

BOOK REVIEWS

Jeremy Black. *Introduction to Global Military History*. Second edition. New York and London: Routledge, 2013. Paper, \$32.93; ISBN 0-415-62920-9.

Jeremy Black's impactful work, *Introduction to Global Military History*, is a richly informative and comprehensive narrative of how warfare has evolved across the world landscape since 1775. Arriving in its much enhanced second edition in 2013, the book offers a marked departure from most Western-centric military histories now used in both academic and popular study with a concerted effort, according to the author, to "re-examine earlier struggles" in a "context of plurality" in favor of including Asian, African, and Latin American affairs. Thus while the author, who is also a noted professor at the University of Exeter in England, both chronologically and regionally incorporates seismic confrontations that typically have defined military history projects, like the Napoleonic wars and World Wars I and II, he studiously maintains balance by "moving away from the idea that there is a clear hierarchy of importance in military history and an obvious pattern of development."

With such a dynamic approach, *Global Military History* provides an excellent primer and introductory textbook for secondary and undergraduate students, in addition to enthusiasts outside the classroom, seeking to gain a general understanding of how armed conflict evolved across the Americas, Asia, and Africa between 1775 and the 2010s. Black begins with the American Revolution and Napoleonic era as "the origins of modern war" and then concludes with careful presentation of the West's current focus on "terrorism and rogue states" in Southwest Asia and Africa. Black employs engaging writing across thirteen condensed chapters that are replete with maps and pictures to capture and retain the reader's attention. While this format, as well as the work's necessary dearth of analytical depth and detail in any single period or event, will not serve for graduate studies, it nevertheless achieves its aim of priming newcomers to military history with comprehensive descriptions of how humanity has waged war in diverse settings over the previous two centuries.

First published in 2005, and now substantially improved with updated chapter introductions and conclusions, primary source perspectives, case studies, color maps, and an annotated bibliography, *Global Military History* finds its greatest import in Black's explicit imperative to "include more discussion of Asian developments" than in previous works. Recognizing that the majority of the world's population lived in East and South Asia during the period covered, the author discards "the notion that they were somehow passive victims of the inexorable rise of Western military dominance." This includes not just discussion of familiar confrontations between American and European powers and Asian, African, and Latin American peoples during the World Wars and decolonization, but also lesser studied events between and within less industrialized societies such as Chinese and Indian civil instability, the Arab-Israeli wars, and the Indian-Pakistani conflicts. The picture on the book's cover, a photo of Chinese soldiers from the Sino-Japanese War instead of traditional images of

combatants from places like Gettysburg or Normandy Beach, symbolizes this shift, or broadening, of emphasis.

Taken as a work that carefully weaves the often sporadic and haphazard development of armed conflict into an eminently digestible narrative, *Global Military History* should be considered for all secondary or undergraduate courses on the history of warfare. Black eschews definitively committing to either traditional “war and society” approaches or the more recent “cultural turn,” but rather seeks broader and more nuanced engagement with evolving “social, cultural, political and economic” influences, in addition to technological factors, as he balances “context” and “the military dimension.” While the resulting focus moves rapidly between events and regions, a necessary limitation due to the book’s introductory purpose and the ambitious span of history it explores, it nevertheless allows maximum exposure to the rich, if unfortunate, diversity of conflicts that have plagued humanity during the modern and post-modern eras. Moving beyond the “Eurocentricity” of studies still used in most military academies and universities, Black’s innovative work, and its emphasis on incorporating Asian, Latin American, and African conflicts as developments worthy of equal attention to Western affairs, delivers a much needed, and newly revised, complement to the current assemblage of military histories.

United States Military Academy

Nathan Jennings

Samuel Moyn and Andrew Sartori, eds. *Global Intellectual History*. New York: Columbia University Press, 2013. Pp. 352. Cloth, \$35.00; ISBN 978-0-231-16048-3.

Samuel Moyn and Andrew Sartori edited *Global Intellectual History*, wrote the introductory essay, and recruited thirteen contributors to write the remaining twelve essays, one essay being coauthored. Moyn and some of the contributors are affiliated with Columbia University. Sartori is affiliated with New York University. The book has three sections: A Framework for Debate, Alternative Options, and Concluding Reflections. These are of unequal dimensions. Part one contains a single essay that serves as the introduction. Part two, the bulk of the book, has ten essays. Part three, being the conclusion, has two essays.

In the introduction, Moyn and Sartori emphasize the newness of global intellectual history. They mention briefly that science is part of this nascent field, but science is not a focus of inquiry. Perhaps intellectual historians no longer are interested in the rise and fall of scientific theories. Whatever the truth, it seems clear that Moyn and Sartori, after paying lip service to science, thereafter have little to do with it.

As a book that emphasizes global history, the West receives comparatively little treatment. There is almost no information on the United States. In this book, W.E.B. DuBois emerges as the only American intellectual to merit discussion. In Europe,

Herodotus, Georg W.F. Hegel, and Karl Marx are the only thinkers of the first rank to get inclusion. Perhaps the editors and contributors have agreed that the West has received its fair share. The time has come to explore the rest of the world. Consequently, the spread of Islam and developments in Asia and Africa receive careful consideration. Already we can see in this context the contours of the nascent field of global intellectual history. The emphasis on Islam accords with the rise in interest in Islamic studies throughout the world. The focus on Africa reflects the concomitant interest in African studies and the same can be said of Asian studies. The book is thus well-positioned for reception in the curriculum of today's universities, and in this context one expects *Global Intellectual History* to sell well.

