

BOOK REVIEWS

Michelle Miller. *Minds Online: Teaching Effectively with Technology*. Cambridge: Harvard University Press, 2015. Pp.296. Cloth, \$27.95; ISBN 978-0-674-36824-8.

Digital technology permeates today's college classrooms, both physical and virtual. Economics, student demand, and the availability of new technologies, among other things, have led to the dizzying pace of change in the field of teaching with technology. Those of us on the ground, the faculty who are urged to use these technologies, are often left wondering how to do so effectively, and, more fundamentally, asking if they even work. In *Minds Online: Teaching Effectively with Technology*, Michelle Miller, Co-Director of the First Year Learning initiative and Professor of Psychology at Northern Arizona University, provides some answers to these questions, drawing from research in neuroscience and cognitive psychology. The book emphasizes the unprecedented potential of contemporary instructional technology to "align our teaching with the way the mind works." As such, it successfully marries the theoretical framework of learning research with practical examples of how online teaching tools can improve learning for all students.

Miller starts by examining the trends that have led to the explosion of interest in teaching and learning with technology. While they have to do with economic and organizational shifts in higher education, these trends provide an important context for the investigation of best practices for teaching with technology. It is clear that online learning is here to stay, even if most faculty continue to have doubts about its value and legitimacy. "In some fundamental ways, good teaching is the same in every modality," Miller replies. She provides a useful overview of best practices that apply to both face-to-face and online situations. More important, she addresses the concerns that many have about the quality of online learning, specifically the much-publicized issue of cheating. The conclusion: Empirical evidence indicates that concerns over cheating in the online environment might be overstated and that quality online experiences *are* possible.

The bulk of the book focuses on *how* to apply research findings to manage the online environment in order to optimize the learning experience for our students. A chapter on the psychology of computing tackles the widespread anxieties about the impact of technology on human thought. Miller puts minds at ease by examining the myths and facts of the impact of online communication and their meaning from a teaching perspective. The chapters on attention, memory, and thinking connect research to specific teaching strategies, and even technologies, that afford students frequent opportunity to practice the tasks they need to master in our classrooms.

Of special interest to this reviewer was Miller's discussion of the testing and spacing effects. Research indicates that the very act of answering test questions actually improves remembering that same material, thus making testing a powerful learning tool. The spacing effect, on the other hand, refers to the fact that spreading review *sessions*

over time is more effective than cramming at the last minute. Traditional course design has emphasized high-stakes assignments with infrequent deadlines. Miller's recommendation is for frequent, low-stakes assessments and tests as a learning tool where students can take them multiple times. Technology makes this approach easy to implement.

The chapter on multimedia and its applications offers practical recommendations on how to design effective presentations in both physical and virtual teaching environments. On the subject of student motivation Miller includes an array of suggestions for engaging students and minimizing procrastination and distraction, concluding that "in general, structure is the enemy of procrastination." In the final chapter, "Putting It All Together," Miller lays out questions, along with the cognitive principles behind each one of them, that every instructor needs to ask when (re)envisioning a course. She then lists specific tools and techniques to help address each question. Finally, she offers a sample syllabus for a "cognitively optimized" introductory online course. This last chapter thus presents a practical summary of the entire book, one that this reviewer found tremendously valuable in rethinking an online history course.

Minds Online is a brilliant book. Miller's prose, even when writing about the expert field of learning research, is approachable. Moreover, she successfully connects this research with practical design principles and technology tools that faculty can use when thinking about their courses. As such, this book is an essential read for all faculty engaged in hybrid and online learning.

California State Polytechnic University, Pomona

Päivi Hoikkala

Robert W. Maloy and Irene S. LaRoche. *We, the Students and Teachers: Teaching Democratically in the History and Social Studies Classrooms*. New York: SUNY Press, 2015. Paper, \$29.95; ISBN 978-1-4384-5558-7.

Democracy is a topic widely taught throughout public schools in the United States: Students learn democracy so that they can participate in democracy. Students usually list voting or volunteering for a campaign as examples of practicing democracy. However, learning about democracy and doing democracy are two different activities. *We, the Students and Teachers: Teaching Democratically in the History and Social Studies Classrooms* proposes a method for student teaching interns and practicing teachers to integrate more democracy rather than just listening about democracy into their elementary and secondary classrooms.

