

BOOK REVIEWS

Mary Lynn Rampolla. *A Pocket Guide to Writing in History*. Seventh ed. Boston and New York: Bedford/St. Martin's, 2012. Pp. 176. Paper, \$22.95; ISBN 0-312-61041-6.

Now in its seventh edition, Mary Lynn Rampolla's *Pocket Guide to Writing in History* is a brief and clearly written guide to the process of "doing history." Its target audience is undergraduate students in classes that have a significant writing component. The little book features chapters on working with primary and secondary sources, approaching common assignments in history classes, learning how to think and write like a historian, writing a research paper, avoiding plagiarism, and finally, in an extended section, quoting and documenting sources. Each chapter offers sound advice for students, but instructors will find a number of them particularly useful.

The compact chapter on working with sources (chapter two)—primary and secondary, written and visual, and those found on the Internet—will get students up to speed on the variety of sources that they likely will encounter and the ways that different types of sources can be utilized. The "tips for writers" boxes that are found throughout the book will be quite helpful, and none more so than the four that provide lists of questions that students can use to begin analyzing various types of source material. The chapters on thinking and writing like a historian and writing a research paper (chapters four and five) also provide expert guidance that students will read with great profit. The section on thinking like a historian, for example, advises students to respect their subject, to avoid generalizations and anachronism, and to be aware of their own biases. The chapter on writing a research paper walks students through the key steps of producing a college-level research paper: choosing a topic and developing a research question, locating primary and secondary sources, taking notes, developing a thesis, outlining, and, finally, revising and editing. The chapter on quoting and documenting sources (chapter seven) is by far the longest in the book. It explains when to quote and when to paraphrase and how to document sources and construct bibliographies. It also has a long section—based on the *Chicago Manual of Style*, 16th edition—that describes how to format notes and bibliographies.

This edition of *A Pocket Guide to Writing in History* has retained most of the features of the sixth edition but has updated some sections and added some new material. The most significant change is the increased attention Rampolla gives to electronic sources. She provides guidance on evaluating, locating, and citing electronic sources. This is an important addition, as students are increasingly likely to rely on online databases for research projects. Other fairly minor additions appear throughout the text. The new section on preparing for history exams is the least useful of the additions, not because the suggestions are not good, but because most instructors will have their own instructions and guidance for students and because the material fits somewhat awkwardly into a book that is otherwise focused on more formal writing assignments. That said, this is still the best guide of its type and it can be recommended

heartily for courses on historical methods and classes in which students will be asked to produce a research paper.

Indiana University

Christopher A. Molnar

Donna Wilson and Marcus Conyers. *Five Big Ideas for Effective Teaching: Connecting Mind, Brain, and Education Research to Classroom Practice.* New York: Teachers College Press, 2013. Pp. 208. Paper, \$28.95; ISBN 978-0807754252.

Five Big Ideas for Effective Teaching: Connecting Mind, Brain, and Education Research to Classroom Practice reminds educators that they alone are the biggest difference in how well students learn. This declaration is especially important because schools and educators face challenges that go beyond the core of traditional schooling. Students in the twenty-first century need more practice at critical thinking, problem-solving, and interpersonal skills to function in their vocation and personal lives. The text states that in the early to mid-twentieth century one in twenty jobs required specialized knowledge and thinking. However, today fourteen in twenty require those types of skills. To prepare students effectively for life in the twenty-first century, teachers need to enhance their toolboxes and be “open to new ideas,” adopting the motto of “adaptive experts” and become lifelong learners by “practicing what they teach.”

The text begins with a discussion of research in neuroeducation, or “an emerging effort to integrate neuroscience methods, particularly functional neuroimaging with behavioral methods to address issues of learning and instruction” and neuropsychology. This research coupled with the challenges facing students and teachers propelled the authors to focus their aim in development of effective instruction and “to link a practical understanding of intelligence, potential and plasticity with functional frameworks for increasing student achievement, putting the brain and body to work in learning and powering learning through metacognition.” In five chapters the big ideas—neurocognitive plasticity, learning potential, modifiability of intelligence, the role of body and brain, and metacognition—provide readers with a well-researched text defining, explaining, and demonstrating practical applications for each, while connecting them to Common Core State Standards.

