

# INDEX TO VOLUME 43

2009-2010

No. 1: November 2009: 1-160

No. 2: February 2010: 161-320

No. 3: May 2010: 321-480

No. 4: August 2010: 481-640

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

∴

## — SPECIAL SECTIONS —

### Special Feature

Blaszak, Barbara J., "Preventing 'Back-atcha': Improving Secondary School Instruction by Introducing Prospective Teachers to Historiography," 435-439.

Fischer, Fritz, "Uncovering History for Future History Teachers," 441-448.

"Glimpsing at Pedagogy while Teaching History: A Mixture of Metacognition, Bird-Walking, and Quick Tips for Future Teachers," by John A. Shedd, 449-454.

"Preventing 'Back-atcha': Improving Secondary School Instruction by Introducing Prospective Teachers to Historiography," by Barbara J. Blaszak, 435-439.

Shedd, John A., "Glimpsing at Pedagogy while Teaching History: A Mixture of Metacognition, Bird-Walking, and Quick Tips for Future Teachers," 449-454.

Shedd, John A., "Teaching Teaching while Teaching History: How College Faculty Can Help Their Students Become Better Secondary Social Studies Educators," 433-434.

Sheets, Kevin B., "Thinking Historically, Teaching Historically: Perspectives on the Professional Development of Teachers from a Teaching American History Grant," 455-461.

"Teaching Teaching while Teaching History: How College Faculty Can Help Their Students Become Better Secondary Social Studies Educators," by John A. Shedd, 433-434.

"Thinking Historically, Teaching Historically: Perspectives on the Professional Development of Teachers from a Teaching American History Grant," by Kevin B. Sheets, 455-461.

"Uncovering History for Future History Teachers," by Fritz Fischer, 441-448.

### National History Day 2009 Prize Essays

Ball, Laura, "Cholera and the Pump on Broad Street: The Life and Legacy of John Snow," 105-119.

"Cholera and the Pump on Broad Street: The Life and Legacy of John Snow," by Laura Ball, 105-119.

Dabel, Jane, "Introduction," 103-104.

"Introduction," by Jane Dabel, 103-104.

Jain, Samvit, "Leader and Spokesman for a People in Exile: Chief Joseph and the Nez Perce," 121-139.

"Leader and Spokesman for a People in Exile: Chief Joseph and the Nez Perce," by Samvit Jain, 121-139.

## — STANDARD SECTIONS —

**General Subject**

- “‘Connecting the Dots’: Munich, Iraq, and the Lessons of History,” by Peter Conolly-Smith, 31-51.
- Conolly-Smith, Peter, “‘Connecting the Dots’: Munich, Iraq, and the Lessons of History,” 31-51.
- de Oliveira, Luciana C., “Nouns in History: Packaging Information, Expanding Explanations, and Structuring Reasoning,” 191-203.
- Frederickson, Mary E., “Going Global: New Trajectories in U.S. Women’s History,” 169-189.
- “Going Global: New Trajectories in U.S. Women’s History,” by Mary E. Frederickson, 169-189.
- “Great Blunders? The Great Wall of China, the Berlin Wall, and the Proposed United States/Mexican Border Fence,” by Helmut Langerbein, 9-29.
- Langerbein, Helmut, “Great Blunders? The Great Wall of China, the Berlin Wall, and the Proposed United States/Mexican Border Fence,” 9-29.
- “Magna Carta: Teaching Medieval Topics for Historical Significance,” by Scott Alan Metzger, 345-356.
- Metzger, Scott Alan, “Magna Carta: Teaching Medieval Topics for Historical Significance,” 345-356.
- Neumann, David J., “‘What is the Text Doing?’: Preparing Pre-Service Teachers to Teach Primary Sources Effectively,” 489-511.
- “Nouns in History: Packaging Information, Expanding Explanations, and Structuring Reasoning,” by Luciana C. de Oliveira, 191-203.
- Saxe, David W., “Teaching Magna Carta in American History: Land, Law, and Legacy,” 329-344.
- “Teaching Magna Carta in American History: Land, Law, and Legacy,” by David W. Saxe, 329-344.
- “‘What is the Text Doing?’: Preparing Pre-Service Teachers to Teach Primary

Sources Effectively,” by David J. Neumann, 489-511.

