

The hostility of many whites in Mississippi was anticipated, but the betrayal by President Lyndon Johnson and the Democratic establishment of Mississippi Freedom Democrats, who challenged segregationist Mississippi Democrats at the party's 1964 Atlantic convention, was unexpected and disillusioning. Despite the eloquent appeal of Fannie Lou Hamer, the Freedom Democrats, who risked bodily harm in holding their integrated party convention, were not seated. Watson laments the sense of betrayal, exhaustion, and increasing racial polarization between white and black SNCC members that characterized the movement as most white volunteers returned to college campuses in the fall of 1964, leaving black Mississippians to confront continuing racial violence. Watson, nevertheless, credits the volunteers of Freedom Summer with fighting for the realization of principles contained in Thomas Jefferson's Declaration of Independence.

Relying upon interviews and memoirs of volunteers, Watson emphasizes the stories of Chris Williams, Muriel Tillinghast, Fran O'Brien, and Fred Bright Winn. Watson notes that the Freedom Summer experience altered the lives of these volunteers, who sometimes suffered from post-traumatic stress syndrome. Living in segregated Mississippi radicalized many of the young people who increasingly questioned the nation's commitment to democracy. Many volunteers have remained somewhat rootless, drifting through many jobs and relationships while retaining their commitment to get to a more integrated and egalitarian society.

Watson's account is well written, more engaging as journalism than analytical history. It is a text that might be employed in both university and more advanced high school curriculums. The achievement of the Mississippi Freedom Summer volunteers should be an inspiration to young people. In celebrating the triumph of a more democratic political process in Mississippi, however, readers must be reminded of the racial economic inequality that continues to characterize Mississippi and much of the United States. Watson might also expand his analysis of the impoverished conditions confronting poor Southern whites, making black progress threatening to many poor white Mississippians. Nevertheless, *Freedom Summer* is an inspirational story, well told by Watson, who reminds us that the history and legacy of the Civil Rights Movement extends well beyond the contemporary rhetoric of Glenn Beck. Today's Tea Party activists have hardly suffered from the indignities that the state of Mississippi visited upon its black citizens during the Jim Crow era.

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G. John Ikenberry, ed. *American Foreign Policy: Theoretical Essays*. 6th ed. Boston: Wadsworth Cengage Learning, 2011. Pp. 640. Paper, \$102.49; ISBN 0-547-19828-0.

In *American Foreign Policy: Theoretical Essays*, G. John Ikenberry, the Albert G. Milbank Professor of Politics and International Affairs at Princeton University,

presents readers with a comprehensive overview of the most critical topics in United States foreign relations. Ikenberry brings his significant scholarly experience to bear in the editing of a volume of essays written by acknowledged experts in the field of U.S. foreign policy on topics as varied as U.S. foreign policy itself.

Ikenberry draws this impressive array of essays from leading professional journals and several edited volumes to provide a broad-spectrum approach to his survey of theoretical analyses of U.S. foreign policy. The timeliness of the volume is reinforced by the fact that many of the essays are drawn from works published after the fifth edition of the text came out in 2004. Indeed, the author appears responsive to some criticisms of the dated coverage of economic issues in earlier editions, as essays in the current edition move discussion of economic influences in U.S. foreign relations into the twenty-first century. In each of the book's eight sections, Ikenberry has selected three or four essays through which internationally recognized scholars of foreign policy use both classic and contemporary analysis to explore the issues. Endnotes and/or bibliographies accompany all of the essays and exhibit extensive archival research.

The compendium is organized elegantly, beginning with an introduction in which Ole Holsti maps out the major schools of thought through which professionals study international relations. Then W. Michael Reisman takes a broad view of the motivations behind American involvement in international affairs. From this foundation Ikenberry provides a skillfully selected palette of essays arranged into sections titled "International Sources of Foreign Policy;" "Capitalism, Class, and Foreign Policy;" "National Values, Democratic Institutions, and Foreign Policy;" "Public Opinion, Policy Legitimacy, and Sectional Conflict;" "Bureaucratic Politics and Organizational Culture;" "Perceptions, Personality, and Social Psychology;" and, finally, "American Foreign Policy After the Bush Administration."

The final section provides an interesting canvas upon which readers can project current-day news headlines to dig more deeply into the back-story. Robert Kagan's final essay, "End of Dreams, Return of History," ends the book with a cautionary warning as the United States comes to terms with rising authoritarian forces such as Russia, China, and radical Islam.

This book has much to offer the university classroom. In spite of tables and graphs that effectively support many of the essays, the book's writing style is at times very dense, perhaps too dense for most lower-division undergraduate classrooms. The book could be used effectively in courses on U.S. foreign policy, particularly at advanced undergraduate and graduate levels. Indeed, in any course that discusses extensive contextualization of international relations and a broad survey of leading theoretical constructs that provide foundations of U.S. foreign relations, Ikenberry's work could be adopted most fruitfully.

For advanced students and interested readers, this book provides an impressive collection of thought-provoking essays by some of the best scholars of foreign relations. For Ikenberry's effort to encapsulate the breadth of international relations studies and

provide a backdrop against which current affairs can be viewed, this work deserves a wide readership.

Montana State University Billings

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Claudia Goldin and Lawrence F. Katz. *The Race Between Education and Technology.* Cambridge, MA: Harvard University Press, 2010. Pp. 448. Paper, \$19.95; ISBN 978-0-674-03530-00.

Two Harvard economists, Claudia Goldin and Lawrence F. Katz, have written a work that details the intersection of education, technological change, and the economy in the United States in an attempt to understand better what they call “the malaise” the nation entered beginning in 1970. Ultimately, they assert that the “skill bias of technology did not change much across the [twentieth] century, nor did its rate of change.” Instead, they claim that the “sharp rise in inequality was largely due to an educational shutdown.” They also put their work into a global context when they describe the correlation between technology and education in the United States in comparison to other regions of the world, especially Europe, and how the younger nation pushed past others to achieve the highest educational and productivity levels because of its investment in human capital through educational access.

In sharp contrast to this relatively continuous economic growth in the United States, however, Goldin and Katz assert that “economic inequality was highly discontinuous” and believe that economic inequality is as high today as it was during the Great Depression. Nations in Europe and Asia followed the American lead in acknowledging the importance of universal education, but have recently begun to exceed U.S. high school and college graduation rates among younger cohorts. This work details the process by which this change occurred and demonstrates these changes in both chart and narrative formats.

Both Goldin and Katz have published extensively on the labor market impact of technological change, the returns to education, and the long-run evolution of the U.S. wage structure. Goldin has focused her research on the history of education and human capital, while Katz has “measured, tracked, and dissected” the wage structure and economic inequality. Together, they bring expertise in the methods and the larger fields of study necessary for thoroughly understanding this topic: the history of education, labor economics, and the statistical analysis illustrated through this work.

An extensive list of sources appears in the endnotes and the bibliography, ranging from traditional statistical histories, including the *Historical Statistics of the United States*, to education history and articles exploring labor and economic history. The National Science Foundation and the Spencer Foundation both provided funding for the research that resulted in this work, thus demonstrating both the scientific rigor of the authors’ research and its importance to the field of education.