

power, subsequent construction of a "Racial State," and the "social death" of German Jews up to 1939. With detailed documentation of *Kristallnacht*, the 1938 uprising against Jewish businesses that resulted in killings and beatings of individual Jews, synagogue burnings, and near-universal Jewish property destruction, Crew rightfully shows the event as a turning point in Nazi aggression towards German and other Jews living under National Socialist administration, including Austria, the Sudetenland, and later the remainder of Czechoslovakia.

With other selections and accompanying images, Crew demonstrates how anti-Semitism was at the heart of the Nazi racial worldview and that it provided the core ideology within the Nazi "Racial State" that was enforced, he shows, through the "Concentration Camp System." Race also provided the motivation for the War of Plunder," these documents show. Crew provides wide coverage of the Second World War, before the penultimate chapter on the Holocaust, which is the highlight of the book, proving in irrefutable documentary fashion how the Nazis carried out the destruction of European Jews. The final chapter furnishes documents about Germany after the Holocaust that reflect how it has attempted to come to terms with the past, ending thereby on another potential note of redemption.

Instructors and teachers could assign the book for a unit on the Great War, interwar, Depression, World War I, or any combination of these, because Crew's clear narratives and vital selections of documents help convey the important motives and realities surrounding Nazism. Marginal notes and descriptions of images guide readers' comprehension of the primary texts and in general the book is an excellent resource on Nazism for the classroom as a succinct chronological documentary account of "Hitler and the Nazis." A timeline, recommended further readings, and websites follow the narrative.

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Kenneth Bridges, ed. *Freedom in America*. Upper Saddle River, NJ: Pearson Prentice Hall, 2008. Pp. 464. Paper, \$46.67; ISBN 13:9780136147343.

Freedom in America is a collection of 95 documents from U.S. history that define and discuss the concept and practice of freedom. From the Charter of Virginia (1606) and the Mayflower Compact (1620) to speeches by Ronald Reagan (Tear Down This Wall, 1987) and Bill Clinton (Religious Liberty in America, 1995), students can explore through these primary sources how Americans' ideas about freedom, liberty, and justice have changed through the course of four centuries. After a one-page introduction, in which Kenneth Bridges stresses that despite all criticism, the documents' authors "exude a tremendous sense of optimism that the nation can overcome prejudice, repression, and whatever impediment that slows the progress of justice," the documents are presented with paragraph-long introductions. The three-

page bibliography at the end of the book provides citations for the sources. The collection's focus on one of the key concepts in American history makes this a useful resource for teaching U.S. political history.

The collection does, however, have limitations. It represents traditional, elite American history—founding documents and laws as well as speeches and writings by presidents, other politicians, and prominent rights advocates define Bridges's American discourse on civil liberties. Thus, the 1960s are represented by Dwight D. Eisenhower, John F. Kennedy, Martin Luther King, Jr., Lyndon B. Johnson, and Robert Kennedy. Malcolm X, any feminist of the day, or any communist or anarchist do not get a word in edgewise. Perhaps even more glaring than the absence of radical thinkers and activists is the absence of establishment representatives who trampled on civil rights, such as Senator Joe McCarthy. The selected documents tell the feel-good story of America as the world's beacon of freedom.

The overall design of the document collection is functional and sparse—at times too sparse. Over half of the sources are quoted from websites without any information about the rationale for using websites and without a word of caution about websites. A speech by Chief Joseph of Nez Perce, for example, is reprinted from a PBS website without reference to the original source. It is unclear whether or how the PBS website creators might have manipulated the original source. It is also unclear how much care Bridges, who teaches history and geography at South Arkansas Community College, has taken to check for transcribing errors. He claims in his introduction: "Wherever possible, the actual spellings of the words in these essays have been preserved." But his Gettysburg Address begins: Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal." The original, however, reads: "Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that 'all men are created equal.'" Last but not least, there is no information to help readers with understanding the documents' language, especially that of the older documents.

Despite these limitations, *Freedom in America* can be used as a thematic collection of primary documents in undergraduate courses in (mainstream) U.S. political history. Alternatively, a high school or college teacher might use this as a personal resource to direct students to specific documents, online or in print.

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