Stressing the 7 C's of democratic teaching (contrasting, conducting, collaborating, conversing, conferring, co-construction, and connecting), Maloy and LaRoche argue that "history/social studies classes at all grade levels play a unique and essential role

in how students learn about democracy and their roles as engaged members of a democratic society.” Through the 7 C’s, the authors guide the reader in an engaging and interesting read throughout the text. The chapters are research-based, including practical applications and commentary from university interns as they experience implementing the 7 C’s of democratic teaching. Each chapter includes a definition of the “C” being discussed, followed by an in-depth discussion of research to build a foundation of the “C.” The practical applications follow with examples of how to implement the “C” into elementary and secondary classrooms. The most important section of each chapter is the voices of student interns. This section of the chapter gives insight to implementation, including successes, failures, revelations, and frustrations of real life teaching. These voices are not altered, but reveal to the reader that implementation takes planning and reflection though trial and error. It outlines university student interns’ processes so that the reader can use, adjust, and learn from an intern’s experience. At the end of a chapter, the authors give a brief wrap up of the main points as a conclusion. After discussing all of the 7 C’s, the authors conclude with the chapter titled “Building Democratic Spaces for Teaching and Learning.” This chapter reminds the reader that implementing democracy into the classroom as a teaching methodology is a daily task. Teaching elementary and secondary students to do democracy can change classrooms and produce active and engaging citizens. The concluding chapter uses the university student interns’ experiences to show how teachers can implement this methodology into social studies classrooms and also to show how important it is to commit to this type of teaching.

This text is an excellent example of real life teaching, with a nice balance of research, practicality, and real teaching voices inside a classroom implementing the 7 C’s. Through the implementation of the 7 C’s, the interns allow for students to gain more autonomy and engage in a student-centered classroom. While implementing the 7 C’s into their classroom, student interns wrote honest and candid observations about their experience. Through the lens of the student intern, a practicing teacher can use the examples as a framework for their classes. This text should be used at the university level in methods courses and social studies professional development meetings to further democratic teaching in the classrooms. I highly recommend this text to intern student teachers, university methods professors, and practicing teachers to implement the 7 C’s to allow students to do democracy and stop just listening about democracy.

J.R. McNeill and Alan Roe, editors. *Global Environmental History: An Introductory Reader*. New York: Routledge, 2013. Pp. 449. Paperback, \$44.95; ISBN 978-0-415-52053-9.

Environmental history is an exciting and growing field. *Global Environmental History: An Introductory Reader* is an excellent starting point for understanding this fascinating field. J.R. McNeill and Alan Roe succeed in assembling a collection of eighteen important essays authored by several accomplished environmental historians and academics. These essays are organized into three sections: global perspectives, regional perspectives, and environmentalisms. McNeill and Roe begin by highlighting what they see as the three main approaches to the study of environmental history, which include material, cultural, and political environmental history. The editors point out that these approaches often overlap, an observation that is demonstrated throughout the various chapters of this text. Finally, McNeill and Roe call for a global approach to environmental history, particularly since ecological processes tend to be interactive, transcend political boundaries, and produce important second and third order effects that extend well beyond the time and scope of their origins.

The first major approach, material environmental history, examines ecological change over time and is concerned particularly with human impact on the environment. However, this is not merely a one-sided relationship, but can best be understood as a continuous process of change whereby humans and the environment co-evolve. The idea of co-evolution is an important theme that the authors and editors highlight in several chapters of the text. It is the subject of William R. Dickenson's opening chapter concerning human and environmental change during the Holocene, a geological period that began approximately 11,500 years ago and continues to the present. Stephen J. Pyne also illustrates the process of co-evolution in his study of anthropogenic fire, examining how the harnessing of fire has allowed humans to interact with and transform the environment. Finally, James L. Webb Jr.,'s essay on "Ecology and Culture in West Africa" demonstrates co-evolution in a regional context.

The next major approach is cultural and intellectual environmental history, which examines how individuals and societies conceptualize the relationship between humans and nature. Several of the chapters in *Global Environmental History* are critical of the human tendency, throughout time and across various cultures, to treat themselves as separate from the environment. This bias not only finds its origins in religion and politics, but also is perpetuated by well-intentioned conservationists, such as John Muir. For example, William Cronon's essay shows how, at the turn of the twentieth century, urban-based American intellectuals invented the concept of "wilderness" and made attempts to separate humans from nature so that certain environments could be restored to their original "pristine" conditions. However, as Harriet Ritvo demonstrates in her essay, "Animal Planet," searching for nature's "pristine" ecological baseline is unrealistic because the environment, its flora and fauna, and humans have long existed

in an ever-changing complex interactive relationship of co-evolution. In this sense, human-made nature preserves are just as unnatural as the process of urbanization.