Because of its adaptation to current trends in scholarship and pedagogy, the book is likely to be used widely in the classroom. Proponents of Islamic, African, and Asian studies might all use this book. To the extent that global history represents the future of historical studies, this book might be a guidepost to this future. One senses that it might not be ideal for an introductory course in any historical field because of its mismatch with what incoming college students know about history from their brush with it in high school. Upper-division courses and graduate courses will focus on this book. The essays will serve to enlarge historical inquiry and to that end should be a source of open-ended questions about history. Must intellectual history be grounded in a history of ideas, or are there other ways to package it? What counts as truly global history, and is it enough to make comparisons across space and time that might suggest trans-regional connections rather than connections among all parts of the world? What are the areas of overlap between global history and intellectual history? These questions might stimulate discussion or form the basis for student writings about history.

Independent Scholar

Christopher Cumo

Paul Finkelman. *Slavery and the Founders: Race and Liberty in the Age of Jefferson*. 3rd ed. Armonk, NY: M.E. Sharpe, 2014. Pp. xii, 308. Paper, \$44.95; ISBN 978-0-7656-4146-5.

Slavery and the Founders is a tedious book, but now in its third edition, it has become a minor classic. The author, Paul Finkelman, is a law professor, and the book reads like a brief for the centrality of slavery in the early American republic and for the racism and hypocrisy of Thomas Jefferson.

Finkelman begins with the Constitutional Convention of 1787. He agrees with abolitionist William Lloyd Garrison, who denounced the Constitution as a "covenant with death" and "an agreement with Hell" for its tolerance of slavery. Finkelman can point to the obvious: The provision, for example, enhancing the power of the slave states by counting a slave as three-fifths of a free person for purposes of allocating seats

in the House of Representatives. Yet Finkelman sees the influence of slavery almost everywhere. He lists Article I, Section 8, Paragraph 17, giving Congress jurisdiction over the federal capital district, among those provisions that “illustrate the way the Constitution set a proslavery tone.” The founders’ crime here? Congress did not use its authority to ban slavery in the District of Columbia. It is typical of his methods.

Finkelman provides a detailed treatment of the Philadelphia convention, while saying little about the ratification debates. He relegates to an endnote James Wilson’s statement in the Pennsylvania ratifying convention that the Constitution empowered Congress to end slavery as, essentially, a lie. In fact, many people believed the Constitution, either by giving Congress the power to outlaw the foreign slave trade in twenty years, or through other provisions, had dealt slavery a mortal wound. Students would be better served by reading David Waldstreicher’s more measured *Slavery’s Constitution: From Revolution to Ratification* (2009) or *A Necessary Evil? Slavery and the Debate over the Constitution* (1995), a collection of primary sources edited by John P. Kaminski that allows readers to draw their own conclusions.

Finkelman is better explaining more obscure topics. He includes chapters on the Northwest Ordinance of 1787, purporting to ban slavery in the Northwest Territory; on the persistence of slavery in Indiana and Illinois well into the nineteenth century; on the passage of an ineffective fugitive slave law in 1793; and, new for the third edition, on efforts to end the African slave trade. Here again, he stretches the evidence, saying “2,000 to 3,000 blacks ... remained enslaved in the Northwest between 1787 and 1848,” while conceding in an endnote that the “exact number of slaves living in Indiana and Illinois is impossible to determine” and providing census numbers that do not come close to 2,000 slaves. Another chapter lauds the anti-slavery credentials of the Federalists and castigates Jefferson’s Democratic-Republicans. “A careful analysis of all roll call votes,” Finkelman suggests, would show Federalist members of Congress more likely to support anti-slavery legislation, but he offers no such analysis.

Finkelman spends his last two chapters excoriating, with considerable redundancy, Jefferson’s admittedly miserable record on questions of racial justice. He suggests Jefferson could have used his considerable influence to turn white opinion against slavery as he had used the Declaration of Independence to mobilize support for the break with Great Britain, an absurd argument since Congress did not take up the Declaration until after it had passed a resolution declaring independence. Finkelman works from the premise that Jefferson’s unique status justifies historians in holding him to a higher standard than we might hold his contemporaries, and that some of them did free their slaves. His first assumption is highly subjective, and, while the second is factually correct, Finkelman ignores founders such as James Madison, George Mason, and others whose record on slavery tracks Jefferson: They condemned slavery while doing nothing to abolish the institution.

Finkelman seems understandably agitated by older scholars, chiefly Dumas Malone and Merrill Peterson, and by more recent popular biographers, who, feeling an almost patriotic obligation to make Jefferson a national icon, minimized his career as

a slave owner and exaggerated his hostility to slavery. Yet Finkelman has fallen into a similar trap; he wants to make moral judgments best left to philosophers and theologians.