**The Craft of Teaching**

- “Assessment Strategies for a History Exam, or, Why Short-Answer Questions are Better than In-Class Essays,” by Alexander Maxwell, 233-245.
- Blackey, Robert, “So Many Choices, So Little Time: Strategies for Understanding and Taking Multiple-Choice Exams in History,” 53-66.
- Bombaro, Christine and John M. Osborne, “Learning to Read the Signs,” 205-222.
- Burkholder, Peter, “Getting Medieval on American History Research: A Method to Help Students Think Historically,” 545-562.
- Cole, Stephanie with Greg Kosci, “Quit Surfing and Start ‘Clicking’: One Professor’s Effort to Combat the Problems of Teaching the U.S. Survey in a Large Lecture Hall,” 397-410.
- “Commemorations of Imperial Sacrifice at Home and Abroad: British Memorials of the Great War,” by David A. Johnson and Nicole F. Gilbertson, 563-584.
- “Creating a Caring Classroom in which to Teach Difficult Histories,” by Maia G. Sheppard, 411-426.
- Franco, Eric V., “Using Graffiti to Teach Students How to Think Like Historians,” 535-543.
- “From Living under Attap to Residing in the Sky: Imagination and Empathy in Source-Based History Education in Singapore,” by Loh Kah Seng and Lee Si Wei, 513-533.
- “Getting Medieval on American History Research: A Method to Help Students Think Historically,” by Peter Burkholder, 545-562.
- Gilbertson, Nicole F. and David A. Johnson, “Commemorations of Imperial Sacrifice at Home and Abroad: British Memorials of the Great War,” 563-584.

- Johnson, David A. and Nicole F. Gilbertson, "Commemorations of Imperial Sacrifice at Home and Abroad: British Memorials of the Great War," 563-584.
- Kaiser, Christopher, "Redrawing the Boundaries: A Constructivist Approach to Combating Student Apathy in the Secondary History Classroom," 223-232.
- Kane, Robert G., "Teaching as Counterinsurgency: Enhancing Pedagogical Effectiveness and Student Learning in a Culture of Distraction," 375-396.
- "Learning to Read the Signs," by John M. Osborne and Christine Bombaro, 205-222.
- Lee Si Wei and Loh Kah Seng, "From Living under Attap to Residing in the Sky: Imagination and Empathy in Source-Based History Education in Singapore," 513-533.
- Loh Kah Seng and Lee Si Wei, "From Living under Attap to Residing in the Sky: Imagination and Empathy in Source-Based History Education in Singapore," 513-533.
- Maxwell, Alexander, "Assessment Strategies for a History Exam, or, Why Short-Answer Questions are Better than In-Class Essays," 233-245.
- Mosser, Kurt, "Teaching the Bill of Rights in China," 357-373.
- Osborne, John M. and Christine Bombaro, "Learning to Read the Signs," 205-222.
- "Quit Surfing and Start 'Clicking': One Professor's Effort to Combat the Problems of Teaching the U.S. Survey in a Large Lecture Hall," by Stephanie Cole with Greg Kosci, 397-410.
- "Redrawing the Boundaries: A Constructivist Approach to Combating Student Apathy in the Secondary History Classroom," by Christopher Kaiser, 223-232.
- Sheppard, Maia G., "Creating a Caring Classroom in which to Teach Difficult Histories," 411-426.
- "So Many Choices, So Little Time: Strategies for Understanding and Taking Multiple-Choice Exams in History," by Robert Blackey, 53-66.
- "Teaching as Counterinsurgency: Enhancing Pedagogical Effectiveness and Student Learning in a Culture of Distraction," by Robert G. Kane, 375-396.
- "Teaching the Bill of Rights in China," by Kurt Mosser, 357-373.
- "Using Graffiti to Teach Students How to Think Like Historians," by Eric V. Franco, 535-543.

