and indigenous views of statehood as serious visions for how North America might be imagined as a historical space and avoid overly deterministic accounts that assume an inevitable receding frontier of US authority across the continent. Highly recommended.

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John Thelin. *Going to College in the Sixties*. Baltimore: John Hopkins Press, 2021. Pp. 198. $22.95.

In 1961, high school students anxious about entering college could read, *Preparing for College Study*, a new book by Norman A. Fedde, a faculty member at Yale University. Although Fedde warned his readers that teaching and learning in college would bring new challenges due to the promising changes in education in the postwar period, neither the author nor his readers could imagine much of what lay ahead in the 1960s. In *Going to College in the Sixties*, historian John Thelin provides a brief, accessible account of American higher education at the time that aims at a "reasonable reconsideration" of a topic often dominated by journalists' accounts, nostalgic memoirs, and popular culture. (xiii)The result is an analysis that, despite the book's title, include very little of the personal experiences of students and, instead, offers an instructive commentary on the largely overlooked aspects that nevertheless revolutionized higher education. Thelin spent the entire decade of the 1960s as a college student and his work illuminates the crucial features of the decade that few students, and perhaps even the general public, appreciated at the time.

Thelin's analysis largely avoids the "pitfalls of nostalgia" and directly challenges more conventional accounts focused on student protests on well-known campuses. (6) He reminds readers that conservative student unrest at the University of Mississippi in 1962 belongs next to the Free Speech Movement at Berkeley in 1964. "Volatile student demonstrations," Thelin explains, "coexisted with intercollegiate athletics, fraternities and sororities, student government, and the 'business as usual' of a university." (xiv) College life created both liberal activists and the conservative students eager to connect with the "states' business and political establishment." (xiv) This approach means that Thelin includes effective discussion of the first half of the decade and, with less success, the breadth of higher education that includes schools in the Midwest and the South as well as the expanding role of junior colleges.

If our collective memory often centers on dramatic student unrest and the counterculture, *Going to College in the Sixties* excels in its treatment of what Thelin identifies as the "vital statistics" of higher education. Thelin's analysis weaves together demographic factors, budgets, the employment of faculty and staff, and tuition to portray an educational environment invigorated by postwar prosperity, the improvement of the nation's public high schools, and unprecedented support from state and federal government. His treatment of college admissions during the period is especially strong as the author describes the increasing attention to public relations and the role of the media. With little concern for protecting the interests of students as consumers, colleges sold a romantic vision of college life and upward mobility while maintaining exclusionary practices. While Thelin's discussion of racial, gender, and class discrimination is unfortunately limited, his account is clear that colleges modernized while perpetuating a "caste system across hundreds of institutions." (50)

One of the more intriguing features of the book is Thelin's description of the "knowledge industry," the crucial role of an array of new forces that reshaped higher education at the time. The decade brought the growing influence of research centers and institutes, private foundations, state and federal agencies, enormous state systems, the Department of Defense, the Educational Testing Service, and international alliances that ranged from non-profit organizations to the Central Intelligence Agency. These aspects and large federal grants, 80% of which went to just twenty federal grant universities in 1963, fueled increased commitment to promoting

research, graduate programs, and external relations. This led to, as Thelin argues, the irony of American colleges and their leaders becoming even less interested in the experiences and concerns of traditional students just as historical forces and increased enrollment brought more political unrest.

While *Going to the College in the Sixties* provides little of what history students anticipate from a narrative of the decade, it is precisely these ironic connections between the structural issues of higher education and the more conventional images of the period that make the book valuable to teachers of survey courses and postwar electives in U.S. history. The author is cautious about claims that campus unrest brought substantial social and institutional change. In the end, issues ranging from race and gender in American society to foreign policy may have been shaped by colleges far less than often assumed and today's growing attention to equity, inclusion, and diversity is a testament to both the success and limitations of such activism in the 1960s. However, Thelin's eye for the less dramatic aspects of the period allows him to illuminate connections between more familiar stories of unrest and educational reforms that have become staples of contemporary college life such as innovative curricula, academic advising, career planning, tutoring, and financial aid. Teachers interested in helping students grapple with the complexity of social change in U.S. history will appreciate a text that helps students to understand, for example, that the same forces that led student activists to occupy administration buildings in 1968 also resulted in the almost widespread use of student evaluations of courses and faculty teaching by the eighties.

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Omnia El Shakry. *Understanding and Teaching the Modern Middle East*. Madison: University of Wisconsin Press, 2020. Pp. 384. $39.95.

The only teaching challenge not addressed in this practical and thought-provoking collection of essays is that of finding curricular space and institutional support for including the history of the Middle East in a student's education. However, for those lucky enough to have room for a unit or a year on the region, El Shakry's book includes everything from suggested resources to pedagogical strategies to philosophical reflections that will enrich any classroom. It is a useful resource both for those working at the high school and university levels and, with its wealth of ideas on the challenges of teaching contentious topics, might be interesting as a text in a class for teachers in training. Overall, the volume is both a field guide to key topics and changing debates in the discipline as well as a series of meditations on the challenges of communicating the complexity of Middle East history for a U.S. audience.

