

BOOK REVIEWS

T. Mills Kelly. *Teaching History in a Digital Age.* Ann Arbor: University of Michigan Press, 2013. Pp. 184. Hardcover, \$70, Digital Version, Free; ISBN 978-0-472-11878-6.

T. Mills Kelly's book, *Teaching History in a Digital Age*, takes up an impossible subject—how changes in technology, particularly digital technology, are transforming the possibilities of how we teach our students history. We use the word “impossible” because changes in digital technology make anything written in the field look dated by the time it is published and almost obsolete by the time it comes to do a new edition.

Kelly avoids the problem of the speed of technological change by focusing on new possibilities for students—particularly chances for students to actually “do” history in class, rather than sit in class as passive recipients of the traditional history lecture. Mills sums up his project, writing, “I am not arguing that students should be free to do whatever they want, however they want—quite the contrary, in fact. I am, however, arguing that by structuring learning opportunities that address fundamental historical problems, and give students enough free rein to take ownership of their work, we open ourselves (and them) up to the possibility that much more can happen in our courses than the most basic forms of historical analysis.”

Kelly does a great job walking both current and prospective history teachers through the use of digital technology in their classrooms. The chapters are nicely laid out and easy to follow. The book breaks down the arguments for use of digital technology without overloading readers with technical data. Instead the author presents the information in an easy format for teachers with quick reference material on how to incorporate digital technology in the classroom. Kelly also gives practical examples and ways to teach that almost any teacher could use while also incorporating specific examples in how to use technology. His book would be a great place to start in compiling ways to incorporate digital technology and to learn why this is becoming an important issue for history educators. His quick history on how education has changed gives a compelling argument in the importance of the use of digital technology.

The book sets out an ambitious agenda, and Kelly presents a series of chapters to flesh out the implications of his thesis. Kelly spends his first chapter laying out the debate over what is meant by “historical thinking,” drawing on the last century of research into the subject. After examining several definitions, he gives us his list of fifteen key skills that define historical thinking, followed by the five questions that students ask about any historical event (the final one is “is it on the exam?”).

Kelly then turns his attention to a chapter on searching the Internet. In the space of one generation of historians, we have moved from a world where our students could interact with very few historical sources (due to inaccessibility and languages) to an explosion of available material. Kelly is not a snob for print sources, and accurately points out that many fields have rich digital collections that overshadow those held in print in most libraries. However, he presents a cautionary tale of the “Adolf Hitler

Digital Museum” as an example of misleading web sources camouflaged as objective historical fact.

The next chapter on analyzing sources takes on issues such as the possibilities of historical data mining, linking texts, geographic interfaces, and other new methods of presenting historical information. Many of the examples will send readers to their screens to try out the websites and the possibilities available.

In this chapter on writing and presenting about the past, Kelly argues that the historical research paper is obsolete, and he gives a range of options to take its place. He favors genres where students can get out in the field and “do history,” such as a project documenting historical cemeteries that he did with one of his historical methods classes. He also suggests creation of blogs, Wikis, and other digital tools as a method for students to write real history for an actual audience, not just a professor.

Kelly concludes with a chapter on what he calls DIY history, the art of creating un-stuffy and un-boring history coursework. He discusses an exercise in which his students create a hoax as part of a class, building a fictional story out of factual evidence, and then using this to build a historical narrative for class or public view (the hoaxes are taken down at the end of the term). While many history teachers will stop short of building fictional Wikipedia pages as part of a class, it is clear that the exercise gets students thinking in new ways about historical evidence, just as Anthony Grafton pointed out in his work on the history of close relationship between forgery and scholarship.

Perhaps the most direct way history educators could use this book in their teaching is examining the fifteen key skills that Kelly lays out as defining historical thinking. He very specifically breaks down why these skills are essential in thinking like a historian and the connection to life skills. The breakdown of these skills makes it easy for teachers to make sure they are just starting to develop these skills in their classrooms. Even if the idea of implementing technology in the classroom isn’t set for the individual reader, Kelly still manages to give other useful suggestions and ideas that history teachers could use.