The *Five Big Ideas for Effective Teaching* is a supplemental text that complements any education course or professional development department targeting pre-service, young, or veteran teachers. This text is especially appropriate for lecturing in methods courses or required reading in graduate courses, professional development departments, or professional learning communities. Reading the text spurred me to reflect on my own teaching style and allowed me to make adjustments in my methods courses. The information in the text will provide a framework for effective instruction. The text is

research-based, allowing me to teach theory and practice hand in hand. Demonstrating the practical applications from the text connects the students with state, national, and especially Common Core Standards. This text is well-written and researched. I would recommend it to any professor, teacher, or administrator trying to improve instruction. It is important that all educators, especially those in the classroom, remember that they make the biggest difference for student learning.

University of Central Missouri

Star Nance

Robert C. Williams. *The Forensic Historian: Using Science to Reexamine the Past.* Armonk, NY: M.E. Sharpe, Inc., 2013. Pp. 160. Paper, \$19.95; ISBN 978-0765636621.

Seeking the truth about the past means that history is part mystery and that historians function as detectives, forever revisiting, reevaluating, and revising the past. Although forensic history is not yet an acknowledged field under history's umbrella, it exists nonetheless: "Forensic historians apply science to questions of historical interest, debate, or argument that may also have legal implications." This intriguing-if-brief introduction to the subject surveys the evolution of forensic history through twenty historical criminal cases in which forensic science investigators—starting in 1953 with the reconstruction of the face of Ivan the Terrible to the DNA analysis that confirmed the death of Osama bin Laden in 2011—"have tried to solve a mystery or revised accepted historical wisdom." We learn to appreciate the art and science of facial reconstruction, now including both Copernicus and Henri IV of France (although not referred to by Williams) in this virtual three-dimensional museum, as well as the sophisticated analysis of DNA fingerprinting. To go a bit further with the possibilities of forensic history, while this book was in press the skeletal remains of England's Richard III were unearthed, with verification from radiocarbon dating, contemporary reports of his appearance, and a comparison of his mitochondrial DNA with descendants. Body and facial reconstruction were undertaken, revealing severe scoliosis, which likely caused his hunchback and one shoulder to be higher than the other.

The cases, most of which run between four and six pages, are divided into four broad categories: Chemistry and Forgery, Atomic Evidence, Bones to DNA Fingerprinting, and Not-So-Cold Cases. Through them we see how forensic history is a complicated and sophisticated interdisciplinary subject, combining traditional history with the expertise of a host of scientific fields to help us to solve or clarify many of the mysteries that chart the course of the past. Most of the cases cover European and United States history, but they nonetheless demonstrate the value of forensic history and science for the broader landscape of global history. An introduction examines the scope of evidence, while the conclusion looks at modern forensics and historical

revision. A glossary identifies acronyms and defines terms. References are provided for each case, and a bibliography offers additional sources for further investigation.

Controversy is integral to the field, as exhibited in the debate over the authenticity of the Shroud of Turin—despite evidence from carbon-14 dating—and the assassination of John F. Kennedy—despite neutron activation analysis proving that the bullet fragments in Kennedy's head came from two bullets fired by the rifle of Lee Harvey Oswald and that no other bullets have been found. Williams is a helpful guide to the work of the specialists. DNA fingerprinting, for example, has made it definitive that Joseph Mengele, the Nazi doctor known as the "Angel of Death," was buried in Brazil; that the entire Romanov family, killed in 1917, including Anastasia, was discovered buried in the woods outside Ekaterineburg, Russia; and that a Jefferson male, although not necessarily Thomas, fathered children by his slave, Sally Hemings.

We learn that experts make mistakes, always worth remembering, among the most notable being eminent British historian Hugh Trevor-Roper's authenticating "Hitler's Diaries," in 1983, which were soon thereafter revealed—through the use of fluorescent light—to be forged.

There is a sense of mystery and discovery that courses its way through the cases, helping to make the reading compelling. In fact, this is a near-perfect little book to introduce students and teachers to this relatively new and exciting field of forensic history; it simplifies a complex subject without dumbing it down.

California State University, San Bernardino

Robert Blackey

E. Ann Matter and Lesley Smith. *From Knowledge to Beatitude: St. Victor, Twelfth-Century Scholars, and Beyond. Essays in Honor of Grover A. Zinn, Jr.* Notre Dame, IN: University of Notre Dame Press. Pp. 448. Cloth, \$75.00; ISBN 978-0268035280.

