

BOOK REVIEWS

David J. Staley. *Computers, Visualization, and History: How New Technology Will Transform Our Understanding of the Past*. Second ed. Armond, NY and London: M.E. Sharpe, 2013. Pp. 213. Paper, \$28.95; ISBN 978-0-7656-3387-3.

Historians are “word people.” Writing is the idiom we use to communicate about the past; it is how we create order out of the chaos of history. We publish scholarly articles and monographs to achieve status as professionals. We might use computers for word-processing while the real impact of computer technology has been as a graphic tool. In *Computers, Visualization, and History*, David Staley, associate professor and director of the Harvey Goldberg Center for Excellence in Teaching in the history department at the Ohio State University, challenges historians to recognize this potential of computers to alter the ways in which we think about the past and how we present that knowledge.

Computers, Visualization, and History, now in a second edition, is informed by practical applications of the theoretical framework presented in the original 2003 publication. The first three chapters, largely unchanged, focus on theoretical observations about prose, its place in history, and on visualizations as an alternative medium for historical narrative. The choice of medium is an “information design decision” with implications to the form and shape of the ideas presented. Written language shapes the past as linear and sequential; visual syntax, on the other hand, allows us to present information in its dimensionality. Staley defines visualization as “the organization of meaningful information in two- and three-dimensional spatial form intended to further a systemic inquiry.” It is not merely decorative or supplemental to the written word but the main carrier of information, a type of “cognitive art.” Historians tend to view visual displays as “not serious” history; Staley argues that a well-designed and researched visual display is a type of secondary source and an alternate way of presenting historical thought and systematic inquiry.

Chapters Four and Five take a closer look at visualizations. Computer-aided visual narratives, or virtual history, allow the viewer to experience the past on multiple levels. Staley convincingly demonstrates that such visualizations are equal to written prose as conveyors of knowledge and as tools for thinking about the past. But instead of presenting the past as a sentence, they present it as “architecture,” and the historian becomes the architect of historical space. Finally, Staley moves into the realm of abstract visualization, or pictures of concepts and ideas, requiring that we identify abstract images as meaningful vehicles of thought and expression.

Staley makes a compelling argument, in eloquent and engaging prose, for moving visual thinking into the center of historical scholarship. It implies a major cognitive shift for historians who view the written format as normative. Breaking this “institutional habit” requires that we change how we think about history and historical communication; how we teach about the methodology of history; and, how we present historical knowledge. Furthermore, since peer-reviewed publication is the accepted

form of evaluating the work of professional historians, we need to develop standards for assessing the rigor of visualizations for them to be considered valid secondary sources on their own right.

Computers, Visualization, and History is a valuable tool for thinking about how we construct historical knowledge. It is a must-read for any faculty member interested in designing digital historical material. It belongs in courses on historical methodology, especially the graduate classrooms where we are training the new generation of historians. It serves as a primer on the significance of visual thinking as a core competency. And, it is helpful for all faculty and teachers in the classroom as a “thing to think with” about our teaching and the ways in which students learn.

California State Polytechnic University, Pomona

Päivi Hoikkala

Paul Edward Hutton, Suzanne Marchand, and Deborah Harkness. *Many Europes: Choice and Chance in Western Civilization*. New York: McGraw Hill, 2014. Pp. xxxi + 865. Cloth, \$40.47; ISBN 978-0-07-338545-7.

The new Western Civilization textbook by Hutton, Marchand, and Harkness is a vast improvement over many textbooks today. The authors tackle difficult subjects with ease and clarity and provide the reader with examples, illustrations, and maps that would otherwise make topics dense and untenable. The colorful format is easy to read and its price of less than \$50, along with E-book and paperback options, certainly makes it affordable on a typical college student’s budget. The title, however, is the most interesting aspect of all. Throughout history, Western Civilization and Europe have undergone so many changes as to be almost unrecognizable from the previous centuries. Furthermore, there was never a single Europe of one people, language, religion, or region, each of which fought against each other for survival and dominance. *Many Europes: Choice and Chance in Western Civilization* highlights these changes as well as the role of humans and fate in making Europe the continent we currently know. They state “Diversity not unity, nations not empires, explain a great deal about the energy and dynamism of the history we study in Western civilization courses” (xxii).