### The State of the Profession

- "Challenges of Primary Sources, Collaboration, and the K-16 Elizabeth Murray Project, The," by Patricia Cleary and David Neumann, 67-86.
- Chandler, Cullen J. and Alison S. Gregory, "Sleeping with the Enemy: Wikipedia in the College Classroom," 247-257.
- Cleary, Patricia and David Neumann, "The Challenges of Primary Sources, Collaboration, and the K-16 Elizabeth Murray Project," 67-86.
- Gregory, Alison S. and Cullen J. Chandler, "Sleeping with the Enemy: Wikipedia in the College Classroom," 247-257.
- Neumann, David and Patricia Cleary, "The Challenges of Primary Sources, Collaboration, and the K-16 Elizabeth Murray Project," 67-86.
- Nix, Elizabeth M., "Wikipedia: How it Works and How it Can Work for You," 259-264.
- "Sleeping with the Enemy: Wikipedia in the College Classroom," by Cullen J. Chandler and Alison S. Gregory, 247-257.
- "Wikipedia: How it Works and How it Can Work for You," by Elizabeth M. Nix, 259-264.

### Notes and Comments

- Baron, Christine, "One if by Land! Two if by River? Or, What if Everything You Thought You Knew were Wrong?" 605-613.
- Bennison, Sarah Machiels, "Invisible Evidence: The Story is There, but the Sources are Scarce," 427-431.
- "Case of the Reluctant Epistemologists,

- The," by Clara Shaw Hardy, 595-604.
- Conner, Jerusha O., "If You Require It, Will They Learn from It? Student Perceptions of an Independent Research Project," 585-594.
- "Cultivating Critical Thinking: Five Methods for Teaching the History of U.S. Foreign Policy," by Roger Peace, 265-273.
- "Escaping Myopia: Teaching Students about Historical Causality," by Scott M. Waring, 283-288.
- Hardy, Clara Shaw, "The Case of the Reluctant Epistemologists," 595-604.
- "Harry Potter and the Ghost Teacher: Resurrecting the Lost Art of Lecturing," by Kathryn N. McDaniel, 289-295.
- "How Could a Beaver Start a War?" by Robert Millward, 275-282.
- "If You Require It, Will They Learn from It? Student Perceptions of an Independent Research Project," by Jerusha O. Conner, 585-594.
- "Invisible Evidence: The Story is There, but the Sources are Scarce," by Sarah Machiels Bennison, 427-431.
- McDaniel, Kathryn N., "Harry Potter and the Ghost Teacher: Resurrecting the Lost Art of Lecturing," 289-295.
- Millward, Robert, "How Could a Beaver Start a War?" 275-282.
- Morris, Richard J., "Using Philosophical Liberalism and Philosophical Conservatism as an Organizing Theme in the First Half of the American History Survey," 97-102.
- "One if by Land! Two if by River? Or, What if Everything You Thought You Knew were Wrong?" by Christine Baron, 605-613.
- Peace, Roger, "Cultivating Critical Thinking: Five Methods for Teaching the History of U.S. Foreign Policy," 265-273.
- "Preparing Student Teachers for a World History Curriculum in New York," by Jacqueline Swansinger, 87-96.
- Swansinger, Jacqueline, "Preparing Student Teachers for a World History Curriculum in New York," 87-96.
- "Using Philosophical Liberalism and Philosophical Conservatism as an Organizing Theme in the First Half of the American History Survey," by Richard J. Morris, 97-102.
- Waring, Scott M., "Escaping Myopia: Teaching Students about Historical Causality," 283-288.