These themes cross over into political environmental history, which is the third approach of this text. This approach looks at how different political entities, often the nation-state, attempt to regulate human impact on the environment and address competition over the access to nature. For example, Mark Elvin and Douglas R. Wiener's chapters on China and Russia show how political leaders tend to subordinate environmental considerations to their more immediate political and economic concerns. This often results in policies that transform the environment in ways that lead to dire ecological, economic, and political consequences for both the state in question and humanity at large.

Finally, McNeill and Roe make a strong case for adopting a global approach to environmental history. This is well exemplified by their inclusion of Alfred Crosby's essay on "Ecological Imperialism" and Donald Kennedy and Marjorie Lucks' chapter on "Rubber, Blight, and Mosquitoes." Both essays illustrate the complicated process through which various biota are transplanted from one region of the world to another through an imperial ecology in the former case and economic ecology in the latter. Without taking a global approach, it would be difficult to explain, for instance, how the Asian tiger mosquito ended up in Houston, Texas.

In closing, *Global Environmental History* is a valuable introductory text that has much to offer historians of various fields. It can be used as an introductory textbook for an undergraduate or graduate level course in environmental history or as a supplement to an existing course on regional and global history. Perhaps the only drawback is the lack of an annotated bibliography for further exploration. Nevertheless, McNeill and Roe succeed in putting together an exceptional work on environmental history.

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David C. Mengel and Lisa Wolverton, editors. *Christianity and Culture in the Middle Ages: Essays to Honor John Van Engen*. Notre Dame, IN: University of Notre Dame Press, 2015. Pp. 522. Cloth, 468.00; ISBN 978-0-268-03533-4.

This fascinating volume of eighteen essays is a fitting tribute to the wide-ranging scholarship of John Van Engen, produced over the course of almost four decades in his field. The various contributors, who include both colleagues and former students, have sought to honor Van Engen's career by "mirroring topics and approaches that have characterized his scholarship" and the skills he modeled, "exploring the archives, reading texts sensitively, identifying larger themes, and refusing to force the evidence into received historical categories." The extent of his influence is clearly evident in the chronological, geographical, and thematic scope of this collection.

The book's constituent essays are organized into four sections, each addressing a theme that has been prominent in Van Engen's own research—Part One: Christianization; Part Two: Twelfth-Century Culture; Part Three: Jews and Christian Society; and Part Four: Late Medieval Religious Life. Most scholars' careers have not touched on such a wide range of topics and most readers are likely to be drawn to the section of the work that most directly concerns their own field. As such, rather than summarizing the contributions of these essays in each part of the collection, I would like to draw attention to a few elements that stand out after reading the volume as a whole.

One of Van Engen's writings to which several contributors refer is his influential 1986 piece in the *American Historical Review* entitled "The Christian Middle Ages as an Historiographical Problem" in which he documented "the revision of the 'Age of Faith' into a world barely touched by Christianity at many social levels and marked rather by persistent folklore, popular beliefs, [and] magic." Several of the essays in this collection provide similar historiographical perspective, such as R.I. Moore's examination of how the myth of the Cathar Church developed, why it endured for so long, and various strands of scholarship that have undermined it. Likewise, Christine Ames argues that modern scholarship has often perpetuated, while inverting, "a schema of discernment and authority about 'right' religion—that 'propensity to sort religious behaviour into approved and disapproved categories,'" which is ironically an inheritance of the medieval inquisitors who produced many of our sources.

Throughout his career, Van Engen also modeled how careful study of particular individuals (such as Robert of Liege) or movement (the *Devotio Moderna*), and sensitivity to the specifics of time and place, can call into question "now-tired interpretative dichotomies." *Christianity and Culture in the Middle Ages* contains many essays that advance our understanding in just this way, such as Maureen Miller's thoughtful analysis of eleventh-century mosaics in Rome, which reveals the Investiture Controversy to have been a "factious family disagreement rather than ... a conflict between clearly defined parties. "Focusing on a text produced four centuries later, Giovanni Dominici's *Firefly*, James Mixon shows how this work "glides gracefully among our aging scholarly dichotomies—between sacred and secular, scholasticism and humanism, magic and miracles, medieval and Renaissance."

