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From the earliest conceptualizing of a new course to the final assessment of enrolled students, talented history teachers intricately weave their immense skill, expertise, and innovation to produce extraordinary history classes. This form of academic artistry is known as **Course Design**.

In this issue, a trio of educators take the stage, each presenting their unique approaches to course design. Roya Fathalizadeh begins with “Exploring the Possibilities and Challenges of Teaching United States History Thematically.” Next, Claire Mayo offers “Centering Assessment on History Learning Outcomes through Ungrading: How to Implement Specifications Grading in History Courses.” Finally, Derek Murray shares “Actively Constructing and Understanding the Past with Team-Based Learning.”

As we look forward to the journal’s 60th Anniversary and many more innovations to come, we hope you and your students have been enlightened and empowered by the possibilities presented in *The History Teacher*. Thank you for having the courage and skill to be a History Teacher.

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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The History Teacher

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Volume 59 – 2025-2026

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