The twenty-one essays that make up the book are divided into sections organized around the trials of teaching historical content, examining contemporary issues, and selecting resources and methods. This attempt to categorize the essays is the only unsuccessful aspect of the volume for the essays are just too rich to be labeled so narrowly. The major topics one would expect do enjoy separate chapters (the legacy of Islam, Colonialism, Israel/Palestine, the Iranian Revolution, etc…). There are also chapters focused on using film, literature or diplomatic cables in the classroom, as well as more contemporary chapters addressing the War on Terror, the Arab Spring and Refugees, but the essay topics are mere starting points for wide ranging discussions. For example, Rochelle Davis' "Refugees in and from the Middle East" does review the content markers for lectures on the history of displacement in the region, but it also suggests ways to question the Western preference for seeing refugees as humanitarian rather than political victims.

The variety in each author's approach could be off-putting for a teacher looking for specific suggestions on an unfamiliar topic and finding instead an esoteric disquisition on the dangers of narratives and chronology, but the variety is what makes the volume valuable even for experienced teachers. Readers will find many resource suggestions, but they will also find universally applicable strategies for sparking discussion and critical inquiry.

For example, the essays by Sherene Seikaly on "the History of Israel/Palestine" and by Alma Rachel Heckman on "Nuancing the Narrative: Teaching the Jewish Modern Middle East" both include resource suggestions, but they also offer ideas on handling emotional and contentious discussions in the classroom. Of course, those same suggestions can be used to talk about post 9-11 militarization, the history of Islam or the prism of Gender and Sexuality (also topics explored in the book), other areas where many students have emotional investments in particular interpretations. Another teacher might delve into Naghmeh Sohrabi and Arielle Gordon's chapter on Iran and find ideas about periodization and global context, but they will also find suggestions for helping students question how politically consequential narratives and iconic images emerge and are reproduced. In short, the questions and strategies raised in essays have applicability far beyond the narrow topic each essay tackles.

Although the book has useful insights for all who teach, it occasionally assumes a level of familiarity with the region's history which might not match the situation of all who find themselves responsible for teaching the subject. In the last two decades many U.S. school systems rapidly introduced classes on the Middle East, but preparation was often limited to short in-service classes that sometimes reiterated the same Orientalist tropes that El Shakry and her fellow essayist, Michael Gaspar, lament in the book. But for those many dedicated teachers who seek out ways to explore and teach the complicated context of events, this book will help both them and their students rethink easy narratives. Even the most abstract essays, like El Shakry's introduction that explores the challenge of teaching on a "region" while trying not to reduce the array of separate histories, economies, and cultures to a homogenous spectre for Western convenience, are mercifully jargon-free and focused on the challenges facing the classroom teacher. If a teacher does not yet have the background to fully appreciate all of the essays, they can still benefit from the intellectually intriguing discussions.

A very few of the essays felt slightly misplaced in this volume. Christine Philliou's chapter on "the Armenian Genocide and the Politics of Knowledge" concentrates almost completely on exploring the historiographic context surrounding the 2015 publication of Ronald Grigor Suny's *They Can Live in the Desert but Nowhere Else: A History of the Armenian Genocide*. It is an excellent essay but leaves the question of how and what to teach on the controversial topic unaddressed. Darryl Li's essay on "Teaching the Global War on Terror" spends its energy on challenging the narrow understandings of a very few points, like Jihad and Al Qaeda, when what is sorely needed is some guidance on making chronological and narrative sense of the recent past. And, unfortunately, some of the suggestions for specific social media blogs or online news sites shared in Ziad Abu-Rish's essay on incorporating the contemporary in the classroom will have short shelf lives. However, the broader suggestions he makes on how to engage student interest in the contemporary without reducing history to a pat backgrounder reinforcing ideas about the present, will remain relevant long after students have switched from Instagram, to Snapchat to whatever comes next.

Understanding and Teaching the Modern Middle East is not a comprehensive teacher's guide, nor does it intend to be. It does offer practical suggestions that can enrich any teacher's repertoire for pushing students into deeper inquiry and it does sketch out ways in which recent scholarship reframes our view of some key themes, but the value of the book ultimately rests in its overall tone. This is a book whose authors reflect on their grave responsibility as teachers to shape, for better or worse, relationships of power. The authors share far more than ideas on how to teach the topics, they reveal their discomfort with being part of the politics of U.S.-Middle East relations and their awareness that their teaching can either recreate or undermine the political dynamics of that relationship and other relationships crossing national, racial, religious and other boundaries. This collection does not consistently examine every topic that might come up in teaching the history of the Middle East, but it does consistently respect teaching as a political endeavor of tremendous consequences, and that is always worth reading about.

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