While some of these essays approach well-known figures (e.g. Peter Abelard and Martin Luther) and texts (e.g. Otto of Freising's *Chronica*) in interesting new ways, others introduce readers to individuals and documents they are unlikely to encounter elsewhere, such as Daniel Hobbins' discussion of "a remarkable [early fifteenth-century] story of a wandering hermit who apparently wanted people to believe that he was a devil, perhaps even Antichrist." Several essays include appendixes with critical editions of otherwise unavailable texts while another provides a helpful table documenting a "rare cache of pragmatic correspondence" preserved in two miracle collections for Thomas Becket at Christ Church, Canterbury.

This excellent collection of essays clearly demonstrates John Van Engen's influence on several generations of students and colleagues. This volume contains significant contributions by both established scholars and promising new voices. Its chronological, geographical, and thematic range, and the consistent quality of the individual studies, means that anyone interested in the medieval period will find something of value in this book.

College of the Ozarks

Brad Purdue

Fred Kaplan. *John Quincy Adams: American Visionary.* New York: HarperCollins Publishers, 2014. Cloth, \$29.95; ISBN 0061915416.

Presidential biographies often concentrate on what the man did when occupying the White House, or discussing military expeditions and victories that led him to the highest office in the land. But Fred Kaplan has portrayed the sixth president of the United States as a statesman and man of letters whose importance to American development and prosperity was evident throughout his life, from boyhood service as his father's diplomatic secretary in the 1780s to his time of service as the sage Congressional elder of the 1840s.

The methodology used for this book's presentation leads the reader to discover just how much of a contribution the younger Adams gave to the early nineteenth century's American ideal. Adams's service as a diplomat to a half dozen nations of Europe and the subsequent treaty negotiations and signings alone make him important, but much of our foreign policy in regard to France and Spain, as well as Holland and Great Britain, owed to the tireless efforts of a man who played a major part in our nation's history from the American Revolution through to the end of the Mexican War.

Drawing from a voluminous collection of letters to and from Adams, Kaplan takes the reader on a journey of the mind put into practice, exploring the writings political and otherwise that give us a picture of this one man as a driving force in the New England intellectual movement of the first half of the nineteenth century. Adams came from good stock, as is evidenced by the writings from both of his parents that gave direction and a firm foundation for the younger man's education and upbringing in Massachusetts and France, which also provided him with the basis for a writing career that alone could make Adams famous in our own time. But given his family connections, it comes as no surprise to the reader that he chose to follow in his father's footsteps and take on the mantle of public service while still expressing himself through verse and prose. The citation of his writings altogether paint Adams as one of our most intellectual and smartest presidents, perhaps even surpassing the popular Thomas Jefferson in breadth and depth of knowledge, writings, and understanding. As Kaplan points out, even Jefferson himself thought John Quincy Adams a cerebral force to be reckoned with.

Few Federalists were able to make the transition from a dead political party and survive still to serve their country. Adams became a Republican shortly after Federalism's demise and prospered, not as a whipping boy of Jefferson, Madison, and Monroe, but as a unique and individual thinker who could act on his own, often displaying political viewpoints far afield from the party en masse and yet still be respected for the good man that he was. Adams's views on slavery, for instance, differed greatly from Southern Republicans who dominated the party in the 1830s and 1840s, but Adams still was allowed to present contrary beliefs through his floor speeches, written pamphlets, and dinner party banter and still be perceived as fair minded and worth listening to.

Kaplan has a clear bias against Andrew Jackson and his followers that is evident from the beginning of the book, and the author strays dangerously close to falling into the trap of falling in love with his biographical subject, but he does show the failures, foibles, and mistakes Adams made along the way, in his public and private lives, as clear as possible, while proving that it is often the mistakes that make the greatness of a man. No other study of John Quincy Adams is necessary for someone wanting to explore what happened in the history of the United States government in the nineteenth century.

Candler, North Carolina

Russell D. James

Robert K. Brigham, ed. *The United States and Iraq Since 1990: A Brief History with Documents.* West Sussex, UK: Wiley-Blackwell, 2014. Pp. 302. Paper, \$34.95; ISBN 978-1-4051-9899-8.

