

# INDEX TO VOLUME 58

## 2024-2025

No. 1: November 2024: 1-144  
No. 2: February 2025: 145-272  
No. 3: May 2025: 273-400  
No. 4: August 2025: 401-528

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

### SPECIAL SECTIONS

#### Special Feature

#### *National History Day 2024 Prize Essays*

“Creation of the Birth Control Pill, The: A Turning Point for American Women’s Education, Economics, and Role in Society,” by Zania E. Hierlmaier, 121-134.  
Dabel, Jane, “Introduction,” 107-108.  
“From Small Wonder to Big Salvation: How the Mass Production of Peni-

cillin Became Possible in the Early 1940s,” by Harrison Shao, 109-120.  
Hierlmaier, Zania E., “The Creation of the Birth Control Pill: A Turning Point for American Women’s Education, Economics, and Role in Society,” 121-134.  
“Introduction,” by Jane Dabel, 107-108.  
Shao, Harrison, “From Small Wonder to Big Salvation: How the Mass Production of Penicillin Became Possible in the Early 1940s,” 109-120.

### STANDARD SECTIONS

#### The Craft of Teaching

“Against Tasks and Hallucinations: Returning to Thought in the Age of Machine Learning,” by Lily Lucas Hodges, 409-430.  
“All the World’s a Stage: Teaching Daniel Immerwahr’s *How to Hide an Empire*,” by Alistair Hattingh and Karen Dunak, 151-174.  
Barnes, Connor M. and Stefan Djordjevic, “Experiential Learning

in the Age of AI: Case Studies from the University of Illinois,” 431-472.  
Belanger, Elizabeth, “Teaching Grassroots Local Civil Rights History,” 41-76.  
Bickford, John H. and Jeremiah Clabough, “Elementary Students’ Guided Inquiry into their Local History, the Most Segregated American City,” 9-40.  
Blanton, Carlos Kevin, Jessica Erin Ray, Samantha Shields, Verity McInnis,

- Shweta Kailani, and Kaitlyn N. Ross, "Flipped/Hybrid and Flexible: Student Success and Redesigning the U.S. History Survey at Texas A&M University," 361-390.
- Clabough, Jeremiah and John H. Bickford, "Elementary Students' Guided Inquiry into their Local History, the Most Segregated American City," 9-40.
- "Decoding How Undergraduate Students Contextualize History Documents," by Ryan DiCostanzo, Anthony Discenza, Jenna Langone, and Jared McBrady, 329-360.
- DiCostanzo, Ryan, Anthony Discenza, Jenna Langone, and Jared McBrady, "Decoding How Undergraduate Students Contextualize History Documents," 329-360.
- Discenza, Anthony, Ryan DiCostanzo, Jenna Langone, and Jared McBrady, "Decoding How Undergraduate Students Contextualize History Documents," 329-360.
- Djordjevic, Stefan and Connor M. Barnes, "Experiential Learning in the Age of AI: Case Studies from the University of Illinois," 431-472.
- Dunak, Karen and Alistair Hattingh, "All the World's a Stage: Teaching Daniel Immerwahr's *How to Hide an Empire*," 151-174.
- "Elementary Students' Guided Inquiry into their Local History, the Most Segregated American City," by John H. Bickford and Jeremiah Clabough, 9-40.
- "Experiential Learning in the Age of AI: Case Studies from the University of Illinois," by Connor M. Barnes and Stefan Djordjevic, 431-472.
- "Flipped/Hybrid and Flexible: Student Success and Redesigning the U.S. History Survey at Texas A&M University," by Jessica Erin Ray, Samantha Shields, Verity McInnis, Shweta Kailani, Kaitlyn N. Ross, and Carlos Kevin Blanton, 361-390.
- Harris, Lauren McArthur, Toby Vaughn Kidd, Bea Rodriguez-Fransen, and Victoria E. Thompson, "Teacher Candidates' Perceptions of Individual and Collective Virtual Reality Experiences for Teaching History," 473-496.
- Hattingh, Alistair and Karen Dunak, "All the World's a Stage: Teaching Daniel Immerwahr's *How to Hide an Empire*," 151-174.
- "Historians Who Walk': Historical Thinking and Urban Landscapes in New York City and Philadelphia," by Michael P. Marino, 279-328.
- Hodges, Lily Lucas, "Against Tasks and Hallucinations: Returning to Thought in the Age of Machine Learning," 409-430.
- Kailani, Shweta, Jessica Erin Ray, Samantha Shields, Verity McInnis, Kaitlyn N. Ross, and Carlos Kevin Blanton, "Flipped/Hybrid and Flexible: Student Success and Redesigning the U.S. History Survey at Texas A&M University," 361-390.
- Kidd, Toby Vaughn, Lauren McArthur Harris, Bea Rodriguez-Fransen, and Victoria E. Thompson, "Teacher Candidates' Perceptions of Individual and Collective Virtual Reality Experiences for Teaching History," 473-496.
- Langone, Jenna, Ryan DiCostanzo, Anthony Discenza, and Jared McBrady, "Decoding How Undergraduate Students Contextualize History Documents," 329-360.
- Marino, Michael P., "'Historians Who Walk': Historical Thinking and Urban Landscapes in New York City and Philadelphia," 279-328.