∴  
— REVIEWS —

- 1960s, The: A Documentary Reader*, edited by Brian Ward, revd., 623-624.
- Abolitionism and Imperialism in Britain, Africa, and the Atlantic*, edited by Derek R. Peterson, revd., 620-621.
- Alan's War: The Memories of G.I. Alan Cope*, by Emmanuel Guibert, revd., 145-146.
- Alkana, Linda Kelly, r., *Alan's War: The Memories of G.I. Alan Cope*, by Emmanuel Guibert, 145-146.
- Anderson, Julie, dir., *Mr. Conservative: Goldwater on Goldwater*, revd., 141-142.
- Belohlavek, John M., r., *Ulysses S. Grant: American Hero, American Myth*, by Joan Waugh, 312-313.
- Black Arts West: Culture and Struggle in Postwar Los Angeles*, by Daniel Widener, revd., 624-625.
- Black Culture and the New Deal: The Quest for Civil Rights in the Roosevelt Era*, by Lauren Rebecca Sklaroff, revd., 621-623.
- Black, Jeremy, *War in European History, 1660-1792*, revd., 463-464.
- Black Walden: Slavery and Its Aftermath in Concord, Massachusetts*, by Elise Lemire, revd., 304-305.
- Brosnan, Kathleen A., r., *Chicago: A Biography*, by Dominic A. Pacyga, 308-309.
- Buenviaje, Dino E., r., *A History of Modern Britain: 1714 to the Present*, by Ellis

- Wasson, 311-312.
- Campbell, James M. and Rebecca J. Fraser, eds., *Perspectives in American Social History: Reconstruction: People and Perspectives*, revd., 297-298.
- Cantu, D. Antonio, r., *In Pursuit of Liberty: Coming of Age in the American Revolution*, by Emmy E. Werner, 313-315.
- Cantu, D. Antonio and Wilson J. Warren, eds., *History Education 101: The Past, Present, and Future of Teacher Preparation*, revd., 309-311.
- Chicago: A Biography*, by Dominic A. Pacyga, revd., 308-309.
- Civilizations of Ancient Iraq*, by Benjamin R. Foster and Karen Polinger Foster, revd., 616-618.
- Cook, James W., Lawrence B. Glickman, and Michael O'Malley, eds., *The Cultural Turn in U.S. History: Past, Present and Future*, revd., 142-144.
- Consumed by War: European Conflict in the 20<sup>th</sup> Century*, by Richard C. Hall, revd., 464-465.
- Cowan, Mairi, r., *The Thirty Years War: A Documentary History*, edited by Tryntje Helfferich, 147-149.
- Cox, Thomas H., *Gibbons v. Ogden, Law, and Society in the Early Republic*, revd., 298-299.
- Critchlow, Donald T. and Nancy MacLean, *Debating the American Conservative Movement: 1945 to the Present*, revd., 144-145.
- Cultural Turn in U.S. History, The: Past, Present and Future*, edited by James W. Cook, Lawrence B. Glickman, and Michael O'Malley, revd., 142-144.
- Daly, Jonathan and Leonid Trofimov, eds., *Russia in War and Revolution, 1914-1922: A Documentary History*, revd., 299-301.
- Dangerous Stir, A: Fear, Paranoia, and the Making of Reconstruction*, by Mark Wahlgren Summers, revd., 471-472.
- Debating the American Conservative Movement: 1945 to the Present*, by Donald T. Critchlow and Nancy MacLean, revd., 144-145.
- DeBolt, Abbe Allen, r., *The Northern Lands: Germanic Europe, c.1270-c.1500*, by David Nicholas, 151-152.
- Demas, Lane, r., *Black Culture and the New Deal: The Quest for Civil Rights in the Roosevelt Era*, by Lauren Rebecca Sklaroff, 621-623.
- Demos, John, *The Enemy Within: A Short History of Witch-Hunting*, revd., 301-302.
- Dvorak, Ken and Julie Anne Taddeo, eds., *The Tube Has Spoken: Reality TV and History*, revd., 472-473.
- Egerton, Douglas R., r., *Black Walden: Slavery and Its Aftermath in Concord, Massachusetts*, by Elise Lemire, 304-305.
- Enemy Within, The: A Short History of Witch-Hunting*, by John Demos, revd., 301-302.
- Feimster, Crystal, *Southern Horrors: Women and the Politics of Rape and Lynching*, revd., 615-616.
- Foster, Benjamin R. and Karen Polinger Foster, *Civilizations of Ancient Iraq*, revd., 616-618.
- Foster, Karen Polinger and Benjamin R. Foster, *Civilizations of Ancient Iraq*, revd., 616-618.
- Fraser, Rebecca J. and James M. Campbell, eds., *Perspectives in American Social History: Reconstruction: People and Perspectives*, revd., 297-298.
- Freedom Struggles: African Americans and World War I*, by Adriane Lentz-Smith, revd., 465-467.
- Gambling Man, A: Charles II's Restoration Game*, by Jenny Uglow, revd., 473-474.
- Gibbons v. Ogden, Law, and Society in the Early Republic*, by Thomas H. Cox, revd., 298-299.
- Gilberthorpe, Ann, r., *Perspectives in American Social History: Reconstruction: People and Perspectives*, edited by James M. Campbell and Rebecca J. Fraser, 297-298.
- Glickman, Lawrence B., James W. Cook, and Michael O'Malley, eds., *The Cultural Turn in U.S. History: Past, Present and Future*, revd., 142-144.
- Goodheart, Lawrence B., r., *Abolitionism*