The student is first introduced to Western Civilization with a look at the pre-history of the continent and surrounding areas. The emphasis placed on the creation of written languages (a key concept in the development of civilization) serves to introduce to the student the difference between pre-literate and literate societies. The team of authors highlights the advantages of a written language versus an oral culture as well as the emergence of cities, empires, and dynasties. The history of the beginnings of Western Civilization is often a difficult topic for students to grasp and understand, an issue which is addressed and partially solved by the clarity and in-depth discussion provided by the text. These, and other difficult topics, are addressed in such a manner that students will actually *want* to read this textbook. The authors provide vignettes

throughout the text about various episodes related to the topic. For example, they devote a page to the private life of Charlemagne or Luther's Ninety-Five Theses to show students exactly what he argued in his early years and why it caused such heated debate. This and other primary sources are available to students throughout the text as well as through the McGraw Hill Create program which provides access to select primary sources for instructors who would like to incorporate them into lectures.

The central aim of the text is to teach students about Europe in relation to its greater global context. Europe did not grow in a vacuum; it grew along with the rest of the world and was often influenced by cross-cultural contact. The authors seek to educate students about Europe, not because it is the only important region to study, but because it is an important part of the world as a whole and has played (and will continue to play) a key role in global affairs. Moreover, the term "Europe" or "European" is not exclusively made up of Britain, France, and Germany. Previous textbooks have focused on "Big Europe" rather than including the rest of the continent. The discussion of this "extended" Europe is concise, clear, and informative, as well as enjoyable to read. Dutton, Marchand, and Harkness provide students with historical and cultural contexts that speak to the experiences of the actors who lived them. The result is not an encyclopedic presentation of one dry topic after another, but a history that is relatable and understandable.

Many Europes: Choice and Chance in Western Civilization tells the history of the shaping of Western Civilization through the eyes of its actors and contemporaries. It is a new way to teach history, one that is integrative not exclusive. It has unique aspects that few other Western Civilization textbooks have. Dutton, Marchand, and Harkness seek to challenge students and their traditional ways of thinking about and studying history. It covers material from the pre-history to the twenty-first century and does so in an engaging manner that students will enjoy and instructors will find easy to work with. If it is true that history has as much to do with choice and chance as anything else, then *Many Europes* is the book to use to study those fateful moments.

Kansas State University

Stephanie McCallister

Carlo Ginzburg. *The Cheese and the Worms, the Cosmos of a Sixteenth-Century Miller*. Translated by John and Ann Tedeschi. Baltimore, MD: Johns Hopkins University Press, 2013. P. 174. Paper, \$27.30; ISBN 13:978-1-4214-0988-7.

Colleagues will welcome this new edition of a classic work by noted Early Modernist, Carlo Ginzburg, who has taught at the University of Bologna, the University of California, Los Angeles, and the Scuola Normale Superiore de Pisa. Ginzburg has also published works on witchcraft, banditry, and agrarian cults. This work, published first in Italian in 1976, comes in an English-language edition, paperback as well as electronic, with a new preface as well as updated and enhanced notes that will be

particularly helpful to students. This translation continues to be both accurate and easy to follow. The 2013 preface underscores the importance of this work as an example of microhistory and corrects and enlarges what we know about the main protagonist, Domenico Scandello, called Menocchio, a miller who lived in the sixteenth century and was tried, found guilty, and executed by the Inquisition.

A mayor and father of eleven, Menocchio read widely and, unfortunately for him, did not hesitate to voice his unorthodox ideas. The number of books that this miller had access to and attempted to understand such as Mandeville's *Travels*, the *Koran*, the *Decameron*, and the *Fioretto della Bibbia* (a medieval chronicle) might surprise many. Ginzburg explains the social implications of this tale and the problematic position of the miller in the community. He explores the question of why the church proceeded so harshly against this insignificant and impoverished miller. At this same time, Giordano Bruno, a noted philosopher, was being tried in Rome. Both Bruno's and Menocchio's trials underscore the determination of the church to proceed against both those with the influence and those without if they challenged the church's attempts to impose the doctrinal conformity recently affirmed by the Council of Trent. Ginzburg, who is adept at reconstructing a tale from primary sources, in this case inquisitorial reports and letters (some of which are cited in entirety), tells us that he wanted to examine a category of the *menu peuple*, often ignored by historians, "the persecuted and the vanquished." This tale shows the interweaving of oral and written culture and more significantly how an individual challenged the religious and political authorities of the day and ultimately lost.