How does such a book endure? Because slavery was an evil institution mishandled by the founders, modern historians achieve catharsis by condemning anything they can conceivably associate with it. On a more rational level, *Slavery and the Founders* is a perhaps inevitable if overheated corrective to a scholarship and pseudo-scholarship that sanitized Jefferson's and the nation's role in the sin of slavery.

Barton College

Jeff Broadwater

Karen Pastorello. *The Progressives: Activism and Reform in American Society, 1893-1917*. Malden, MA: Wiley Blackwell, 2014. Pp. x, 259. Paper, \$23.70; ISBN 978-1118651070.

Karen Pastorello, Professor of History and Women and Gender Studies at Tompkins Cortland Community College (SUNY), has produced an engaging and ambitious survey of the Progressive era that eschews some of the traditional ways of viewing that tumultuous period. The focus is not exclusively on the three Progressive presidents, or wide-ranging state progressivism, or the energetic efforts of individual reformers such as Jane Addams, Florence Kelley, and Upton Sinclair, although all of these get their due in the book. Rather the author begins with the 1893 Chicago World's Columbian Exposition, then examines farm and city life at the turn of the century, the terrible depression of the 1890s, and the roles of laboring people and big business leaders. Pastorello emphasizes "the multifaceted effort of reformers to first identify and then to remedy the problems inherent in an industrializing and increasingly urban society." She chose American entry into World War I as the event that stalled or perhaps even killed off the Progressive initiative.

Pastorello commits a good deal of space to explaining and describing just who the Progressives were—a diverse group, indeed—muckrakers, social gospelers, social and settlement house workers, club women, labor leaders, and socialists, among others. Big business leaders come across as generally tepid supporters of the movement, a few instituting company-sponsored benefits for their workers.

Two meaty chapters then make a heroic attempt to describe the diverse facets of Progressivism—settlement houses, workplace health and safety, women and child labor reform, public education improvement (the old perennial), TR's Country Life Commission, the good government movement to try to counteract urban political machines, urban planning and city beautification, state level reforms, socialist and radical initiatives such as the International Workers of the World (IWW), and the limited legislative legacy of the Triangle Shirtwaist fire. Coverage of the Roosevelt,

Taft, and Wilson administrations and their legislative output is scattered throughout rather than presented in discrete sections.

The diversity of Progressivism means that Pastorello is grappling with an octopus here, and it shows, with occasional repetition and overlapping of subject matter. This is less a criticism of her than a commentary on the complexity of the movement itself (or movements—plural—as this reviewer always tells his students). The author concludes that the most important contribution of Progressivism was to nail down governmental responsibility for the welfare of all citizens, not just a favored few. Specialists will surely (and accurately) quibble that this or that subject got short shrift. But the author meets the demands of the publisher's American History Series—reasonably short monographs tailored to undergraduate use. And the 36-page bibliographical essay is a rich trove for those who want to dig more deeply. *The Progressives* would fit well as supplemental reading in a second-semester American survey or in an early twentieth-century U.S. course.

Austin Community College

William F. Mugleston

Samuel Hopkins Adam [sic]. *The Great American Fraud: A Series of Articles on the Patent Medicine Evil, Reprinted from Collier's Weekly*. Revised by Jennifer Christine Gadarowski. Createspace Independent Publishing Platform Amazon.com, 2014. Paper, \$13.00; ISBN 1495212165.

Teachers of the Gilded Age and Progressive Era in American history always look for new primary sources that might interest students or provide connections with contemporary issues. In this age of online publishing, books that have passed out of copyright can be revived and sold as revisions. This gives teachers and students the advantage of cheap access to texts that long ago went out of print. On the other hand, if the transcription is faulty or lacks editorial comments, students will misunderstand the key building blocks of historical interpretation: accurate sourcing and contextualization.

This book is familiar to many, providing the details for countless lectures on the late nineteenth and early twentieth centuries. It was part of an explosion of investigative reporting that revealed the changes in industry, politics, and culture during the era. In 1905, Samuel Hopkins Adams investigated the patent medicine industry for *Collier's Weekly*. Through a series of articles issued in 1905, Adams explained the way these drugs were created and delivered, with the primary goal of demonstrating their fraudulent character. Based on chemical analyses, he asserted that products such as Peruna, Liquozone, Duffy's Malt Whiskey, and Lydia Pinkham's Vegetable Compound could contain significant amounts of alcohol. He revealed that headache pills included cocaine and cough syrups soothed babies with opium. Adams demonstrated the advertising methods used to sell these products, explaining the ways companies

obtained phony testimonials. Another sales strategy was to offer free samples, which had the notorious effect of creating addicts who then became permanent customers. Finally, Adams showed how the patent medicine industry used economic pressure to stifle any regulations. The industry paid millions of dollars for newspaper advertising that many companies locked in with three-year contracts, contracts that could be voided if any laws impeded sales. When state legislatures considered labeling laws or restrictions aimed at patent medicines, the companies warned publishers that advertising revenues would be lost, which inspired editorial condemnation of proposed bills and caused lawmakers to fear for their re-election prospects. Ultimately, indignation over Adams's exposé inspired Congress to enact the Pure Food and Drug Act of 1906.