- and Imperialism in Britain, Africa, and the Atlantic, edited by Derek R. Peterson, 620-621.
- Gourley, Catherine, *The Horrors of Andersonville: Life and Death Inside a Civil War Prison*, revd., 618-619.
- Guibert, Emmanuel, *Alan's War: The Memoirs of G.I. Alan Cope*, revd., 145-146.
- Hale, John R., *Lords of the Sea: The Epic Story of the Athenian Navy and the Birth of Democracy*, revd., 146-147.
- Hall, Richard C., *Consumed by War: European Conflict in the 20<sup>th</sup> Century*, revd., 464-465.
- Helfferich, Tryntje, ed., *The Thirty Years War: A Documentary History*, revd., 147-149.
- History Education 101: The Past, Present, and Future of Teacher Preparation*, edited by Wilson J. Warren and D. Antonio Cantu, revd., 309-311.
- History of Modern Britain, A: 1714 to the Present*, by Ellis Wasson, revd., 311-312.
- History Shoppe, The*, by J. Fred McDonald, revd., 149-150.
- Horne, Ryan, r., *Lords of the Sea: The Epic Story of the Athenian Navy and the Birth of Democracy*, by John R. Hale, 146-147.
- Horrors of Andersonville, The: Life and Death Inside a Civil War Prison*, by Catherine Gourley, revd., 618-619.
- Howlett, Charles F., r., *International Encyclopedia of Peace*, edited by Nigel Young, 474-475.
- Hunner, Jon, *J. Robert Oppenheimer, the Cold War, and the Atomic West*, revd., 302-303.
- Hunt, Michael H., ed., *A Vietnam War Reader: A Documentary History from American and Vietnamese Perspectives*, revd., 619-620.
- Hunter, Marjorie, r., *History Education 101: The Past, Present, and Future of Teacher Preparation*, edited by Wilson J. Warren and D. Antonio Cantu, 309-311.
- Hunter, Marjorie, r., *The History Shoppe*, by J. Fred McDonald, revd., 149-150.
- Hunter, Marjorie, r., *The Horrors of Andersonville: Life and Death Inside a Civil War Prison*, by Catherine Gourley, 618-619.
- In Pursuit of Liberty: Coming of Age in the American Revolution*, by Emmy E. Werner, revd., 313-315.
- Inequity in Education: A Historical Perspective*, edited by Debra Meyers and Burke Miller, revd., 468-469.
- International Encyclopedia of Peace*, edited by Nigel Young, revd., 474-475.
- J. Robert Oppenheimer, the Cold War, and the Atomic West*, by Jon Hunner, revd., 302-303.
- Jenks, Andrew, r., *Russia in War and Revolution, 1914-1922: A Documentary History*, edited by Jonathan Daly and Leonid Trofimov, 299-301.
- Journell, Wayne, r., *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History*, by James W. Loewen, 305-307.
- Judd, Richard W., *The Untilled Garden: Natural History and the Spirit of Conservation in America, 1740-1840*, revd., 303-304.
- Kaminski, Theresa, r., *The 1960s: A Documentary Reader*, edited by Brian Ward, 623-624.
- Katers, Nicholas, r., *Debating the American Conservative Movement: 1945 to the Present*, by Donald T. Critchlow and Nancy MacLean, 144-145.
- Lemire, Elise, *Black Walden: Slavery and Its Aftermath in Concord, Massachusetts*, revd., 304-305.
- Lentz-Smith, Adriane, *Freedom Struggles: African Americans and World War I*, revd., 465-467.
- Lives of Jewish Soldiers: Untold Tales of Men of Jewish Descent Who Fought for the Third Reich*, by Bryan Mark Rigg, revd., 153-154.
- Loewen, James W., *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History*, revd., 305-307.
- Lords of the Sea: The Epic Story of the Athenian Navy and the Birth of Democracy*,