While readers will find themselves disagreeing with pieces of this book, it would be a challenge to get through it without finding something to try out in class or something to look into on the Internet. It is a book crammed with engaging material and examples, more than can be held between two covers. Reading it in digital format is a reminder that this story will change over the next years as technology changes, and hopefully Kelly will have the energy to update this work often as new paradigm shifts occur.

Early College Alliance at Eastern Michigan University
Eastern Michigan University

Amber Bishop
Russell Olwell

Diana B. Turk, Laura J. Dull, Robert Cohen, and Michael R. Stoll. *Teaching Recent Global History: Dialogues among Historians, Social Studies Teachers, and Students.* New York: Routledge, 2014. Pp. 263. Paper, \$46.95; ISBN 978-0-415-89708-2.

Collaboration between historians, secondary teachers, and, at least indirectly, their students has dominated recent efforts at professional development in history education. Such efforts were at the center of Teaching American History grants, continue to enrich the development and scoring of Advancement Placement exams, and increasingly inform important scholarship on how to best teach and learn about the past. *Teaching Recent Global History: Dialogues among Historians, Social Studies Teachers, and Students* represents one of the more promising attempts to capture the value of such collaboration within a text. With chapters on Africa, Asia, Latin America, the Middle East, and the Soviet Union and Eastern Europe, the book provides a model within each chapter that begins with an interview with a reputable historian of the region followed by an essay authored by a teacher education specialist and multiple secondary teachers. The teachers, despite sometimes stark differences in school settings, grade levels, and teaching experience, attempt to translate the central issues of the historian's interview into curriculum and provide the reader with a sense of how the instruction and assessment unfolded in their classroom. Often this includes samples of student work and feedback from students as they grapple with both important *historical questions* and their teacher's instructional strategies. Finally, each chapter also includes the outline of a unit plan with "Essential Questions" and key ideas related to the unit. This section is complemented with numerous ideas for learning activities from the chapter's authors and one comprehensive lesson plan that often includes valuable primary sources.

In this age of standardized testing, both secondary and college teachers will appreciate conversations about history and teaching that emphasize provocative essential questions which often transcend the nation state or distinct historical periods. Most of the chapters explore the common misconceptions that Americans have toward parts of the globe while others address thematic questions in global history such as "How and why do revolutions happen?" or the role of material goods in shaping the rise and fall of nations. In addition, much of the book's information on curricula is enriched with contemporary issues as students of history face such questions as to the relationship between democracy and poverty in Africa, competing visions of democracy and freedom in Latin America, and the nature of Islam in the modern Middle East. As a result, the book's commitment to a dialogue in which historians and teachers generate essential questions will be attractive to history educators who argue for more emphasis on larger conceptual issues and the development of historical thinking at the expense of coverage.

Reflecting the growing interest in teaching and learning an integrated global history, the two most provocative chapters in *Teaching Recent Global History* are

thematic rather than geographic. The first explores the issue of war crimes in world history and includes material ranging from the history of Nazi Germany to the American military experience in Vietnam and even Iraq. Armed with a conceptual grasp of war crimes and history, students explore American wartime atrocities in No Gun Ri in Korea in 1950 and invariably find themselves reconsidering topics such as American exceptionalism, total war, human rights, and the challenges of historical investigation that arise with war crimes. The last chapter's focus is on the relationship between the United States and the rest of the world and challenges teachers and students to reassess much older assumptions about American identity, policy, and influence since 1900. Building on questions such as "In what ways was the United States an 'empire'?" and "What happens when 'change' does not represent 'progress' for all players?," students from three very different high schools play roles in a trial in which the United States is accused of violating the United Nations Charter. The outcome of the trial varies according to each school, but the powerful experience, not unlike the impact of this densely packed and ambitious book, transforms how the teachers and their students engage the complexity of the recent past.