This incarnation of Adams's book has several positive attributes. It is inexpensive and easily obtained through Amazon. It is a faithful reproduction of the sections, illustrations, and overall content of the original. However, it is not an entirely accurate one. This version differs from the original with misspellings (most notably of the author's last name), incorrect punctuation, and the occasional missing sentence. Teachers can use it to obtain anecdotes about the content of medicines or details about political corruption, but it is not suitable as a book for primary source research or students exercises, because it lacks page numbers, the captions for illustrations are not clearly distinguished from the narrative, and paragraphs are difficult to distinguish.

While this version of the book is not recommended for student use, there is an alternative that is easy to access and free. The website Open Library has digitized many old texts, including the 1907 edition of this book, which is important because it provides rich opportunities for teaching. It can be paired with other documents from the period to illustrate the Progressive Era and the solutions people developed to handle new problems. The controversies about the 1905 patent medicines could be contrasted with current issues surrounding nutritional supplement vendors who want their products to be exempt from the requirements of the Food and Drug Administration. Teachers could have students look up online versions of 1905 newspapers to get an immediate impression of the number and quality of patent medicine advertisements. After reading Adams's critique of them, students could discuss why the companies were so successful at misleading people. They could write about the daily life and trials of people in 1905 based on the advertisements. Students also can practice critical evaluation of texts by comparing the old advertisements with contemporary ones that still use the same methods.

When shopping for primary sources, just like anything else, teachers must be critical of their origin. But they also need to remember that there are many new ways to obtain the gems that had once been inaccessible and that can help students connect with people who were different from them.

Harvey J. Kaye. *The Fight for the Four Freedoms: What Made FDR and the Greatest Generation Truly Great.* New York: Simon & Schuster, 2014. Pp. 292. Hardcover, \$11.71; ISBN 978-1451691436.

It is rare to find a book of history that enables teachers to engage students critically in understanding the era of the Great Depression, the New Deal of Franklin D. Roosevelt, and the enduring legacy of the “Four Freedoms” as espoused by FDR on January 1, 1941. Harvey J. Kaye has a long and active career of writing American history from a progressive viewpoint. His work is on the whole careful and well-researched but also remarkably balanced given his sympathetic concerns for an American populace whose voices often are not heard in traditional histories.

While American history textbooks today certainly give coverage to minorities, women, immigrants, and workers, they rarely raise critical questions. This is where Kaye’s book excellently fills a void. In a time when social media dominates much of the civil discourse and cable news networks have carved out niches that appeal to particular political tastes, it is refreshing to read Harvey J. Kaye asking hard questions and providing an historical narrative that is rich in analysis. Thus he poses that “that the Right and conservative rich continue as they always have to work at delaying, containing, and rolling back that generation’s greatest democratic achievements is not remarkable. But that liberals and leftists have lost their association with that generation is.”

It is often lost on students that Roosevelt’s Four Freedoms speech ranks as high as Abraham Lincoln’s Gettysburg Address. It was a re-reading of the Constitution and a re-envisioning of American values in such a way as to build real democracy and equality and make strides towards social justice. Moreover, it must be remembered that Franklin Delano Roosevelt was elected president four times by solid majorities. No other person in the nation’s history before or since has managed to do that. In those turbulent years, FDR and the American people rebuilt the nation and insured that the crisis of Depression and World War would be dealt with in a democratic fashion.

But Kaye sharply points out that there were contradictions in the American character. Kaye cites one political activist, Chip Berlet, who responded to the 1995 Oklahoma City domestic terrorist bombing of a federal building by recalling how his father, a World War II veteran, life-long Republican, and ardent anti-communist, rose above his many prejudices to fight for the Four Freedoms that Roosevelt laid down, Kaye quotes Berlet, the son, who states “My Dad fought fascism to defend these freedoms, not just for himself, but for people of different religions and races, people he disagreed with ... even people he was prejudiced against. Today, the four freedoms are under attack—in part because we forget why people fought World War II.” It is Kaye’s intention as an historian to remind us of how and why the Four Freedoms are critical and essential to who we are as Americans.

In eleven sharply focused, fast-paced chapters, Kaye shows the struggles that Americans endured making the Four Freedoms real. Within his historical narrative

readers will discover a strong critique of the outpouring of books, films, and television documentaries about the greatest generation, the veterans of war and even the war itself. He scornfully finds that none of these productions ever mentions the Four Freedoms. Kaye's book is also a rejoinder to Richard Pells' masterful history, *Radical Visions and American Dreams*. Pells lamented that the American people were overly passive about the Great Depression and not much moved to make any real changes in the way that the political economy and culture were structured. Reading Kaye's work makes it clear that this was certainly not the case. From the rise of politically aggressive and effective labor unions, the emergence of the civil rights movement, and the leftist Popular Front that pressured Roosevelt into many of the reforms of his second and third terms, Kaye clearly and cogently demonstrates that the American people were active in the struggle to change the American way of life.

In the end, Harvey J. Kaye's history is important for students and teachers to delve into. Kaye lays out the history and the arguments for why the Four Freedoms mark one of the high points of recent American history. Moreover, he truly shows why the "Greatest Generation" was truly great as well as why Roosevelt was, perhaps, our greatest president in recent times.