From Knowledge to Beatitude is a collection of essays concentrating on Christian theology and spirituality in the twelfth and thirteenth centuries, in honor of the medieval scholar, Grover A. Zinn, Jr. The essays, written by medieval scholars from various fields, are models for research methodologies in the fields of medieval or art history, exegesis, theology, or philosophy. These essays might be better suited for the graduate or doctoral-level student. Materials, themes, and individuals studied are connected to the Parisian School of St. Victor and range from the complicated examination of exegetical drawing for explanation and Glossed Bibles to medieval interpretations of scripture, thinking and living according to wisdom, preaching, female spiritual influences, and views on returning crusaders.

From Knowledge to Beatitude is of interest to current scholars attracted to Victorine spirituality and theology, as well as upper-division students seeking a generalized overview of the medieval connection between spirituality and biblical

studies. It might also serve as a prime example of the use of complex and often incomplete primary and secondary sources in an attempt to clarify medieval culture and thought. The book or selected essays can be useful in a focused undergraduate course in medieval studies or theology, after introductions to exegesis, Christian themes, terminology, and practices have been made. A familiarity with the works of medieval thinkers and writers is a must to avoid confusion or misinterpretation.

Each essay also serves as an instruction in essay design, method, and fluidity. Due to the variety of essays, each with a common thread, but different in theme, length, voice, and complexity, an instructor might be able to utilize select essays for reading assignments and discussion in the classroom. Material for lecture in a medieval studies, theology, or philosophy course is plentiful. Of additional interest might be studies in French medieval history, culture, and art. This collection does an excellent job of demonstrating how past and present exegetists explain and interpret religious writings and the Bible.

Texas A&M—Kingsville

Kimberlee D. Garza

Robin Higham and Mark Parillo, eds. *The Influence of Airpower Upon History: Statesmanship, Diplomacy, and Foreign Policy Since 1903*. Lexington: University Press of Kentucky, 2013. Pp. 328. Cloth, \$40.00; ISBN 978-0813136745.

While this book borrows from the title of Alfred Thayer Mahan's *Influence of Sea Power Upon History, 1660-1783* (1890), it lacks Mahan's grand ambition. Eight essays, framed by introductory and concluding chapters by Kansas State University colleagues Robin Higham and Mark Parillo, explore the use of airpower to advance national policy in both peace and war. The essays are accompanied by bibliographies and suggestions for future research, making the book a good starting place for prospective air power scholars.

As Higham notes, the emergence of airpower divided the world into haves and have-nots. Few nations can support substantial civil and military aviation establishments. This is reflected in the book's essays, all but one of which focus on a major world power. The outlier, by René De La Pedraja, discusses how Latin American governments have reconciled rising aircraft costs with local defense needs. This has generally meant relying on obsolescent, secondhand aircraft, and engaging major powers at a disadvantage. Nonetheless, Argentina's air force acquitted itself well against Britain in the Falklands War and the Cuban air force proved sufficient to disrupt the Bay of Pigs invasion.

Three essays discuss the use of airpower in interwar Europe and the outbreak of World War II. All cover their topics well and highlight both the fears and possibilities of airpower. Airpower played a central role in Hitler's foreign policy, helped by adept

disinformation campaigns that magnified French perceptions of their technological and numerical inferiority.

David R. Jones discusses how Nicholas II and Josef Stalin promoted airpower and traces the technical development of Russian and Soviet bombers. Two essays explore U.S. airpower. Jeffery S. Underwood discusses how American presidents have employed airpower and highlights Roosevelt and Truman who made airpower the centerpiece of prosecuting World War II and the Cold War. Douglas V. Smith and Kent S. Coleman discuss the much less studied topic of how U.S. presidents have employed aircraft carriers as an instrument of statecraft.

Andrew S. Erickson's essay on the Peoples Republic of China is particularly thorough. Tracing the development of Chinese airpower from the Korean War and Taiwan straits crises to the recent evacuation of 35,000 Chinese civilians from Libya and anti-piracy patrols in the Gulf of Aden, Erickson's essay provides a detailed analysis of bureaucratic and technical development and explores the future of Chinese airpower.

Grounded in cutting edge technology, airpower's psychological effects and ability to overawe enemies and strike from great distances make it a favored tool of statecraft. Yet, Mark Parillo's conclusion that "airpower has succeeded sea power as the ideal instrument for a national projection of power" is a tad triumphalist. These essays highlight the important role of airpower for reconnaissance, deterrence, and combat, but also note its shortcomings. Several of the essays would make good classroom readings and the book as a whole would be useful for a course on aviation or airpower history. More attention to second-tier powers would have improved this collection. Airpower has played a critical role in Israeli national security and therefore merits serious consideration. Greater discussion of airpower in the Middle East and the Indian subcontinent would also have been welcome.