In the opening chapter of *The United States and Iraq Since 1990*, Robert Brigham demonstrates that American direct involvement with Iraq began in earnest when Dwight Eisenhower sent monies to the nation in hopes of stemming Soviet influence in southwest Asia. From that point forward, Iraq became a central point of focus for the geopolitical strategies of the United States during the Cold War, and, in many ways, served as a bellwether of American foreign influence writ large. As such, Brigham wisely contextualizes Iraqi foreign policy within the larger discourse of American politics, demonstrating how such policies helped shape the fortunes—and misfortunes—of myriad politicians. In many ways, the book serves as a history of the American presidency of the latter half of the twentieth century, for debates regarding Iraq were fodder for political and media discourses, but also—as evidenced within the primary sources contained in the book—a source of debate for the machinations of the nation's national security community. Over the decades Iraq has represented many things to American geopolitical strategy: a bulwark against Soviet incursions into the Middle East; a counter to the formation of the Islamic Republic; a locus of American

petroleum interests; an arena in which America could flex its military might to preserve its foreign interests; and, ultimately a lesson that twentieth-century models of nation-building were outmoded and unsuitable to the unyielding politics of both neo-conservatism and neoliberalism. In short, American successes and failures in Iraq reveal the nation's increasing inability to forge successful "high policy" malleable enough to manage the changing nature of nationalism and national identity in the twenty-first century.

The book is divided into chronological chapters split to include an analytical essay and each year's most relevant primary sources. The overarching goal is to offer both context and analysis so that the reader is able to discern military strategy and geopolitical maneuvering from popular perceptions of American-Iraqi interactions. One such example is in the 1992 election when George H.W. Bush's cautionary strategy to preserve stability in Iraq at the end of Operation Desert Storm led to the American president being characterized as weak and indecisive, contributing in part to his defeat. Yet, as the documents demonstrate, Bush's policies were the most prudent course of action. Yet in wake of post-Vietnam America, anything short of the toppling of the regime of Saddam Hussein was viewed as failure. Documents contained within show how some envisioned the 1991 Gulf War as a way to ameliorate the long-lasting effects of the Vietnam War, including ticker-tape parades for returning soldiers and a reascent national purpose of Americans. Indeed, veterans got their ticker-tape parades, but, as Brigham notes, there was "no symbolic Iraqi surrender" and was "indeed like America's other modern wars in Korea and Vietnam." As such, this book demonstrates the manner in which Iraq served as a surrogate through which American military and foreign policy was reimagined and, in many ways, reinvigorated through action in Iraq.

Brigham's work has a clear and direct pedagogical focus as evidenced by the inclusion of questions for consideration at the end of each of the book's 38 primary sources. Facilitating its classroom value, Brigham has included a section of *dramatis personae*, chronologies, and maps of Iraq relevant to the period, including a valuable visual depiction of the shifting demographic nature of Baghdad in the years 2006–2007. As such the book will undoubtedly provide students the proper historical context to discuss a matter that is still relevant and undoubtedly rife with partisan leanings. Brigham examines the so-called "surge" of 2006–2007 from inception in intellectual think tanks—as well as reflective of the public perception of the war—to its eventual inaction as a foundational aspect of American military strategy. This analysis precipitates a discussion of political and media representation of the "surge," which has the effect of demonstrating the oftentimes shallow politicization of the war on both the right and left. What results is a modeling of the importance of the role of the historian—that of the bulwark against the reductionist and oftentimes shallow analysis

of contemporary events. Ultimately, this work navigates the partisan divide by forcing the reader to justify or refute through the use of supporting evidence.

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Kenneth L. Shonk, Jr.

Jerry Dávila. *Dictatorship in South America.* Malden, MA: Wiley-Blackwell, 2013. Pp. 207. Paper, \$29.95; ISBN 978-1-4051-9055-8.

Erin E. O'Connor. *Mothers Making Latin America: Gender, Households, and Politics Since 1825.* Malden, MA: Wiley-Blackwell, 2014. Pp. 296. Paper, \$36.95; ISBN 978-1-118-27144-5.

With two recent additions to its Viewpoints/*Puntos De Vista* Series, Wiley-Blackwell provides educators with new texts designed for classroom use. *Dictatorship in South America* by Jerry Dávila and *Mothers Making Latin America: Gender, Households, and Politics Since 1825* by Erin E. O'Connor both take on important themes in modern (meaning post-independence) Latin America in a concise, engaging, and approachable manner. As series editor Jürgen Bucheanu points out about the Viewpoints texts, they are designed as broad, thematic, supplemental texts that introduce students to historiography, methodologies, and theories. The presence of such information is a real asset of both texts.