Illinois State University

Richard L. Hughes

Laurent Dubois and John D. Garrigus. *Slave Revolution in the Caribbean 1789-1804: A Brief History with Documents.* New York: Bedford/St. Martins Press, 2006. Pp. 240. Paper, \$15.00; ISBN 13-978-0312-41501-3.

When most college students take a course in African-American history or on the history of slavery specifically, undergrads focus on forms of American slavery and the subsequent Civil War. Students rarely make essential connections between various forms of servitude in the world, as well as consider the challenges to this institution. Laurent Dubois and John D. Garrigus address this historical gap in their book, *Slave Revolution in the Caribbean 1789-1804: A Brief History with Documents*. Specifically, Dubois and Garrigus aim to make available to North American students a history of a significant slave revolution and its ultimate success that resulted in the creation of Haiti. Their goal is to "invite readers to explore firsthand the complexities of this dramatic era of revolution," and point out that this moment was a "crucial turning point in the history of slavery, racism, and the broader meaning of democracy, and human rights" (v).

Dubois and Garrigus are highly qualified to produce such a tome. Dubois, a professor at Duke University, has published several works on this topic, such as *Avengers of the New World: The Story of the Haitian Revolution* (2004) and *A Colony of Citizens: Revolution and Slave Emancipation in the French Caribbean, 1787-1804* (2004). Likewise, Garrigus, a professor at the University of Texas at Arlington, has written books such as *Before Haiti: Race and Citizenship in French Saint-Domingue*

(2006) and *Assumed Identities: The Meaning of Race in the Atlantic World* (2010) with Christopher Morris.

Their combined expertise in this field has created a readable book that is part of *The Bedford Series in History and Culture*. In line with the goal of the publisher of this series, the book is designed to allow the student to become the ‘historian,’ fusing together secondary and mostly primary excerpts. Included in this work is a primary collection comprised of documents, letters, laws, constitutions, reflections, and criticisms from both men and women of the era. Some of the authors range from the unknown men and women, such as former slave Marie-Rose Masson to well-known figures such as Olympe de Gouges, Thomas Clarkson, Thomas Jefferson, and Napoleon Bonaparte. The documents span from 1685, when the French issued a comprehensive slave code, to 1805 with the creation of the Haitian constitution. Moreover, the visual culture of slavery is revealed here as well, as there is an assortment of maps and images. Last, the book also includes several reference tools, such as chronology of events, selected bibliography, index, and a “Questions for Consideration” section.

As typical with this Bedford series, the book is divided into two parts, one for the secondary literature and the other for primary source readership. Part I, titled “Introduction: Revolution, Emancipation, and Independence,” provides an historical overview of how the slave revolution came about in the late 1700s. The authors trace how the Caribbean became a significant spot of colonial dominance from the 1600s onwards, particularly for the French. The middle of this section gives the reader a detailed overview of the revolution not only in Saint-Domingue but also in France, starting in 1789, as links between the metropole and colony are strongly emphasized. This section ends with the note that this rebellion was the “first to win universal freedom for their society, and in doing so they became founders of a larger struggle against slavery and racism” (40). What is particularly useful in this section is an index and description of the major revolutionary figures and groups associated with this historical moment.

Part II, simply titled “The Documents,” includes a variety of excerpted primary accounts. What makes this book stand out is that some of these are recently translated documents from archives, usually not accessible to the undergraduate. For example, a student might read an account from Vincent Ogré, one of the wealthiest men of color in Saint-Domingue, who wrote a letter to the French governor of the colony urging him to carry out reforms and warning of impending unrest (75). This specific letter came from the Archives Nationales in Paris. Overall, these letters, articles, commentaries, and laws give the undergrad a nuanced view of this slave revolution.

In conclusion, *Slave Revolution in the Caribbean 1879-1804: A Brief History with Documents* offers students a very valuable and meaningful resource for understanding a lesser-known moment in slave history. Dubois and Garrigus also offer

teachers and students the opportunity to think of the larger context of slavery, rebellion, and changes in understandings of human rights.