Colgate University

Charles Pete Banner-Haley

Elizabeth R. Escobedo. *From Coveralls to Zoot Suits: The Lives of Mexican American Women on the World War II Home Front*. Chapel Hill: The University of North Carolina Press, 2013. Pp. 256. Cloth, \$34.95 ; ISBN 978-1-4696-0205-9.

The popular image of "Rosie the Riveter" as a Euro-American woman who took up the call to support the United States during World War II is a stereotype that does not match the racial and ethnic diversity of women who worked in the wartime industries in Southern California. In *From Coveralls to Zoot Suits* Elizabeth Escobedo presents a far more complicated story that challenges popular notions about people who worked in the factories and how they understood their contribution to the war effort. Based on oral interviews and a wide variety of archival sources, Escobedo examines how the rise of the war industries in Southern California changed the lives of Mexican American women who left the safety of their insular ethno-racial communities to take jobs that transformed their families, their communities, and their place in society. Working in wartime factories provided Mexican American women with a level of financial and social freedom that enabled them to escape from the watchful eye of their patriarchal families and restrictive community and cultural expectations to express themselves in radically new ways.

Escobedo argues that the war allowed Mexican American women an opportunity to do their part for the nation, while at the same time pursuing their own desires. Often their desires were reflected in their distinctive clothing and broad-minded attitudes.

Their desires also found fulfillment in frequenting nightclubs, dance halls, and USO events to socialize in multiracial settings and date men regardless of differences in race and ethnicity. Examining the racial stereotypes promoted in the newspapers, Escobedo does not avoid the painful pressure that zoot suit culture, *Pachuca* identity, and crime placed on Mexican American families who desperately sought to control their children. However, Escobedo uses the countercultural reality of Hispanic youth culture as a way to analyze how many Mexican American women embraced the new type of life that the war permitted during the 1940s. Delving into this complicated cultural landscape reveals how ethno-racial stereotypes, discrimination, patriarchal families, and intergenerational disputes challenged the possibilities for female autonomy, while the need for factory workers created space for Mexican American women to gain independence that persisted beyond the war to redefine the Mexican American community in post-war years.

Escobedo's book is excellent for examining how Mexican American women in World War II improved their prospects for happiness, as well as transformed the expectations of their families and culture. This allows students to explore family tensions, whether between parents and children or between husbands and wives, alongside racial and cultural issues that the war brought to the forefront. For example, when Mexican American men attempted to protect Mexican American women from the perceived predatory sexuality of white men through violence or when Mexican American women refused to use the same restrooms as black women in their workplace, the intricacies of a multifaceted and racially-minded society are exposed for further scrutiny. Likewise, the united front of racial liberalism promoted by the U.S. government during the war years gave minorities in Southern California unprecedented access to new social and economic opportunities. Yet, Escobedo argues that at the same time the war fostered racial tolerance for a time, the war also marked a moment of significant social change in the Mexican American community, especially when considering the loss of control over the everyday lives of Mexican American women.

Although Escobedo does make mention of Roman Catholicism, here is one area where the book could have been improved in that she does not examine how religious faith affected attitudes and actions within the Mexican American community. Such an omission downplays a crucial part of Mexican American cultural identity and distorts what might have mattered most to families who attempted to curb female independence. Despite this oversight, *From Coveralls to Zoot Suits* highlights how the war industries did more than simply make planes, tanks, and bombs, but also reshaped American culture and sub-cultures during the war years.

The importance of this book for the history classroom is that Escobedo provides a more nuanced understanding of the United States home front during the war years that enables students to see that working in the factories was not a homogenous experience but one that varied widely according to race, gender, and region of the country where the workers lived. Escobedo's monograph is well suited to engage upper-division undergraduate students and should be required reading for graduate students and those

who research and teach twentieth-century American history. Escobedo makes an important contribution to the historiography of the period and to our understanding of the American home front during World War II.

Fresno Pacific University

Darin D. Lenz

Rana Mitter. *Forgotten Ally: China's World War II, 1937-1945.* New York: Houghton Mifflin Harcourt Publishing, 2013. Pp. 450. Cloth, \$30.00; ISBN 978-0-618-89425-3.

Rana Mitter's *Forgotten Ally* is a fresh and nuanced account of China's experiences during World War II. Mitter argues that China's contributions to the Second World War have been overshadowed by conventional American narratives, such as Barbara Tuchman's *Stilwell and American Experience in China*, which depict the hardworking "Vinegar Joe" Stilwell doing everything he can to coax a reluctant and corrupt Chiang Kai-shek to fight the Japanese Army. *Forgotten Ally* highlights the significant role China, and particularly Chiang's armies, played in standing up to Japanese aggression in Shanghai in 1937 and continuing to tie up thousands of imperial troops in Mainland China while Britain and the United States implemented a Europe-first policy. Mitter also points out the significant strides China made in overturning the unequal treaties and establishing an alliance with the two Western powers. Unfortunately for Chiang's government, these diplomatic gains came with a high price. The fielding of large armies in the face of economic dislocation, internal political competition, and a determined, technologically superior Japanese military ultimately undermined the Nationalist regime's popular support and contributed to the Chinese Communist Party's (CCP) rise to power. Widely publicized disputes with Stilwell further colored later interpretations of these events, leaving China a "forgotten ally" among the major powers of World War II.