- McBrady, Jared, Ryan DiCostanzo, Anthony Discenza, and Jenna Langone, "Decoding How Undergraduate Students Contextualize History Documents," 329-360.
- McInnis, Verity, Jessica Erin Ray, Samantha Shields, Shweta Kailani, Kaitlyn N. Ross, and Carlos Kevin Blanton, "Flipped/Hybrid and Flexible: Student Success and Redesigning the U.S. History Survey at Texas A&M University," 361-390.
- McLoughlin, Nancy Ann, "The Social Framework for Gender Experience (SFGE): Teaching Across Generations," 209-236.
- Okie, William Thomas, "Teaching for Surprise: Oral History, Document Interpretation, and Historical Thinking in an International Context," 77-106.
- Ray, Jessica Erin, Samantha Shields, Verity McInnis, Shweta Kailani, Kaitlyn N. Ross, and Carlos Kevin Blanton, "Flipped/Hybrid and Flexible: Student Success and Redesigning the U.S. History Survey at Texas A&M University," 361-390.
- Rodriguez-Fransen, Bea, Lauren McArthur Harris, Toby Vaughn Kidd, and Victoria E. Thompson, "Teacher Candidates' Perceptions of Individual and Collective Virtual Reality Experiences for Teaching History," 473-496.
- Ross, Kaitlyn N., Jessica Erin Ray, Samantha Shields, Verity McInnis, Shweta Kailani, and Carlos Kevin Blanton, "Flipped/Hybrid and Flexible: Student Success and Redesigning the U.S. History Survey at Texas A&M University," 361-390.
- Shields, Samantha, Jessica Erin Ray, Verity McInnis, Shweta Kailani, Kaitlyn N. Ross, and Carlos Kevin Blanton, "Flipped/Hybrid and Flexible: Student Success and Redesigning the U.S. History Survey at Texas A&M University," 361-390.
- "Social Framework for Gender Experience (SFGE), The: Teaching Across Generations," by Nancy Ann McLoughlin, 209-236.
- "Tales from the Social Justice Crypt: History, Pedagogy, and Horror in the Classroom," by Katrina Yeaw, 175-208.
- "Teacher Candidates' Perceptions of Individual and Collective Virtual Reality Experiences for Teaching History," by Lauren McArthur Harris, Toby Vaughn Kidd, Bea Rodriguez-Fransen, and Victoria E. Thompson, 473-496.
- "Teaching for Surprise: Oral History, Document Interpretation, and Historical Thinking in an International Context," by William Thomas Okie, 77-106.
- "Teaching Grassroots Local Civil Rights History," by Elizabeth Belanger, 41-76.
- Thompson, Victoria E., Lauren McArthur Harris, Toby Vaughn Kidd, and Bea Rodriguez-Fransen, "Teacher Candidates' Perceptions of Individual and Collective Virtual Reality Experiences for Teaching History," 473-496.
- Yeaw, Katrina, "Tales from the Social Justice Crypt: History, Pedagogy, and Horror in the Classroom," 175-208.

### Notes and Comments

- "Integrating Teaching, Research, and Community Engagement," by Kristin Dutcher Mann, 237-248.
- Mann, Kristin Dutcher, "Integrating Teaching, Research, and Community Engagement," 237-248.