Jerry Dávila's *Dictatorship in South America* is an examination of the repressive military regimes that took power in Brazil, Argentina, and Chile during the late Cold War. The obvious challenge in a concise text is to deal with the circumstances of each individual country in sufficient detail to be meaningful while culling out continuities across the three examples to provide a useful synthesis for students. Dávila strikes an effective balance between national histories and regional synthesis.

An important element of that regional synthesis is Dávila's assertion that the period of dictatorship was not the inevitable result of an authoritarian Latin American political culture. Rather, the turn to dictatorship in these three countries, and arguably others as well, resulted from a unique confluence of political, economic, and geopolitical circumstances. In fact, an underlying conflict throughout the text is which exerted more influence on events, political ideologies or economic realities. One of the real strengths of this text is its deft weaving of economic and political themes. This is particularly advantageous when the text is assigned in a course because it allows the instructor to pick up on nineteenth-century themes like liberalism and conservatism, export economies, and order and progress and combine them with twentieth-century terms like populism and dependency to present a coherent trajectory of modern South American history.

Another strength of *Dictatorship in South America* is the attention paid to the political and economic agendas of the military regimes themselves. Dávila explains how the military regimes sought to revolutionize their countries. He presents the dictators as responding to trends in Latin America and around the world dating back to the Cuban Revolution. They were seeking to advance the economic positions of their nations through bold capitalist initiatives and systematically eradicating opposition through violence. They were responding to the radicalism of the left in the 1960s with an equally vibrant vision of change from the right.

In the end, their economic policies failed to solve the systematic economic problems facing their countries and their egregious human rights violations sowed discontent at home and disdain abroad. Here too, in the collapse of these dictatorships and their nations' gradual transition back to democracy and civilian rule, the classroom teacher has ample opportunities to take Dávila's contents and expand upon them. The debt crisis that gripped the subject countries, for example, also impacts much of Latin America and provides multiple points of comparison with other nations. Similarly, many countries had poor human rights records during the Cold War. The transition to democracy narrative, too, could prove a useful point of departure for discussions of other countries undergoing similar though obviously less extreme democratic openings in the same period.

One small piece of Dávila's narrative serves as a transition to the second text under discussion here. In his analysis of the waning days of the Argentine dictatorship, Dávila introduces readers to the Mothers of the Plaza de Mayo. These mothers of disappeared persons began a peaceful protest against the regime that ultimately contributed to its demise. These women privileged traditional gender roles and created a powerful critique of the regime. Through their movement, we can see the centrality of gender and family to the course of history. That centrality is the core premise of Erin E. O'Connor's *Mothers Making Latin America: Gender, Households, and Politics Since 1825*.

O'Connor, too, takes up the topic of the Mothers of the Plaza de Mayo and actually opens her book with the discussion of the politicization of one of them. O'Connor uses this woman's story to illustrate the utility of exploring Latin American women's history through the lens of motherhood. One thing that readily becomes apparent is that while women's roles and opportunities have changed dramatically since 1825, the trajectory, pace, and implications of those changes have been far from consistent. O'Connor makes clear that any treatment of the historical evolution of motherhood in Latin America must take race and class closely into account. The myriad intersections of gender, race, class, politics, and economics O'Connor discusses make it clear that women had a vital role to play in the forging of new nations after independence and have helped to shape the histories of those nations ever since.

O'Connor approaches her subject by introducing the reader to a few women at the beginning of each chapter whose lived experiences are relevant to the themes at hand.

Many of these vignettes are populated by average women, though many prominent women in Latin American history also make appearances. This technique of using women's lives, in many cases even their words, to introduce historical issues and themes is particularly effective for student readers. These introductory vignettes humanize the issues and make the chapter contents very approachable. The chapters are roughly chronological and provide a thorough, though, as the author acknowledges, not exhaustive survey of women's history in Latin America.

Perhaps the primary strength of this text from a classroom use perspective is how it also functions as a gender primer as well. O'Connor introduces readers to all the major issues associated with gender studies. She references classic works in the field, discusses the contributions of respected scholars, and imparts a sense of the historiographical evolution of the topic over time. She provides a concise yet cogent discussion of feminism that includes mention of its regional variants. Information such as this makes O'Connor's text useful not only in Latin American courses, but also in broader courses on gender or maternal history.

In conclusion, these texts would contribute much to undergraduate history courses. They would provide students with clear, concise information on their respective topics, while also offering insights into how the historical profession has come to understand those topics.

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TEACHING HISTORY: A JOURNAL OF METHODS

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