- by John R. Hale, revd., 146-147.
- Luhr, Eileen, r., *Mr. Conservative: Goldwater on Goldwater*, directed by Julie Anderson, 141-142.
- MacLean, Nancy and Donald T. Critchlow, *Debating the American Conservative Movement: 1945 to the Present*, revd., 144-145.
- Marcus, Alan S., Scott Alan Metzger, Richard J. Paxton, and Jeremy D. Stoddard, *Teaching History with Film: Strategies for Secondary Social Studies*, revd., 467-468.
- Mather, James, *Pashas: Traders and Travellers in the Islamic World*, revd., 307-308.
- McDonald, J. Fred, *The History Shoppe*, revd., 149-150.
- McGowan, Barbara, r., *Southern Horrors: Women and the Politics of Rape and Lynching*, by Crystal Feimster, 615-616.
- Metzger, Scott Alan, Alan S. Marcus, Richard J. Paxton, and Jeremy D. Stoddard, *Teaching History with Film: Strategies for Secondary Social Studies*, revd., 467-468.
- Meyers, Debra and Burke Miller, eds., *Inequity in Education: A Historical Perspective*, revd., 468-469.
- Miller, Burke and Debra Meyers, eds., *Inequity in Education: A Historical Perspective*, revd., 468-469.
- Miller, James Edward, *The United States and the Making of Modern Greece: History and Power, 1950-1974*, revd., 150-151.
- Miller, Randall M., r., *A Savage Conflict: The Decisive Role of Guerrillas in the American Civil War*, by Daniel E. Sutherland, 154-155.
- Mizelle, Brett, r., *The Cultural Turn in U.S. History: Past, Present and Future*, edited by James W. Cook, Lawrence B. Glickman, and Michael O'Malley, 142-144.
- Moss, Hilary J., *Schooling Citizens: The Struggle for African American Education in Antebellum America*, revd., 469-470.
- Mr. Conservative: Goldwater on Goldwater*, directed by Julie Anderson, revd., 141-142.
- Najjaj, April L., r., *Pashas: Traders and Travellers in the Islamic World*, by James Mather, 307-308.
- Neumann, David, r., *Teaching History with Film: Strategies for Secondary Social Studies*, by Alan S. Marcus, Scott Alan Metzger, Richard J. Paxton, and Jeremy D. Stoddard, 467-468.
- Nicholas, David, *The Northern Lands: Germanic Europe, c.1270-c.1500*, revd., 151-152.
- Nielsen, John P., r., *Civilizations of Ancient Iraq*, by Benjamin R. Foster and Karen Polinger Foster, 616-618.
- Northern Lands, The: Germanic Europe, c.1270-c.1500*, by David Nicholas, revd., 151-152.
- O'Malley, Michael, James W. Cook, and Lawrence B. Glickman, eds., *The Cultural Turn in U.S. History: Past, Present and Future*, revd., 142-144.
- Owens, Patricia Ann, r., *The Untilled Garden: Natural History and the Spirit of Conservation in America, 1740-1840*, by Richard W. Judd, 303-304.
- Pacyga, Dominic A., *Chicago: A Biography*, revd., 308-309.
- Pashas: Traders and Travellers in the Islamic World*, by James Mather, revd., 307-308.
- Paxton, Richard J., Alan S. Marcus, Scott Alan Metzger, and Jeremy D. Stoddard, *Teaching History with Film: Strategies for Secondary Social Studies*, revd., 467-468.
- Perspectives in American Social History: Reconstruction: People and Perspectives*, edited by James M. Campbell and Rebecca J. Fraser, revd., 297-298.
- Peterson, Derek R., ed., *Abolitionism and Imperialism in Britain, Africa, and the Atlantic*, revd., 620-621.
- Pierce, Robert A., r., *War in European History, 1660-1792*, by Jeremy Black, 463-464.
- Ponce de Leon, Charles L., r., *The Tube Has Spoken: Reality TV and History*, edited by Julie Anne Taddeo and Ken Dvorak,