Mitter's account also highlights other "forgotten" aspects of China's World War II. In addition to offering a more objective portrayal of the Nationalists, *Forgotten Ally* explains the reasons and outcomes of Wang Jingwei's decision to work with the Japanese to establish a separate Nationalist regime in occupied Nanjing. Mitter reminds readers that Wang was originally poised to succeed Sun Yat-sen as leader of the Nationalist Party in the 1920s and remained a fervent patriot throughout his life. *Forgotten Ally* also offers a far less romantic portrayal of the CCP's anti-Japanese resistance, noting that it was ultimately the Nationalists who bore the brunt of the major combat operations against Japan.

Finally, *Forgotten Ally* illustrates the immense impact of World War II on China and beyond. Mitter points out how China's wartime experiences accelerated its development into a modern nation-state. For instance, the experience of refugees and continuous aerial bombardment helped to forge a stronger national identity among the

Chinese people. This transformed the relationship between the Chinese government and its people, with the state demanding unprecedented sacrifice from its subjects in return for a new system of social welfare. China's wartime experience also foreshadowed the mass campaigns that would become commonplace in China during the Korean War, the Great Leap Forward, and the Cultural Revolution. Lastly, from an international context, Mitter notes how China's World War II contributed to a decline of two former imperial powers, Britain and Japan, and ushered in the rise of the United States and Soviet Union in their place.

As can be gleaned from this brief overview, *Forgotten Ally* has much to offer specialists in Chinese, diplomatic, or military history. Mitter draws from many of the most important recent developments in modern Chinese history as well as newly released primary materials to craft a narrative that is both highly readable and insightful. In addition to its breadth and accessibility, *Forbidden Ally* is a valuable resource for teachers because it includes a detailed bibliographical section on several topics pertaining to China's involvement in World War II. It also highlights important linkages between the eastern and western fronts of WW II and U.S. and Japanese foreign policies. Perhaps the only aspect where this work is lacking is in its relatively limited coverage of Russian and Soviet perspectives. However, this does little to detract from an otherwise superb history, one that no doubt will become the standard for years to come.

United States Military Academy

Jason Halub

John Lewis, Andrew Aydin, and Nate Powell. *March (Book One)*. Marietta, GA: Top Shelf Productions, 2013. Pp. 128. Paper, \$14.95; ISBN 978-1-60309-300-2.

In the late 1950s, the peace organization Fellowship of Reconciliation (FOR) published a sixteen-page comic book entitled *Martin Luther King and the Montgomery Story* to publicize the nonviolent civil disobedience at the heart of the bus boycott in Alabama. More than fifty years later, John Lewis, civil rights activist and current U.S. Congressman, recalls the impact of nonviolence on both his life and the larger civil rights movement in his memoir and graphic novel, *March (Book One)*. The first book in a richly illustrated trilogy, *March* chronicles Lewis's childhood in rural Alabama through his participation in sit-ins while a student in Nashville in 1960. The son of a sharecropper, Lewis places his childhood within a larger historical context that included the *Brown* decision, the murder of Emmitt Till, and the bus boycott in nearby Montgomery. Nevertheless, the value of the memoir lies in the importance of less dramatic experiences long before Lewis's prominent role in the Student Nonviolent Coordinating Committee (SNCC) and the March on Washington. For example, Lewis emphasizes a transformational experience that occurred when he was only eleven, three years before *Brown*. In 1951, Lewis accompanied an uncle on his first trip outside the

Jim Crow South, a lengthy car ride to spend the summer with relatives in Buffalo, New York. Lewis recalled the dangers of travel for blacks in the South and, upon entering the North, his first “otherworldly” encounter with racially integrated neighborhoods and public facilities. His recollection years later could apply to the larger transformations that would engulf his home state and the nation as he and the movement grew. “After that trip,” Lewis explained, “home never felt the same, and neither did I.”

While much of the narrative is similar to Lewis’s 1998 memoir, *Walking with the Wind*, the accessibility of the short graphic novel combined with Lewis’s experiences and insight holds great potential for teaching. In less than 125 pages, Lewis vividly describes a number of key issues that shaped the movement, such as ongoing tension between southern civil rights activists and the relative conservative stance of some middle class blacks, including many clergy. Elsewhere, Lewis, who was still a teenager in 1958, describes his first meeting with King. Inspired by King but frustrated with the pace of social change in the wake of the *Brown* decision, Lewis and other college students in Nashville embraced the idea of nonviolent social activism. Here the graphic novel is especially effective in illustrating how students participated in training workshops in nonviolent civil disobedience. Soon thereafter Lewis and his peers, despite opposition from both local authorities and school administrators, initiated direct-action sit-ins and economic boycotts that challenged Jim Crow in downtown Nashville.

The graphic novel’s promise for teaching also stems from the fact that, as a memoir, *March* underscores the relationship between the movement and the contemporary world of our students. As a result, Lewis begins the book not in rural Alabama after World War II but in his congressional office on the morning of President Barack Obama’s inauguration in 2009. The author’s career has always been a testimony to the legacy of the movement and his memoir will help students appreciate Lewis’s conclusion after his first arrest in 1960, “We wanted to change America—to make it something different, something better.”

