

voters of the region who mandated with their ballots that they didn't want leadership of the kind Daniel wishes had existed.

Instructors can mine *Lost Revolutions* for wonderful anecdotal lecture material. I would not recommend it for a survey course, but it could be useful for generating discussion in an upper division or graduate U.S. southern history course. Above all, Daniel's work is a pleasure to read.

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Daniel O. Gilmartin

Steven M. Gillon. *The American Paradox: A History of the United States Since 1945.* Boston & New York: Houghton Mifflin Co., 2003. Pp. xiii, 493. Paper, \$45.96; ISBN 0-618-15014-5.

Comprehensive and balanced textbooks for courses on recent U.S. history can be difficult to come by, whether at the secondary or university level. Steven Gillon's *The American Paradox* resolves that concern for teachers and professors. Combining an effective writing style with generous use of primary sources and a number of helpful illustrations, Gillon has prepared a volume that can easily serve as the required text for a college-level course or as a classroom supplement for a high school history survey.

As the title indicates, Gillon has organized the book to highlight the paradoxes of American social, political, and cultural history during the last half of the twentieth century. He moves smoothly from the diplomatic crises of the Cold War, to the political and social turmoil of the 1960s, to the tragic events of September 11, 2001. The primary source excerpts help to illustrate the conflicts present in each situation. For example, the section dealing with Joseph McCarthy features a substantial passage from his 1950 "list of names" speech in West Virginia contrasted with Senator Margaret Chase Smith's speech criticizing McCarthy's practices. This sort of selection will be useful in the classroom, allowing teachers to emphasize to students the complicated nature of the topics being studied and presenting opposing viewpoints. Too often, texts present one side of the issue. Gillon strives to show a variety of positions.

At the end of each chapter, a selected reading section gives suggestions for further study. While the reading lists are varied, they are not extensive. Still, they will provide students with a good direction from which to begin projects and additional research. In excess of thirty maps, charts, and graphs illustrate the text, along with a large number of photographs and other illustrations. Extensive captions link the visual aids to the text, making them a useful learning tool for the reader. Finally, a complete and thorough index makes finding specific topics a quick and easy task.

Writing a recent U.S. history text can be a difficult task. Authors of such texts do not have the benefit of years of scholarship to read and consider when formulating their arguments. Instead, they must develop their own interpretations based solely on the

historical events. Steven Gillon has effectively used primary source material to create a thorough and up-to-date survey of the latter half of the twentieth century that will be an excellent text for instructors to add to their reading lists. *The American Paradox* is a book that will inform, provoke, and instruct. Students will have the opportunity to explore conflicting views on the difficult issues of the period and to develop their own historical judgments. I recommend this text to instructors of courses on recent U.S. history at the college level, as well as to teachers of U.S. history in the secondary schools. *The American Paradox* is an excellent addition to the available texts for the period.

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Richard Sobel. *The Impact of Public Opinion on U.S. Foreign Policy Since Vietnam.* New York & Oxford: Oxford University Press, 2001. Pp. xii, 276. Paper, \$24.95; ISBN 0-19-510528-1.

What influence does public opinion have on policymakers in the area of foreign policy? In *The Impact of Public Opinion on U.S. Foreign Policy Since Vietnam*, Richard Sobel studies this question. Sobel is a highly respected author of many articles and books on such diverse issues as civil liberties, immigration policy, public opinion, and foreign policy. He has contributed to numerous publications, including *Public Opinion Quarterly*, the *Chicago Tribune*, *Political Science Quarterly*, and the *Harvard Journal of Law and Technology*.

This recent book is a study of the relationship between public opinion and American foreign policy. While the twentieth century produced presidents inclined to take an active role in world affairs, the American people have displayed less willingness to involve American forces or money in these foreign events. Four modern foreign crises are considered—Vietnam during the Johnson and Nixon administrations, the Nicaraguan Contra funding controversy during the Reagan years, the first Gulf War, and the Bosnian crisis during both the Bush and Clinton presidencies. The primary thesis of the text is that policymakers might be constrained by public opinion when contemplating foreign interventions. For each of the four crises, the author identifies relevant events, policies, and public attitudes. Public opinion changes over the life of the controversy are also noted. Then, to discern the influence of this public opinion on governmental action, Sobel traces various policymakers' statements on the public's attitude towards the government's response. When relevant, changes in public sentiment over time are noted along with changes in the positions taken by public officials.

For each crisis, attention is given to the top three foreign policymakers: the president, the secretary of state, and the secretary of defense. To determine the effect public opinion had on these government officers, the author has compiled the decision-