Thomas More College

Jodie N. Mader

Adrian Lashmore-Davies, ed. *The Unpublished Letters of Henry St. John, First Viscount Bolingbroke*. 5 vols. London: Pickering and Chatto, 2013. Pp. 2160. Hardcover, \$875.00; ISBN 978-1851969579.

Adrian Lashmore-Davies, a British Academy Postdoctoral Fellow and a member of the English faculty at Cambridge University, has provided those interested in early modern Europe with an invaluable resource. He has gathered together more than 1500 unpublished letters from more than twenty sources in England, Scotland, France, and the United States. Lashmore-Davies has painstakingly transcribed the letters of St. John and impeccably translated those written in French and Latin. St. John played an important role in both the political and cultural world, at home and abroad: scholar, poet, orator, statesman, historian, intriguer, libertine, celebrity. A man of great ability, perhaps greater ambition, and even greater energy, Henry St. John, first Viscount Bolingbroke (1678-1751), served his country in many roles: MP at the age of 23, Secretary at War at the age of 26, and Secretary of State for the Northern department at 32. An architect of the Utrecht peace, he later sought to “recover with his pen what he lost by his actions.” A self-styled “friend to my country,” he was impeached and spent 19 years in exile (1715-1725 and 1735-1744). He was a Jacobite who abandoned the Pretender, a Tory raised in a Whig family. We glimpse both his private and his public life. His letters reveal his mastery of detail and of complex argument. He frequently cited Seneca and Polybius. Bolingbroke, a brilliant stylist, also mastered French and Latin and thought of himself as a “cosmopolite.”

In addition to insights into one of the most brilliant men of his age, researchers will find the central questions of his day illuminated. With his usual wit and verve, Bolingbroke addresses the major issues of the day: the constitution, the role of a king, the education of the young, the balance of power, importance of religion, among others. The letters will testify not only to the industry but also to the brilliance of the author. These volumes will appeal not only to specialists interested in this era, but will also appeal to students, both graduate and undergraduate. He corresponded with not only the major political and diplomatic figures of his days, but also with the literary giants such as Voltaire. Those interested in the War of the Spanish Succession can read the letters to Marlborough; those interested in the peace of Utrecht can consult those of Bishop Robinson and Thomas Wentworth, first earl of Strafford, Matthew Prior, among others. The famous, Charles XII of Sweden, and the infamous, the *princesse des Ursins*, the well-known, Swift, and the unknown, Turner the messenger, grace the pages. Providing these letters is an invaluable service to the scholarly community but

the academic apparatus makes these volumes indispensable. The comprehensive index includes references to places, events, concepts, and individuals in the letters as well as letters addressed to them (indicated in bold print). The letters transcribed from originals are extensively annotated. Teachers could use it as primary source in courses in eighteenth-century Europe, early modern Europe, eighteenth-century Britain, as well as courses in international relations and writing.

University of Montana
Kansas State University

Linda Frey
Marsha Frey

Christopher Clark. *The Sleepwalkers: How Europe Went to War in 1914.* New York: Harper, 2013. Pp. xxix + 697. Hardcover, \$29.99; ISBN 978-0-0611-4665-7. Paperback [Harper Perennial, 2014], \$18.99; ISBN 978-0-0611-4666-4.

In anticipation of the centenary of the outbreak of the First World War in August 2014, a tide of books has appeared on various aspects of this seminal conflict. Of these, Christopher Clark's broad study of the origins of the war has earned the greatest of accolades: *The Sleepwalkers* has been reviewed by *The Economist* twice; the *New York Times* Sunday Book Review anointed it as one of the "10 Best Books of 2013;" its German translation has been among that country's twenty best selling non-fiction titles now for over thirty weeks running; in Berlin, Clark was featured in a roundtable discussion on the events leading to the war, sponsored by the German Historical Museum and introduced by Frank-Walter Steinmeier, the German foreign minister.

