

Timothy J. Shannon. *Atlantic Lives: A Comparative Approach to Early America*. New York: Pearson Longman, 2004. Pp. xiii; 251. Paper, \$46.00; ISBN 0-321-07710-5.

Some of the best ideas for the teaching of history come from those people who have devoted their lives to teaching the subject matter. Professor Timothy Shannon at Gettysburg College in Pennsylvania has recognized the need for a comprehensive textbook devoted to the Atlantic World and its place in the study of colonial America. *Atlantic Lives* is the result of that effort. His work presents a history of the Atlantic World from 1450 through 1830 with book chapters roughly following a chronological order. The book's design provides for a thematic approach to the study of colonial American settlement.

The author has chosen to use a wide array of primary sources to describe this phase of colonial history. Included here are the narratives of people who traveled between the Americas, Africa, and Europe. According to Professor Shannon, the use of primary sources "provides comparative first-person perspectives on the issues at hand."

In his efforts to define the meaning of Atlantic History, Professor Shannon calls attention to the fact that the study of this region "demands a much larger geographic arena." For example, Shannon points to the need "to re-evaluate data from both the Old World and the New World, becoming involved in the study of commodities rather than nations and boundaries and to examine biological and economic consequences of contact between the Old and New Worlds."

The organization of Professor Shannon's work is particularly valuable to scholars involved in the teaching of colonial history. "Each chapter presents reading selections from two or three primary sources related to its topic." For example, Shannon devotes an entire chapter to the topic "Constructing Gender in the Atlantic World." Shannon tells his readers that "while nature may determine a person's sex, gender—the ideas, roles, and behavior associated with being male or female—is constructed by the social world a person inhabits." The readings selected for this chapter came from women who lived or traveled in the Atlantic World between 1600 and 1800. The author poses critical questions to generate student thinking: What roles did racial differences play in notions of gender and sexuality? How did religion and labor shape the way men and women interacted in these cross-cultural encounters? Of particular note is the commentary from Moravian women provided in the *lebenslauf*, personal memoirs that often were entered into the records of Moravian congregations at the time of their death.

Each chapter concludes with a series of four or five discussion sections as well as a list of suggested readings that guide students and teachers to additional resources. The work is illustrated which complements the primary source selections.

There is a wide variety of uses for Professor Shannon's new work. It can serve to complement other secondary source textbooks in the teaching of colonial history. Additionally, it might also serve those students at the community college level as a superb reference work on colonial America. Timothy Shannon has provided a highly substantive and readable work on the study of the Atlantic World.

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Julie Des Jardins. *Women and the Historical Enterprise in America: Gender, Race, and the Politics of Memory, 1880–1945.* Chapel Hill, NC: University of North Carolina Press, 2003. Pp. x, 380. Paper, \$19.95; ISBN 0-8078-5475-1.

Julie Des Jardins' text is a rich resource for a range of courses, including historiography, women's history, African-American history, and social and cultural history courses. Des Jardins, an Assistant Professor of History at City University of New York, Baruch College, has written an excellent account of how history has been told in the United States, paying special attention to the "politics of memory"—how the social location of those telling history has shaped their results. Between the late nineteenth century and World War II, the growing professionalization of the study of history within academic institutions resulted in the privileging of political, economic, and military history written by men and based upon a "scientific" inquiry into official legal and governmental documents. On the other hand, women, who were largely excluded from the academy and hence free from its constraints, engaged in a broader historical pursuit that encompassed the lives of women, African Americans, Native Americans, immigrants, laborers, Catholics, and Jews, and relied upon a wide range of sources, including newspapers, private diaries and letters, household accounts, oral testimony, and material artifacts. In this way, according to Des Jardins, female historians anticipated the new history of the 1960s and 1970s and the postmodern attention to multiplicity of perspectives. Des Jardins is careful to avoid essentialism in describing this gendered division of history telling, but instead emphasizes how social location shaped the way scholars researched, interpreted, and wrote history.

The text is rich with discussions of women historians who worked from the "professional, social, and geographic margins" in their roles as teachers, local historians, historical preservationists, archivists, librarians, government workers, social activists, and members of patriotic organizations. Des Jardins has a particularly compelling discussion of the development of African American women's historical consciousness and their influence on the New Negro History Movement of the twentieth century. She also has chapters on the development of regional history and the history of organized feminism. Des Jardins casts a wide net, but focuses most of her attention on a limited number of women she views as particularly influential, including Mary