## REVIEWS

- Adamovsky, Ezequiel, *A History of Argentina: From the Conquest to the Present*, revd., 497-498.
- Alekna, John, *Seeking News, Making China: Information, Technology, and the Emergence of Mass Society*, revd., 249-250.
- Alpers, Edward A. and Thomas F. McDow, *A Primer for Teaching Indian Ocean World History: Ten Design Principles*, revd., 499-500.
- Babb, John K., r., *Liquid Empire: Water and Power in the Colonial World*, by Corey Ross, 505-507.
- Balachandran, Jyoti Gulati, r., *A Primer for Teaching Indian Ocean World History: Ten Design Principles*, by Edward A. Alpers and Thomas F. McDow, 499-500.
- Beckert, Jacob, r., *The Threshold of Dissent: A History of American Jewish Critics of Zionism*, by Marjorie N. Feld, 500-502.
- Berry, Chelsea, *Poisoned Relations: Healing, Power, and Contested Knowledge in the Atlantic World*, revd., 250-252.
- Bloom, Nicholas Dagen, *The Great American Transit Disaster: A Century of Austerity, Auto-centric Planning, and White Flight*, revd., 252-253.
- Cliver, Robert, r., *The Master in Bondage: Factory Workers in China, 1949-2019*, by Huaiyin Li, 257-258.
- Cook, Michael A., *A History of the Muslim World: From its Origins to the Dawn of Modernity*, revd., 254-255.
- Cullors, Adia E., r., *Poisoned Relations: Healing, Power, and Contested Knowledge in the Atlantic World*, by Chelsea Berry, 250-252.
- Curry, Dawne Y., r., *Reworking Citizenship: Race, Gender, and Kinship in South Africa*, by Brady G'sell, 502-503.
- Dear Unknown Friend: The Remarkable Correspondence between American and Soviet Women*, by Alexis Peri, revd., 258-260.
- Discipline Problems: How Students of Color Trouble Whiteness in Schools*, by Tadashi Dozono, revd., 255-256.
- Doan, Natalia, r., *Rethinking Japan's Modernity: Stories and Translations*, by M. William Steele, 508-510.
- Dozono, Tadashi, *Discipline Problems: How Students of Color Trouble Whiteness in Schools*, revd., 255-256.
- Feld, Marjorie N., *The Threshold of Dissent: A History of American Jewish Critics of Zionism*, revd., 500-502.
- González, Sabrina, r., *A History of Argentina: From the Conquest to the Present*, by Ezequiel Adamovsky, 497-498.
- Great American Transit Disaster: The: A Century of Austerity, Auto-centric Planning, and White Flight*, by Nicholas Dagen Bloom, revd., 252-253.
- G'sell, Brady, *Reworking Citizenship: Race, Gender, and Kinship in South Africa*, revd., 502-503.
- Hirata, Koji, *Making Mao's Steelworks: Industrial Manchuria and the Transnational Origins of Chinese Socialism*, revd., 503-505.
- History of Argentina, A: From the Conquest to the Present*, by Ezequiel Adamovsky, revd., 497-498.
- History of the Muslim World, A: From its Origins to the Dawn of Modernity*, by Michael A. Cook, revd., 254-255.
- Lefty, Lauren, r., *Students as Historians: Using Technology to Examine Local History Beyond the Classroom*, by Scott K. Scheuerell, 507-508.
- Lewis, Bonnie, r., *Discipline Problems: How Students of Color Trouble Whiteness in Schools*, by Tadashi Dozono, 255-256.