- 472-473.
- Purmont, Jon E., r., *The Enemy Within: A Short History of Witch-Hunting*, by John Demos, 301-302.
- Purmont, Jon E., r., *Inequity in Education: A Historical Perspective*, edited by Debra Meyers and Burke Miller, 468-469.
- Reichard, David A., r., *Gibbons v. Ogden, Law, and Society in the Early Republic*, by Thomas H. Cox, 298-299.
- Rigg, Bryan Mark, *Lives of Jewish Soldiers: Untold Tales of Men of Jewish Descent Who Fought for the Third Reich*, revd., 153-154.
- Ruddy, T. Michael, r., *The United States and the Making of Modern Greece: History and Power, 1950-1974*, by James Edward Miller, 150-151.
- Russia in War and Revolution, 1914-1922: A Documentary History*, edited by Jonathan Daly and Leonid Trofimov, revd., 299-301.
- Savage Conflict, A: The Decisive Role of Guerrillas in the American Civil War*, by Daniel E. Sutherland, revd., 154-155.
- Schooling Citizens: The Struggle for African American Education in Antebellum America*, by Hilary J. Moss, revd., 469-470.
- Schreiber, Roy, r., *A Gambling Man: Charles II's Restoration Game*, by Jenny Uglow, 473-474.
- Selby, John G., r., *A Vietnam War Reader: A Documentary History from American and Vietnamese Perspectives*, edited by Michael H. Hunt, 619-620.
- Sims, Amy R., r., *Lives of Jewish Soldiers: Untold Tales of Men of Jewish Descent Who Fought for the Third Reich*, by Bryan Mark Rigg, 153-154.
- Sipress, Joel M., r., *A Dangerous Stir: Fear, Paranoia, and the Making of Reconstruction*, by Mark Wahlgren Summers, 471-472.
- Sklaroff, Lauren Rebecca, *Black Culture and the New Deal: The Quest for Civil Rights in the Roosevelt Era*, revd., 621-623.
- Slater, Sandra, r., *Schooling Citizens: The Struggle for African American Education in Antebellum America*, by Hilary J. Moss, 469-470.
- Southern Horrors: Women and the Politics of Rape and Lynching*, by Crystal Feimster, revd., 615-616.
- Stoddard, Jeremy D., Alan S. Marcus, Scott Alan Metzger, and Richard J. Paxton, *Teaching History with Film: Strategies for Secondary Social Studies*, revd., 467-468.
- Summers, Mark Wahlgren, *A Dangerous Stir: Fear, Paranoia, and the Making of Reconstruction*, revd., 471-472.
- Sutherland, Daniel E., *A Savage Conflict: The Decisive Role of Guerrillas in the American Civil War*, revd., 154-155.
- Taddeo, Julie Anne and Ken Dvorak, eds., *The Tube Has Spoken: Reality TV and History*, revd., 472-473.
- Teaching History with Film: Strategies for Secondary Social Studies*, by Alan S. Marcus, Scott Alan Metzger, Richard J. Paxton, and Jeremy D. Stoddard, revd., 467-468.
- Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History*, by James W. Loewen, revd., 305-307.
- Thirty Years War; The: A Documentary History*, edited by Tryntje Helfferich, revd., 147-149.
- Thompson, Sharita Jacobs, r., *Freedom Struggles: African Americans and World War I*, by Adriane Lentz-Smith, 465-467.
- Trofimov, Leonid and Jonathan Daly, eds., *Russia in War and Revolution, 1914-1922: A Documentary History*, revd., 299-301.
- Tube Has Spoken. The: Reality TV and History*, edited by Julie Anne Taddeo and Ken Dvorak, revd., 472-473.
- Tyvela, Kirk, r., *J. Robert Oppenheimer, the Cold War, and the Atomic West*, by Jon Hunner, 302-303.
- Uglow, Jenny, *A Gambling Man: Charles II's Restoration Game*, revd., 473-474.
- Ulysses S. Grant: American Hero, American Myth*, by Joan Waugh, revd., 312-313.
- United States and the Making of Modern Greece, The: History and Power, 1950-*