Illinois State University

Richard L. Hughes

Steve Coll. *Private Empire: ExxonMobil and American Power*. New York: Penguin Press, 2012. Pp. 685. Hardcover, \$23.44; ISBN 978-1594203350.

Journalist Steve Coll traces the unsettling developments within the premier descendant of Standard Oil between the Exxon Valdez spill in 1989 and the Deepwater Horizon disaster in 2010. He argues that we should think of Exxon not as a “normal” company but as a private state, executing its own foreign policy in a search for increasingly coy oil and natural gas reserves. On the domestic front, Exxon shapes policy by funding suspect science, by contributing large sums to oil-friendly politicians, and by hiring the best attorneys to defend its dubious practices. In general, Coll’s

conclusions about the behemoth company are convincing, and *Private Empire* is a significant contribution to the study of contemporary problems in oil and world power.

The strengths of *Private Empire*—its enthralling style and global scope—are largely a reflection of its author's background. With earlier works on AT&T and Getty Oil, Coll is comfortable navigating the complexities of corporate politics. He does an admirable job of teasing out the tricky relationship between brusque Exxon chairman Lee Raymond, Raymond's employees, and the company's board of directors. His familiarity with Big Oil and Big Finance also enables him to make a fascinating connection: The annual SEC report of oil companies' proven reserves affected stock value, which often impelled desperate attempts by ExxonMobil to replace its reserves. In addition to his corporate insight, Coll has a strong sense of geography that bleeds through in *Private Empire*. Whether describing the ramshackle oil towns in the Niger delta or the mass graves in Aceh, Coll imparts the facts of ExxonMobil's involvement in these places in a way that resonates viscerally with the reader.

Despite Coll's skill as an investigative journalist, he misses a few opportunities to situate his ExxonMobil case study within a broader debate over corporatism, which seems to be the crux of his argument. Coll suggests that the relationship between U.S. and Exxon interests is an ambivalent one at best. The two policies could occasionally be complementary, such as when Vice President Dick Cheney mediated in the UAE at the behest of Chairman Raymond in 2005. At other times, the relationship between U.S. and Exxon policies could be downright antagonistic. For instance, Raymond urged China not to adopt the Kyoto protocols in direct opposition to President Bill Clinton's policy in 1997. By comparing these examples to previous divergences between private and public policies, Coll could have helped the reader understand their significance. How did these examples stack up against U.S. corporatist policy in the Middle East during the Arab-Israeli wars, for example?

Coll concludes his work with several tantalizing examples of "corporate ascendancy" and state decline in America: the *Citizens United* case and record-breaking ExxonMobil profits contrasted with U.S. credit downgrade and spiraling debt. The implications of such "corporate ascendancy" are disturbing but in need of more historical context. Nevertheless, *Private Empire* would undoubtedly benefit teachers and students alike as we grapple with the consequences of petroleum and the increasing power of corporate rather than state actors. It would be a fine addition to any survey of environmental, global, or business history.

Piero Gleijeses. *Visions of Freedom: Havana, Washington, Pretoria, and the Struggle for Southern Africa, 1976-1991*. Chapel Hill: The University of North Carolina Press, 2013. Pp. 655. Cloth, \$40.00; ISBN 978-1-4696-0968-3.

The Cold War has been examined extensively by multiple disciplines of scholarship. Since the end of the conflict in the early nineties, historians have attempted to tell the story of American foreign relations from the perspective of other nations by exploiting access to archives opened after the Cold War. Piero Gleijeses has been a Professor of American Foreign Relations at Johns Hopkins University's School of Advanced International Studies since 1972. His research focus is Latin America, but his greatest success is a result of his work specifically in Cuban foreign relations history of the Cold War. *Visions of Freedom: Havana, Washington, Pretoria, and the Struggle for Southern Africa, 1976-1991* analyzes the relationships between the United States, South Africa, Angola, Cuba, and other southern African players during the last fifteen years of the Cold War. In *Visions of Freedom*, Gleijeses continues where he left off in his book from 2002, *Conflicting Missions: Havana, Washington, and Africa, 1959-1976*.

In *Visions of Freedom*, Gleijeses places Cuba at the center of the dramatic story of Cold War Africa. A few themes from *Conflicting Missions* continue. First, Cuba was not a Soviet proxy; its foreign policy was its own and not based on Soviet direction. Second is the theme of Cuba's role as the benevolent older sibling to fledgling revolutionary movements in the Third World. In *Conflicting Missions*, Cuba limited its aid to countries across Africa because of internal constraints as it solidified its own revolution at home and abroad. In *Visions of Freedom*, Cuba's international position is more secure and they are able to pay for the deployment of more than thirty thousand Cuban troops to protect Marxist Angola from South African invasion.

In *Visions of Freedom*, Gleijeses places Cuba at the center of decolonization in Angola and Namibia as well as the struggle to end Apartheid in South Africa. Perhaps Cuba's key role is due to its maturing international position in the 1970s or the U.S. distraction with its withdrawal from Vietnam. No matter what the causes are of large scale Cuban deployment of combat power to Africa, Gleijeses's main argument in *Visions of Freedom* credits Cuba for the end of South African occupation of Namibia, the end of the war in Angola, and even the end of Apartheid in South Africa.