University of Memphis

Stephen K. Stein

John McGrath and Kathleen Callanan Martin. *The Modernization of the Western World: A Society Transformed*. London and Armonk, NY: M.E. Sharpe Inc., 2013. Pp. 280. Paper, \$29.95; ISBN 978-0765639486.

John McGrath and Kathleen Callanan Martin have produced an interesting new work on the concept of modernization in the history of the Western World entitled *The Modernization of the Western World: A Society Transformed*. This work consists of more than twenty essays on European history from the Middle Ages to the late twentieth century by McGrath, Martin, and several other authors who have an affiliation with the College of General Studies at Boston University. The authors come from a variety of academic fields, but the focus of this work is on social science methodology. The first two chapters emphasize the importance of modernization and social change

in the history of the Western World. The theoretical foundation of this book concerning the relations of the individual and society originates in the works of Karl Marx, Emile Durkheim, and Max Weber. The rest of the chapters trace the development of Western society using this approach.

Each chapter is an overview of a specific historical period where the most critical events of that period are highlighted in order to continue the themes of modernization and social change. The chapters are well-researched and documented. Yet, they are all quite brief and general. For example, the chapter on the Enlightenment is five and a half pages while the chapter on the First World War is fourteen pages. This imbalance results in a great variation of detail and depth from chapter to chapter. Each author mentions specific events with brief descriptions of what happened, but for an undergraduate student using this volume alone, this approach might spark more questions than answers. It seems that the authors of this book use this approach in their teaching of their social science classes at Boston University. However, it is difficult to see how you would use this book as a standard or supplementary text in a traditional history course.

The book is advertised as an "alternative to the expensive Western Civilization texts that students often find overwhelming." While it might be true that most Western Civilization textbooks are daunting for students, it is unclear if this is a remedy. It seems that this kind of book would require a lot of additional context to be useful for a student in an introductory history course. This book offers an innovative approach to the ideas of modernization and social change in Western society. However, it is difficult to see how this book would be useful in a history classroom.

College of DuPage

William B. Whisenhunt

Paul Chamberlain. *The Global Offensive: The U.S., the Palestine Liberation Organization, and the Making of the Post-Cold War Order.* Oxford and New York: Oxford University Press, 2012. Pp. 336. Hardcover, \$34.95; ISBN 978-0199811397.

One of the most difficult aspects of teaching a modern history survey is the means by which to teach events of the last decades of the twentieth century without presenting them as a coda to World War II. Much like the chapters on the "future" at the end of a history textbook, there is a danger in offering prescient ponderings on humanity's future. Modern history texts and, by extension, courses tend to focus on the West's climax and imperial decline in the decades following the twentieth century's global conflagrations. Thus, the question emerges as to whether or not we are witness to the decline and fall of the West and commensurate transformative nature of the non-aligned nations in the 1960s and 1970s. As such, questions arise regarding the fundamental shift toward an "international order" or the economic and socio-political reemergence

of the non-West. Though not the stated aim of Paul Thomas Chamberlain's work, the book does much to address these challenging questions.

Chamberlain argues that the Palestine Liberation Organization transcended irredentist nationalism in its struggles with Israel and the "Third Worldism" that was at the core of Cold War decolonization, instead of noting that the PLO was progenitor of a more globalized and nuanced path toward independence. Moreover, the PLO's efforts to internationalize the cause of Palestinian nationalism was countered by a shift in American foreign policy—the Nixon Doctrine—that focused on containment rather than direct confrontation. As Chamberlain notes, the Nixon Doctrine helped solidify this shift, as the Israeli-Palestine question was all but removed from the Cold War dialectic and became much more influenced by matters in Washington. This changing paradigm is evident in the book's chosen artwork, which depicts a Vietnamese guerrilla fighter handing off the banner of liberation to that of a PLO soldier, armed with the requisite AK-47. While intended to demonstrate solidarity between the Vietcong and PLO, the image nonetheless symbolizes the shift from localized freedom fighters to what Chamberlain calls the "world's first globalized insurgency." Although the PLO was heavily influenced in inspiring similar globalized movements, Chamberlain is careful to note that the "struggle against oppression everywhere" ultimately failed in Palestine.