- Li, Huaiyin, *The Master in Bondage: Factory Workers in China, 1949-2019*, revd., 257-258.
- Liquid Empire: Water and Power in the Colonial World*, by Corey Ross, revd., 505-507.
- Making Mao's Steelworks: Industrial Manchuria and the Transnational Origins of Chinese Socialism*, by Koji Hirata, revd., 503-505.
- Marashi, Taryn, r., *A History of the Muslim World: From its Origins to the Dawn of Modernity*, by Michael A. Cook, 254-255.
- Master in Bondage, The: Factory Workers in China, 1949-2019*, by Huaiyin Li, revd., 257-258.
- McDow, Thomas F. and Edward A. Alpers, *A Primer for Teaching Indian Ocean World History: Ten Design Principles*, revd., 499-500.
- Open Admissions: The Poetics and Pedagogy of Toni Cade Bambara, June Jordan, Audre Lorde, and Adrienne Rich in the Era of Free College*, by Danica Savonick, revd., 260-261.
- Patenaude, Sara, r., *The Great American Transit Disaster: A Century of Austerity, Auto-centric Planning, and White Flight*, by Nicholas Dagen Bloom, 252-253.
- Peri, Alexis, *Dear Unknown Friend: The Remarkable Correspondence between American and Soviet Women*, revd., 258-260.
- Poisoned Relations: Healing, Power, and Contested Knowledge in the Atlantic World*, by Chelsea Berry, revd., 250-252.
- Price, Keiara, r., *Open Admissions: The Poetics and Pedagogy of Toni Cade Bambara, June Jordan, Audre Lorde, and Adrienne Rich in the Era of Free College*, by Danica Savonick, 260-261.
- Primer for Teaching Indian Ocean World History, A: Ten Design Principles*, by Edward A. Alpers and Thomas F. McDow, revd., 499-500.
- Rethinking Japan's Modernity: Stories and Translations*, by M. William Steele, revd., 508-510.
- Reworking Citizenship: Race, Gender, and Kinship in South Africa*, by Brady G'sell, revd., 502-503.
- Ross, Corey, *Liquid Empire: Water and Power in the Colonial World*, revd., 505-507.
- Savonick, Danica, *Open Admissions: The Poetics and Pedagogy of Toni Cade Bambara, June Jordan, Audre Lorde, and Adrienne Rich in the Era of Free College*, revd., 260-261.
- Scheuerell, Scott K., *Students as Historians: Using Technology to Examine Local History Beyond the Classroom*, revd., 507-508.
- Seeking News, Making China: Information, Technology, and the Emergence of Mass Society*, by John Alekna, revd., 249-250.
- Steele, M. William, *Rethinking Japan's Modernity: Stories and Translations*, revd., 508-510.
- Stone, Adam J., r., *Dear Unknown Friend: The Remarkable Correspondence between American and Soviet Women*, by Alexis Peri, 258-260.
- Students as Historians: Using Technology to Examine Local History Beyond the Classroom*, by Scott K. Scheuerell, revd., 507-508.
- Threshold of Dissent, The: A History of American Jewish Critics of Zionism*, by Marjorie N. Feld, revd., 500-502.
- Xu, Xiaoqun, r., *Seeking News, Making China: Information, Technology, and the Emergence of Mass Society*, by John Alekna, 249-250.
- Zeng, Zhaojin, r., *Making Mao's Steelworks: Industrial Manchuria and the Transnational Origins of Chinese Socialism*, by Koji Hirata, 503-505.



# *The History Teacher*

by the SOCIETY FOR HISTORY EDUCATION

---

## **The History of *The History Teacher***

*Collaboration, Cooperation, Innovation, and Excellence*

---

**In 1940**, the **Teachers' History Club** at the University of Notre Dame created the "Quarterly Bulletin of the Teachers' History Club" to improve the learning experience in the history classroom.

**By 1967**, the expanding collaboration of educators reorganized as the **History Teachers' Association** and decided to transform the bulletin into an academic journal—*The History Teacher*.

**In 1972**, the association transferred guardianship of *The History Teacher* to coordinating faculty members at the Department of History at California State University, Long Beach. In the interest of independence and self-determination, the associated teachers incorporated as a non-profit organization.

**The Society for History Education, Inc.** (SHE) was recognized by the State of California in 1972.

**In 1998**, *The History Teacher* began publishing the winning student essays from the annual National History Day contest, in recognition of the impact that history teachers have in shaping the next generation of young historians.

**In 2012**, the Society became a leader among publishers, offering full-text, open access to recent archives of *The History Teacher* at its website, [thehistoryteacher.org](http://thehistoryteacher.org).

**In 2014**, *The History Teacher* launched full-color covers on both front *and* back covers, showcasing high-quality historical images specifically designed to spark classroom discussion.

**For 2025**, *The History Teacher* breezes into **Volume 58**, and we ask you to join us in celebrating history teachers throughout the world and throughout time.

---

**[thehistoryteacher.org/join](http://thehistoryteacher.org/join)**