modern European history and coordinates the Department's secondary education program.

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