This paperback edition, although reasonably priced, is probably too challenging for undergraduates, especially in large surveys. It will prove useful particularly to graduate students as it will work best in a graduate course where it can be discussed and analyzed in depth. This rather gruesome and ultimately tragic tale will prove fascinating to graduate students who learn not only about one of the small people whose history is often difficult, if not impossible, to reconstruct but also about the processes of the inquisition and the importance of keeping historical records. The inclusion of the preface to the original edition illustrates how the historical dialogue has both stayed the same and changed.

University of Montana
Kansas State University

Linda S. Frey
Marsha L. Frey

John Locke. *A Letter Concerning Toleration*. Ed., Kerry Walters. Peterborough, ON: Broadview Press, 2013. Paper \$10.95; ISBN 978-1-55481-125-0.

Instructors will welcome Kerry Walters' recent edition of John Locke's *A Letter Concerning Toleration* for its clear prose and fine notes that help to explain and amplify the text. The various appendices do an outstanding job of helping to put Locke's work

in its historical context and include excerpts from writings by William Penn, Baruch Spinoza, and Pierre Bayle. In addition, one appendix includes an illuminating exchange between Locke and a number of critics (Thomas Long and Jonas Proast) who attacked his writings on toleration. These documents help to demonstrate the range of both limits and possibilities in defining religious toleration in the late seventeenth and early eighteenth centuries.

Walters has chosen to modernize Locke's prose in this edition, thus making it more accessible for students in the twenty-first century. While I often prefer the more archaic language of the original, Walters' decision is clearly a strong one that will help students (especially those in introductory classes) more easily read and gain an understanding of Locke's arguments.

Walters' introduction to his edition of *A Letter on Toleration* offers a very fine summary of the letter and the context in which it was written. The prose is clear, argues in a logical fashion, and is easily understandable. The editor also offers a nuanced discussion of Locke's evolving opinions ("a sea change," in his words) about the desirability of religious toleration. Disturbed by the religious violence of the Commonwealth era, Locke, who described himself as an individual who "above all things originally loved order," originally had balked at the granting of freedom of conscience in religious matters. Based in large part on observations made during his journeys on the European continent in the mid-1660s, however, Locke later reevaluated his position, coming to believe that social stability in the polity rested upon the magistrate staying out of matters involving religious belief. The introduction also includes an important section on Locke's belief "that there is absolutely no such thing under the Gospel as a Christian Commonwealth," that religious institutions have spiritual rather than worldly concerns.

The notes to the Introduction, the letter itself, and the appendices are all clear and appropriately explain important concepts and provide additional biographical or historical information about important figures or events.

This version of *A Letter Concerning Toleration* is suitable for survey courses in world history or Western Civilization as well as for upper-division courses in English history or political philosophy. I am happy to recommend it.

Alabama A&M University

Edward L. Bond

Marla Stone. *The Fascist Revolution in Italy: A Brief History with Documents.* New York: Bedford/St. Martins Press, 2013. Pp. 180. Paper, \$15.00; ISBN 978-0-312-45415-9.

Is Fascism alive in 2014? Federico Finchelstein and Fabian Bosser posed this question in their op-ed piece in the *New York Times* in December 2013 titled "Is Fascism Returning to Europe?" Indeed, it appears Fascism and neo-Fascist parties are

on the rise in different parts of Europe, partly in response to ongoing austerity measures and continuing job crises. Do these recent developments mirror what Fascism was to Italy between the 1920s and 1940s? In order to understand the present, we must make an effort to grasp the past, particularly the origins of this ideology in Italy. Marla Stone's *The Fascist Revolution in Italy: A Brief History with Documents* is an excellent resource for this undertaking, for it examines "the tools used by the Fascist party to assume and maintain power in Italy and the experience of the party's rule" (vi).

Stone, a historian of Modern Europe and specifically of Italian politics and culture at Occidental College, takes on the task of piecing together a tome that would be suitable for undergraduate students in a class devoted to this topic. She is well suited for this endeavor, as she has published several books and articles on Italian Fascism, most notably with *The Patron State: Culture and Politics in Fascist Italy*. Her most recent work, *The Fascist Revolution in Italy*, is part of The Bedford Series in History and Culture. In line with the goal of this series, the book is designed to allow the student to become the "historian," fusing together secondary and mostly primary excerpts dated from the time period. Included in this work is a written collection of speeches, laws, manifestos, reflections, school curriculum plans, and other programs. Moreover, fascism as a visual culture is revealed here as well, as there is an assortment of photographs, paintings, and maps. Last, the book also includes several reference tools, such as chronology, mini bibliography, index, and "Questions for Consideration." This variety of historical tools induces the reader not only to read the collection, but also to reflect on the time period and context of fascism in Italy.

