



*The
History Teacher*

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Call for Submissions: Teaching Latin American History *Strategies, Experiments, and Experiences*

“Latin America” is commonly used to describe regions in the Americas (South America, Central America, Mexico, and islands of the Caribbean) where inhabitants hold a shared history of colonialism under the Spanish or Portuguese Empires and often speak a Romance language. This vast geographical area has been profoundly shaped by slavery, indigenous genocide, migration, independence movements, neocolonialism, activism, revolutions, dictatorships, and democracy. Secondary and undergraduate students encounter this complex and diverse history in topical, world history, and survey courses. Yet how does one effectively teach about “Latin America” in these courses?

The History Teacher, a peer-reviewed journal that covers history pedagogy and the history of education, seeks submissions for a special issue on teaching Latin American history. We are particularly interested in pedagogical articles that tackle how instructors teach Latin American history at their respective institutions and the unique challenges they face in and/or outside the classroom. We welcome submissions that focus on any region in Latin America.

Relevant submissions might address the following topics:

- Pedagogical strategies and practices
- Creative use of primary sources in the classroom
- Digital technologies
- A.I. in the classroom
- Unique assignments
- Discussion techniques
- Course outlines/syllabi
- Online course design
- Ethical and pedagogical challenges
- Experiential learning
- Study abroad
- Engagement with secondary students

The History Teacher is looking for articles (3,000-5,000 words) that speak to these and related topics. Prospective authors may direct inquiries to guest editor [Ulises Piña \(ulices.pina@csulb.edu\)](mailto:ulices.pina@csulb.edu).

Deadline for manuscripts: February 1, 2025

About *The History Teacher*

The History Teacher serves history educators in primary-, secondary-, and post-secondary classrooms interested in pedagogy. It aims to facilitate conversations about history education among teachers working in K-16 classrooms as well as museums and public history. To provide some context for the journal’s impact, in 2019, the journal had nearly 250,000 digital views or downloads via JSTOR alone. Since 2013, more than half of the recipients of the American Historical Association’s William and Edwyna Gilbert Award—given to authors whose articles make an outstanding contribution to the teaching of history—have been published in *THT*.