One hundred years later, the question of how the war came about—or, for that matter, even how far back its roots are discernible—is still an issue of baffling complexity. It remains one of the most intensely studied questions of modern history. An immense secondary literature apart: The list of memoirs numbers in the hundreds of titles; the documents published by foreign ministries, beginning in the interwar period, are in the tens of thousands; many of the scholarly editions of personal papers, which appeared between the 1950s and 1980s, are multi-volume collections—and all three of these sub-genres are to the archival holdings behind them what the tip is to the iceberg. Any book dealing with the problem as a whole, in order to remain manageable, must be an exercise in reduction. The need for compression, in its turn, hands every critic, whose favorite episode or document was omitted or insufficiently weighted, an easy opportunity for potshots.

So any author wading into these waters does so at her or his own peril. Clark charts his course by virtue of a crisp narrative and by what is nowadays almost an anomaly in a work designed to appeal to a broader audience: by engaging the historiographical controversies as they crop up and by giving a meticulous accounting of his sources in the endnotes.

Clark's narrative begins with the local setting for the murder of the Habsburg archduke Franz Ferdinand, evoking the irredentist and conspiratorial cauldron that had been Belgrade politics ever since the Serb coup d'état and regicide eleven years earlier—an event that turned Serbia from a client state of Austria-Hungary into a dedicated opponent of its former patron. Clark rounds out this first part of the book by proceeding to an analysis of the Austro-Serb relationship and how this tension resonated within the Habsburg monarchy. Unlike others, he finds the Habsburg Empire resilient and notes, with approval, dissenting narratives to the “auguries of imminent and ineluctable decline” (76-77); despite the toxic relationship between Austria and Serbia, “a war ... did not appear likely in the spring and summer of 1914” (113).

In its examination of the foreign relations of the Great Powers in Part II of the book, *The Sleepwalkers* soft-pedals the structural explanations long favored by other historians—chief among them the Anglo-German naval race (Anglo-German “naval scares ... were driven in large part by campaigns launched” by British navalists [150]). In early 1914, “none of the European great powers was ... contemplating launching a war of aggression against its neighbors. They feared such an initiative on each other's part ..., but pre-emptive war had not become policy” (363). Nor is Clark content to lay the blame on one of the usual villains of the piece, Kaiser Wilhelm II. This unwillingness to demonize an easy target is all the more interesting given that Clark—as author of a history of Prussia (*Iron Kingdom*, 2006) that has become standard reading in courses on German history and also a biography (2009) of this volatile figure—is an authority on the subject.

If the powers were indeed peaceable on the eve of the war, why trace its origins into the 1880s? In *The Sleepwalkers*, the purpose of the historical background is to showcase how earlier events shaped the reflexes of the personalities who were at the helm in July 1914. “Beneath the surface of so many of the key transactions lurked personal antipathies and long-remembered injuries,” writes Clark (66). In this vein, Clark offers compelling portraits of Nikola Pašić, the Serb prime minister; Maurice Paléologue, the French ambassador in Russia; and Raymond Poincaré, the French president. Particularly notable is Clark's refreshing (and damning) account of Poincaré's state visit to Russia between July 20 and 23—an indictment that echoes the recent monograph of Stefan Schmidt, *Frankreichs Aussenpolitik in der Julikrise 1914* (656) and is the strongest yet from an Anglophone author.

The picture that emerges is that the principals of the July crisis were men on the defensive, beset by domestic opponents and captive to the fear that the forces arrayed against them would carry the day unless they launched a forward defense (“This combination of strength in the present and vulnerability over the longer term,” 313)—an intriguing variation on Lloyd George's 1930s dictum that “weak men” had “slithered” into the war.

In making the case for the importance of contingency and of personalities, *The Sleepwalkers* demythologizes the shamans of the 1960s and 1970s—the following of Fritz Fischer, the Hamburg historian who held that Germany's reactionary elites, in

their attempt to consolidate their power and checkmate socialism at home, willed the war; and also demolishes the orthodoxy of the 1980s—the *Rule, Britannia* school of W.N. Medlicott and Paul Kennedy and their students, in whose view (one complementary to that of Fischer) British policy was in close communion with the forces of progress and the interests of humanity.