- 1974, by James Edward Miller, revd., 150-151.
- Untilled Garden, The: Natural History and the Spirit of Conservation in America, 1740-1840*, by Richard W. Judd, revd., 303-304.
- Vietnam War Reader, A: A Documentary History from American and Vietnamese Perspectives*, edited by Michael H. Hunt, revd., 619-620.
- War in European History, 1660-1792*, by Jeremy Black, revd., 463-464.
- Ward, Brian, ed., *The 1960s: A Documentary Reader*, revd., 623-624.
- Warren, Wilson J. and D. Antonio Cantu, eds., *History Education 101: The Past, Present, and Future of Teacher Preparation*, revd., 309-311.
- Wasson, Ellis, *A History of Modern Britain: 1714 to the Present*, revd., 311-312.
- Waugh, Joan, *Ulysses S. Grant: American Hero, American Myth*, revd., 312-313.
- Werner, Emmy E., *In Pursuit of Liberty: Coming of Age in the American Revolution*, revd., 313-315.
- Widener, Daniel, *Black Arts West: Culture and Struggle in Postwar Los Angeles*, revd., 624-625.
- Williams, Jeffrey C., r., *Consumed by War: European Conflict in the 20<sup>th</sup> Century*, by Richard C. Hall, 464-465.
- Wilson, Jamie J., r., *Black Arts West: Culture and Struggle in Postwar Los Angeles*, by Daniel Widener, 624-625.
- Young, Nigel, ed., *International Encyclopedia of Peace*, revd., 474-475.



# *The History Teacher*

by THE SOCIETY FOR HISTORY EDUCATION

## Sharing *transforms* the Ordinary Expert into the Extraordinary Teacher.

In the spirit of cooperative learning, the Society for History Education applauds all teachers and their extraordinary efforts to share their craft with students and society. SHE is proud to offer complimentary access for a variety of educational resources from *The History Teacher*.

In addition to acknowledging the authors whose historical and pedagogical contributions make *The History Teacher* possible, SHE offers special thanks to those teachers whose everyday unrecorded contributions shape our history and our world.

### Free Special Issue

“A Life in Public  
Education: Honoring  
Gary B. Nash”

*A collection of insightful and poignant reflections on the spectacular life and career of historian, author, and educator Gary B. Nash, with contributions from friends, colleagues, and Dr. Nash himself. Simply e-mail <info@thehistoryteacher.org> to request your free copy today!*

### Free Classroom Use

Articles from *The History Teacher* in compilations of course readers

*The Society for History Education offers waived copyright licensing fees for reproduction of articles in course readers for non-profit educational use. Instructors assembling course readers may request permissions at <info@thehistoryteacher.org> or by using the automated system at Copyright Clearance Center.*

### Free Archives

Online full-text articles, abstracts, and indexing of *The History Teacher*

**History Cooperative** at [www.historycooperative.org](http://www.historycooperative.org) (1-year “moving wall”), no log-in required

**JSTOR** at [www.jstor.org](http://www.jstor.org) (3-year “moving wall”)

**EBSCO** at [www.ebsco.com](http://www.ebsco.com) (no “moving wall” for EBSCO subscribers—current issue available instantly)

**ERIC** at [www.eric.ed.gov](http://www.eric.ed.gov) (indexing and abstracts only), no log-in required

***The History Teacher*** by THE SOCIETY FOR HISTORY EDUCATION

California State University, Long Beach • 1250 Bellflower Boulevard • Long Beach, CA 90840-1601 • U.S.A.

562-985-2573 • fax: 562-985-5431 • [info@thehistoryteacher.org](mailto:info@thehistoryteacher.org) • [www.thehistoryteacher.org](http://www.thehistoryteacher.org)