Stone divides the work into two major parts. Part I, titled "Introduction: The Rise and Fall of Fascism in Italy," provides an historical overview of the ideology. She points out that "Italian Fascism was the model and inspiration for violent nationalist, antidemocratic, antisocialist, and anticommunist movements" across much of Europe (1). This section includes a background of the ideology with focus on the culture, economy, and politics. Stone wants to give readers ample knowledge of how and why this movement came to fruition after World War I, how it lasted, and why it ultimately came to an end in 1945.

Part II, simply titled "The Documents," includes a variety of excerpted primary accounts. Stone is keen not only to give a view of Fascism "from above" but also "from below," by showcasing the words of those who experienced the party's policies firsthand. Chronologically ordered, this section commences with samples of Benito Mussolini's speeches and words that illustrate the formation of the Fascist party in Italy after the Great War. Next, documents show how the party came into power and how it promoted its Fascist ideology. In one sample document one can read the words of Achille Starace, of Opera Nazionale Dopolavoro (OND), the regime's working-class leisure organization, whose task was to make fascism understandable to the people. Next, one can see a photo of three young girls doing a Roman salute at a summer camp in Marina di Pietrasanta in the early 1930s. The final passages in the book highlight the Italian Empire's ultimate collapse, with excerpts from soldiers and Mussolini himself.

Overall, *The Fascist Revolution in Italy* offers teachers and students alike a valuable and meaningful resource for understanding the origins of Fascism in Italy. Stone deserves to be commended for taking on a major historical topic that not only reveals the dynamics of that time period, but also raises questions for its revival today. Her thought-provoking work, which includes a variety of primary excerpts, will allow for insightful essays and discussions on the part of students in the classroom.

Thomas More College

Jodie N. Mader

S.C. Gwynne. *Empire of the Summer Moon: Quanah Parker and the Rise and Fall of the Comanches, the Most Powerful Indian Tribe in American History*. New York: Scribner, 2010, paper 2011. Pp. 371. Paper, \$16.00; ISBN 978-1-4165-9106-1.

S.C. Gwynne's impactful work, *Empire of the Summer Moon*, is a powerful narrative of the tectonic collision of American societies that culminated across the lower Great Plains during the mid-nineteenth century. Arriving at the intersection of Native, Texas, and United States historical fields, the journalist employs the tragic story of Cynthia Ann Parker, an Anglo-Texan settler captured by the Comanche in 1836 who later gave birth to Quanah, the "last chief of the most dominant and influential tribe in American history," as a compelling device to relate the larger geographical confrontation. This meticulously researched journey, centering on the confluence of aboriginal and settler cultures, results in a work that is richly informed by primary sources while benefitting from an engaging writing style.

With such dynamic material, *Summer Moon* has found great appeal with a diverse readership since publication in 2010. Winner of the Texas Book Award and finalist status for the Pulitzer Prize, Gwynne's seminal history resonates across a wide range of interest topics and academic fields. The fusion of nineteenth century Amerindian and Anglo cultures in the persons of Cynthia and Quanah, in addition to a colorful cast of warriors, soldiers, settlers, and statesmen, makes the narrative a particularly engrossing story. While this setting makes *Summer Moon* an obvious destination for students, professionals, and enthusiasts interested in Plains Amerindian cultures and United States frontier expansion, it also offers insight into another field of study: military history.

This military significance emerges from the detailed prose that Gwynne uses to create the embattled environment of the western frontier that defined the Parker narrative. Serving as a readily accessible and entry-level work for students and scholars to gain familiarity with timeless concepts of guerrilla warfare, combat adaptation, and distinctive martial cultures, the collision of Comanche, Spanish, Texan, and American forces in northern Texas establishes an arena of "raids and counterraid" that shaped the fate of North America (53). While the military theme is subordinate to the biographical story of the Parker family and the historical importance of Quanah, it nevertheless

provides the background and context, unveiled with masterful portrayal, throughout the entire book.