On a subject as complex and controversial as the outbreak of the First World War, the reader is well advised to cast nets widely. But for the beginner, this book makes for a superb point of departure; for the specialist, it is a well-written and enjoyable analysis that might well force a rethink of long-cherished truths.

Kent State University at Stark

Ralph Menning

Susannah J. Ural. *Don't Hurry Me Down to Hades: The Civil War in the Words of Those Who Lived it.* Oxford: Osprey Publishing, 2013. Pp. 244. Hardcover, \$25.95; ISBN 978-1849085908.

Susannah Ural's new history of the Civil War attempts to describe the conflict through the lived experiences of the participants. The narrative of this work considers the common soldier as well as the prominent political and military figures in the conflict. In many ways Ural's work follows the expected progression of a Civil War history. Ill-prepared troops faced the deprivations of camp and the horrors of battle, only to discover that they can adapt to the rigors of life in the respective armies. As the war progresses, the enlistees develop coping mechanisms to overcome the difficulties. Ulysses S. Grant brings his son into the camp to offset his deep depression that stemmed from being separated from his family (141-144), while Wilbur Fisk deserted the army and found a renewed sense of purpose in his fiancée, Angelina Drew (105-109). Ural's narrative offers a unique perspective on the war, providing regular descriptions of not only the violence of battles, but also the lasting impact of the war on those who survived. The soldier returning home presents as vivid an example of the damage of the war as the soldier killed in battle.

Despite the familiarity of this sequence of events, Ural masterfully emphasizes and illuminates the flow of the work to invigorate a familiar narrative with new life. Ural intentionally foregrounds a collection of individuals who provide the narrative center of the war. This allows Ural to describe battles without delving into the tactics and grand strategy so often used as the descriptors of a battle. Instead of presenting battles as lines on a map, Ural presents the experiences of soldiers as their comrades die and suffer around them. This approach dramatically enhances the emotional impact of the narrative. For instance, the Battle of Gettysburg is viewed through the eyes of the Texas Brigade on the second day. The battle maintains its importance, but changing the traditional narrative climax allows Ural to shift the focus from the tactical decisions of the battle to the experience of the conflict (132-135).

This shifting focus also allows Ural to probe how soldiers interpreted the meaning of the war as they lived the events. The soldiers' morale adjusted remarkably to the conditions they faced, and though the soldiers naturally took defeats hard they demonstrated an incredible resiliency. James Loughridge, for instance, immediately after Gettysburg, had a difficult time putting the battle into words, but when he finally wrote home he expressed his dismay and disillusionment at the horrors of the war (132). Within three weeks, Loughridge had managed to not only recover his own morale, but he wrote to his wife explaining that Gettysburg in fact was not a Confederate defeat.

Despite enormous resiliency, soldiers often had difficulty readjusting at the conclusion of the conflict. More than one of the soldiers involved in the war had trouble settling back into the routines of civilian life, and several found themselves incapable of the adjustment. Likewise, the civilians the conflict touched demonstrated as much difficulty in coping with the levels of destruction encountered during the war. Ural uses the assassination of Abraham Lincoln and the attempted assassination of William Seward to illustrate this point. Ural details the extent to which the targets of the assassination plot only began the list of victims. For most of those immediately present for the attacks, recovery proved elusive (190-196).

If Ural's narrative lacks anything, the deficiencies are small. At times, the religious nature of many of the soldiers seems to be overshadowed. The army revivals are not featured, and the religious lives of civilians are not considered by Ural. Including this dynamic would offer a deeper understanding of how soldiers and civilians understood the importance of the conflict. This deficit does not detract from the overall work in any substantial way. Rather, Ural's book illustrates the need for further work describing additional aspects of mid-nineteenth-century America through similar methodological avenues.

This book seems custom made for the classroom. It is engaging enough for students who are only marginally interested to benefit, and it is enough of a challenge to the existing narrative that students interested in the Civil War will find new topics to consider.

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C. David Dalton
College of the Ozarks
dalton@cofo.edu