The story told and arguments made by Gleijeses in *Visions of Freedom* are similar in subject matter and tone as those in *Conflicting Missions*. Unfortunately, so are the issues with his sources. He relates that he is still the only foreign scholar with access to the Cuban archives. For both books, he explains he never used a Cuban source that he did not possess in photocopy format. Gleijeses's research in international archives is extensive and provides both depth and breadth to his arguments. However, his Cuban sources are a bit problematic because they are used to support pro-Cuban assertions. To ensure credibility of his arguments in *Visions of Freedom*, Gleijeses explains that his photocopies will be placed on a public website sponsored by the Cold War International

History Project. Gleijeses reports he collected approximately 15,000 pages of Cuban documents for *Visions of Freedom*; however, as of October 15, 2014, only 164 documents in the Cuba and Southern Africa collection appear on the website.¹

The potential issues with his sources aside, Gleijeses delivers another installment of Cuban foreign relations history in Africa with remarkable success. Gleijeses is an excellent writer and researcher and it shows in his work. Any undergrad or graduate student would be well served to read *Visions of Freedom* to gain a broader understanding of the role of Cuba in the Cold War. There is no disputing Cuba's deployment of tens of thousands of its troops to another continent; its involvement in the Angolan war gained Cuba membership in a very small number of countries that have projected military power onto another continent. Effective study of the Cold War must include the role of such influential Third World nations as Cuba.

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Richard H. Immerman. *The Hidden Hand: A Brief History of the CIA.* Malden, MA: John Wiley & Sons, 2014. Notes. Bibliography. Index. Pp. xv, 248. Paper, \$34.95; ISBN 978-1-4443-5137-8.

The author of a well-regarded study of the 1954 CIA-orchestrated coup in Guatemala, as well as several books on U.S. foreign policy, Richard Immerman also took an eighteen-month break from teaching at Temple University to serve as assistant deputy director of intelligence for analytic integrity and standards and analytic ombudsman for the Office of the Director of National Intelligence. This unique opportunity undoubtedly yielded substantial insight into the CIA's workings as he crafted this book.

Interest in the CIA, fueled by media coverage and several recent television shows and movies, has probably never been higher. As Immerman notes, most people "perceive the CIA as a nest of spies and clandestine operators," but it was "established for the express purpose of intelligence analysis and dissemination." Immerman argues this mission was "sacrificed to a misguided emphasis on covert and paramilitary projects." Much of the CIA's history revolves around this tension between intelligence gathering and analysis and covert and paramilitary operations. Emphasis on the latter pair, Immerman suggests, continually hindered the agency's primary mission.

Immerman provides an even-handed analysis, praising the CIA for its intelligence and operational successes, while analyzing its failures in detail. He criticizes the often

¹Wilson Center Digital Archive, International History Declassified, "Cuba and Southern Africa," Cold War International History Project, <http://digitalarchive.wilsoncenter.org/collection/173/cuba-and-southern-africa/> (accessed October 15, 2014).

comical efforts to undermine Fidel Castro's regime and the Bay of Pigs fiasco, but notes the CIA's detection of nuclear missiles in Cuba provided the Kennedy administration "a critical window to frame its response" and helped prevent "an impetuous employment of U.S. force." Similarly, he believes the CIA produced the most accurate reports of the situation in Vietnam, performing better "than any other arm of the U.S. government." Yet, the CIA's Phoenix Program probably killed more innocents than enemy operatives.

Congress passed laws subjecting the CIA to more scrutiny following the Watergate scandal, Salvador Allende's ouster in Chile, and revelations of the CIA's domestic spying. This established a pattern in which CIA excesses or intelligence failures were met with new laws and increased oversight. Following prolonged investigations of the 9/11 attacks, this culminated in 2005 with the appointment of a Director of National Intelligence to oversee the CIA and other U.S. intelligence agencies.

While the CIA successfully pioneered the U-2 program and satellite reconnaissance, its leaders emphasized covert and paramilitary operations. The growing use of drones in targeted killings, Immerman argues, is emblematic of the increasing militarization of the CIA. Equally problematic is the increasing politicization of the CIA, which encouraged the production of the flawed National Intelligence Estimate on Iraq's WMD program that "conflated 'fact' with assumptions and failed to identify gaps in intelligence." Colin Powell's testimony to the UN, largely based on that document, was so convincing that "he all but set the CIA up to take the fall when the truth came out."

Short, readable, and tightly focused on key events and issues, Immerman's book would make a good course text. His analysis is thorough, apt, and sprinkled with interesting insights. While it is marred by some CIA-mandated redactions, these are relatively minor and might themselves make interesting class discussion topics.

University of Memphis

Stephen K. Stein

REST IN PEACE

PHILIP REED RULON (1934-2014)

Professor of History (Emeritus), Northern Arizona University

Service to NAU and many professional organizations

Co-Founder of *Teaching History: A Journal of Methods*

Mentor and advisor to many students and friends

A good friend and colleague whom we will miss greatly

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