In this manner *Summer Moon* provides an informative chronicle of how the Comanche empire experienced both epic dominance and crushing defeat on the lower Great Plains. Beginning with their rise to preeminence, Gwynne describes how in the early eighteenth century they invaded from the north to displace or destroy competing Amerindian peoples while stymieing the expansion of the Spanish Empire. As a precursor to military success, the Comanche adopt and master horsemanship to rapidly transform themselves from "poor foot Indians into dazzling cavalymen" (31). Using bows and spears in concert with complex tactics, the warrior people establish the mobile conditions of warfare in Texas for the next two centuries. This superiority subsequently creates the militant tribal culture into which Cynthia will assimilate and Quanah will inherit.

The bold arrival and horrific shattering of the Parker homestead in central Texas in the 1830s heralds the next round of societal collisions as Gwynne intertwines the destinies of Cynthia and Quanah with the progression of the regional Anglo-Indian struggle. Over the next fifty years the Comanche face attrition by disease and increasingly large and technologically advanced waves of aggressive settlers, Texan partisans, and finally the U.S. Army. Gwynne's description of the Colt revolver as a "fundamental, paradigm-shattering change" that empowered the Texas Rangers is particularly educational (148). In the course of events Cynthia is repatriated to Anglo society to endure intense depression while Quanah rises to lead the remaining Comanche warriors in a final round of dramatic combat with the 4th U.S. Cavalry Regiment.

Taken in the context of a multi-faceted story that is both biographical and thematic in nature, *Summer Moon* thus provides an unexpected trove of military analysis that centers on a brutal collision of war-making methodologies on the periphery. From the perspective of the Spanish and Texans, Gwynne describes a long struggle of "grinding aggression that soaked their northern frontier in blood" (53). For the proud Comanche it ultimately represented the debilitating loss of "untrammled freedom" and "shattering transformation" (319). He does not minimize the cruelty of the era, but instead describes battles, torture, rape, and wanton massacres by all sides with unflinching detail. The resulting narrative is a work that delves into the experience of frontier combat and consequently offers opportunity for both enthusiasts and academics to gain a deeper understanding of a critical confrontation that shaped North American history.

Simon Henderson. *Sidelined: How American Sports Challenged the Black Freedom Struggle.* Lexington: University Press of Kentucky, 2013. Pp. 248. Cloth, \$40.00; ISBN 978-0-8131-4154-1.

In *Sidelined*, English historian Simon Henderson deals with the role of American sports in the tumultuous year of 1968. Specifically, he focuses on the raised black-glove salutes of sprinters Tommie Smith and John Carlos as they received their medals at the Mexico City Olympics of that year and how this symbolic act has been interpreted (and misinterpreted) both then and later. The year before, sociology professor Harry Edwards at California's San Jose State College (now University) had founded the Olympic Committee for Human Rights, whose goal was to mobilize black athletes at colleges for the wider civil rights struggle then rocking the nation and specifically to engineer a black boycott of the Mexico City games. No boycott materialized, but Smith and Carlos engaged in their much more moderate podium protest. Moderate it might have been, but not to Avery Brundage, head of the International Olympic Committee, and to the leadership of the U.S. Olympic Committee. These officials had long nurtured the ideal of sports as a bastion of racial inclusiveness and nondiscrimination, and they enjoyed support from a wide swath of the American public, who believed that politics had no place in sports. Young black men who were successful in college sports, so went the argument, should be grateful for scholarships and an education that might have been out of their reach otherwise, and they should concentrate on their studies and team solidarity and keep their opinions about the civil rights and Black Power movements to themselves.

Henderson presents case studies of sports and civil rights activities at UC-Berkeley, Marquette University, and the University of Kansas. There is also a revealing chapter on why college athletes in the deep South lagged behind their peers elsewhere in the nation. Integration of sports came to teams such as Alabama's Crimson Tide *after* major segments of the wider society, such as public schools, restaurants, and transportation, had begun to integrate, and college sports were used by fans and university officials in the South to hinder, not promote, integration. However, as Henderson points out, it was sometimes a bit more nuanced than this. As black players began, ever so slowly, to join all-white southern teams, a winning season did wonders to lessen racial tensions among players and fans. And some coaches, such as Alabama's Paul "Bear" Bryant and Vince Dooley at the University of Georgia, were racial moderates. Dooley actively recruited black players as a way to strengthen his team and reduce racial tensions.

One of the strengths of the book is the author's oral interviews with some fifty athletes, coaches, journalists, and Edwards himself. Although conducted some 30-35 years after 1968, the interviews provide a nuance and perspectives, sometimes changed, of the actors from that time period. Curiously, though, there were no interviews with Smith or Carlos and no indication of whether the author tried to meet with them.

Although a slim 166 pages of text, *Sidelined* could have used some rigorous editing, as its themes and arguments are repeated excessively. This said, the book is a welcome and thoughtful addition to the burgeoning field of sports history. Due to its somewhat narrow focus, it would be most suitable for courses in sports history or the sociology of sports rather than in survey courses.

Austin Community College

William F. Muggleston

Seth G. Jones. *Hunting in the Shadows: The Pursuit of Al Qaeda since 9/11.* New York: W.W. Norton & Co., 2012. Pp. 534. Paper, \$16.95; ISBN 978-0-393-34547-6.

The most significant event in recent world history is the Al Qaeda (AQ) attack on the United States in September 2001. This event, more than any other since the end of the Cold War, has driven the course of international relations. Seth G. Jones offers a unique approach to AQ's history through application of the "wave" concept in *Hunting in the Shadows*. In this work, Dr. Jones, a former advisor to the U.S. Special Operations Command, analyzes AQ's actions and campaigns to offer his recommendation for preventing its resurgence.

Jones argues that AQ executed terrorism against the United States in three waves between the 1998 embassy bombings in Africa and the killing of Osama Bin Laden in May 2011. He specifically applies David Rapoport's "wave" concept of modern terrorism to AQ and identifies three periods of its expansion and contraction of activity and power.¹ Jones defines the three AQ waves as: first wave—1998 embassy bombings in Tanzania to the 9/11 attacks; second wave—initiated by the U.S. invasion of Iraq and ended in 2006 with severe degradation of their ranks by western counterterrorism efforts; and the third wave—the rise of AQ in the Arabian Peninsula and Anwar al-Awlaki between 2007 and 2009. Jones contends each of these AQ waves were followed by reverse waves when it was attacked successfully and weakened.

Jones uses this understanding of AQ's history in his efforts to detail the success and failure of U.S. counterterrorism strategy as it relates to these ebbs and flows. He identifies three key determining factors of efficacy. The first is the variation in U.S. counterterrorism strategy: When the United States deploys large numbers of conventional forces globally and acts heavy-handed, AQ membership and power increases. The second factor is almost reciprocal to the first: When the terrorist organization is heavy-handed to the locals and uses what Jones calls a "punishment strategy," AQ's support and membership is severely diminished. The final factor in this

¹David C. Rapoport, "The Four Waves of Modern Terrorism," in Audrey Kurth Cronin and James M. Ludes, ed., *Attacking Terrorism: Elements of a Grand Strategy* (Washington: Georgetown University Press, 2004), 47.

ebb and flow is the shifting authority and competence of the local government when faced with AQ presence. Governments capable of controlling AQ within their borders cause its support to wane.

Hunting in the Shadows contributes to multiple areas of scholarship: to the field of history through explanation of the last twenty-five years of AQ's history; to the field of counterterrorism by applying Rapoport's wave concept specifically to AQ and to the ongoing national debate over how to combat terrorism. Jones is a political scientist and national security analyst so his study of the history of AQ is designed to support his policy recommendations. *Hunting in the Shadows'* explanation of AQ waves and reverse waves supports the author's contention that a fourth wave is preventable if the United States follows the correct counterterrorism strategy. Jones recommends a "light-footprint strategy" focused on the use of covert intelligence, law enforcement, and the employment of special operations forces. Additionally, he suggests the United States should support governments threatened by an AQ presence to establish law and order as a defense against budding AQ support. The final component of an effective strategy to prevent a fourth wave would be improved U.S. exploitation of instances when AQ kills civilians through its punishment strategies. Jones argues that this three-pronged strategy will prevent the rebound of AQ since Bin Laden's death.

Jones offers a narrative of AQ history that often reads more like historical fiction than counterterrorism analysis. *Hunting in the Shadows* is thoroughly researched, using legal and court records, oral histories, and personal interviews, as well as declassified material captured from AQ members. His use of primary source material allows him to relate intimate details of AQ attackers and their families throughout the book. Effective primary source use is compounded in this book by the author's ability to place the materials in context because of his service as a senior advisor to Special Operations Command. These sources and Jones' ability to communicate his arguments eloquently makes *Hunting in the Shadows* easily assignable as a supplemental reading to undergraduates in an upper-class elective, but this book would be used most effectively in a graduate-level program.

United States Military Academy

Erik M. Davis

Fritz Fischer. *The Memory Hole: The U.S. History Curriculum Under Siege*. Charlotte, NC: Information Age Publishing, Inc., 2014. Pp. 184. Paper, \$45.99; ISBN 978-1-62396-532-7.

In *The Memory Hole*, Fritz Fischer contends that an invented past has been inserted into America's classrooms. Fischer provides evidence of the ways in which anti-historians from the right and the left pretend the discipline of history has no rules and use the past as propaganda to serve present political needs. He warns that we are

on the verge of descending into an Orwellian nightmare in which joy, wonder, and an individual's ability to think cease to exist.

At the center of Fischer's argument in his articulation of the idea that the discipline of history is about questions, not answers. The author walks the reader through an overview of the central tenets of the discipline and the complicated contexts in which historians do their work, considering patterns of cause and effect, multiple perspectives, and the authorship of sources. Time and again Fischer diligently reminds readers that historians are governed by a mindset that binds them to evidence-based arguments. His anti-historians face no such disciplinary constraints, instead crafting a story of the past that fails to engage the past.

As a respected historian, Fischer supports with evidence his claims about anti-historians' misuse of the past. Fischer documents specifically how these ideologues begin their so-called histories with answers rather than questions, cherry-pick and mine the past for fragments that support their pre-conceived conclusions, and ignore evidence that challenges their political agendas. While the main culprits in this saga are anti-historians on the right, the anti-historians on the left hardly emerge unscathed. In Fischer's compelling narrative, anti-historians on the right and the left leave no room for nuance or thoughtful examination. For them, there is no need for questions; they have the answers.

Fischer focuses on historical content that has emerged as a target of those with political agendas. In the first four chapters of the book, he examines in detail the ways in which anti-historians serve contemporary political agendas by:

- crafting a vision of the Founding Era that serves the ideology of modern evangelical Christians;
- retelling United States economic history between 1875 and 1940 with the purpose of eliminating references to capitalism and celebrating free market enterprise while vilifying Theodore Roosevelt and Franklin D. Roosevelt;
- emphasizing American exceptionalism on the world stage and removing references to imperial ambitions; and
- returning to an understanding of the 1950s that focuses on consensus, erases key historical figures who are politically inconvenient, and glorifies the actions of Joseph McCarthy.

The examples outlined above focus on anti-historians on the right. In the fifth chapter Fischer carefully critiques the practices of anti-historians on the left who use history as a weapon and argue that, since historians cannot be absolutely objective, no attempts should be made to pursue objectivity. These anti-historians also see an imagined past in which they attempt to capture history as it, in their view, should have happened.

Fischer's study culminates in a chapter on Ronald Reagan. He examines Reagan's presidency and memorialization by the right and demonization by the left with respect to the issues addressed in the previous chapters: religion, the free market

economy, American exceptionalism, the Cold War, and overarching issues pertaining to race, class, and gender. This chapter is key because Fisher expertly outlines the ahistorical positions taken by anti-historians across the political spectrum. Importantly, Fischer's argument compels his readers to examine historical evidence; he does not allow even the casual reader to walk away from this chapter with the idea that splitting the difference between the right and left is a tenable solution or that a correct "answer" to historical questions lies somewhere in the middle.

The success of Fischer's book rests on his thorough research, the strength of his arguments, and his clear writing style. The book is important because of Fischer's articulation of key principles that build historical understanding. His content examples are compelling and convincing. But Fischer goes further. Appropriately, he places the "work" of anti-historians in a larger historical context, tracing the sway they now hold to the history wars of the 1990s. Arguing that these wars made history the "pariah discipline," he explains that history has failed to connect with educational reform efforts that have taken place in the Bush and Obama administrations. Since federal dollars are not tied to the teaching of history, the discipline is being ignored. Anti-historians are seizing the U.S. history curriculum, while the government and public worship at the altar of STEM.

Fischer's clear prose and well-structured argument make *The Memory Hole* appropriate for upper-level undergraduate courses, especially for students studying to be history teachers. It is a must-read for U.S. historians; historians ignore at their peril what is being passed off as "history" in our nation's schools.

Ball State University

Sarah Drake Brown

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