The Global Offensive adroitly offers teachers a far more valuable and meaningful assessment of the actors and events that are largely responsible for shaping the world of the early twenty-first century. Chamberlain introduces such key figures as Yasser Arafat and Henry Kissinger, among many others, via mini biographies, and gives good explanation to such seminal events as the Jordanian Civil War and the Battle of al-Karama, as well as the fractured organization of the PLO. As such, the book would be quite valuable for undergraduate and graduate history courses on the Middle East, U.S. foreign policy, or twentieth-century global history. Students and teachers would undoubtedly benefit from the balance of narrative and argumentation buttressed by clearly written explanations of key players and events. Further, the book is filled with propaganda material from the PLO and its myriad subsidiaries that undoubtedly would serve as fodder for class discussions. Most importantly, the book offers an opportunity for teachers and students to engage in questions regarding the latter decades of the twentieth century as less of a coda for the post-World War II global order and more as a beginning point toward understanding the twenty-first century.

University of Wisconsin-La Crosse

Kenneth L. Shonk, Jr.

Alan Mikhail, ed. *Water on Sand: Environmental Histories of the Middle East and North Africa*. Oxford and New York: Oxford University Press, 2013. Pp. 352. Paper, \$24.95; ISBN 978-0199758660.

Water on Sand, edited by Alan Mikhail, is a diverse and engaging collection of works that bring environmental history to the forefront of the study of the Middle East and North Africa (MENA) in a compelling way. The essays that compose the book cover a significant swath of time—from the twelfth to the twentieth centuries—as well as a vast geographic space, and they deliver a persuasive call to utilize environmental history as a tool to understand the history of this region better. In spite of their diversity, Mikhail's introduction ties those various pieces together in a clear and meaningful way and calls readers' attention to the opportunities for the study of both MENA and environmental history if greater attention is paid to an environmental approach.

The collection would be appropriate for graduate or undergraduate readings, especially for seminars on the history of MENA, and should command serious consideration for inclusion in any course examining environmental history as a universal theme or in a comparative context. The essays are succinct, which would make them accessible even to middle or higher level undergraduates. However, their brevity is not an excuse for a lack of argument and research. The book encompasses diverse essays on the grand sweep of history as well as more localized specific studies. Representative of the former is Sam White's chapter linking the crisis of the Ottoman Empire in the seventeenth century to the Little Ice Age. Similar big-picture arguments are complemented nicely with less sweeping—but no less compelling—studies such as Suraiya Faroqhi's study on the changing nature of fisheries in Ottoman Istanbul.

One of the more illuminating essays for me was Toby Jones's chapter encouraging historians to look beyond oil in understanding the history of Saudi Arabia. He makes a strong case that the control of water resources was more important than oil early on in the Saud family's quest for centralization. Interestingly, he links this search for water to the oil discoveries of the postwar period. These types of unforeseen connections show the possibilities offered by looking at the history of MENA through the lens of environmental history, as Mikhail advocates. Contrary to what one might expect from the title, the book does not focus solely on the arid nature of the region, but also looks at fisheries, national parks, and plague, without neglecting discussion of more typical features of the region such as deserts, nomads, and irrigation.

The only shortcoming to the book might be the lack of any study that puts the Israeli-Palestinian conflict into an environmental context. While decisions about the range of the book's content were no doubt limited by space constraints, the failure to include what is a defining feature of MENA in the postwar period is an oversight. Nonetheless, Mikhail's book does what it set out to do. It makes a compelling case as

to why environmental history as a field needs MENA, as well as why the study of MENA needs environmental history.

Iowa State University

Jack Seitz

Nancy A. Hewitt and Steven F. Lawson. *Exploring American Histories: A Brief Survey with Sources. Combined Volume.* Boston and New York: Bedford/St. Martin's, 2013. Pp. 1184. Paper, \$82.95; ISBN 978-0-312-40998-2.

Exploring American Histories couples the traditional narrative with abundant primary sources. The focus is on the individual, through whom the authors forge links with culture, economics, and politics. Throughout the text, the authors encourage readers to find meaning in a multiplicity of perspectives about individuals and events. The authors emphasize that the past is a composite of many stories and accordingly stress that American history contains a number of histories. *Exploring American Histories* reflects the maturation of historical scholarship, which no longer focuses exclusively on elite white men, but now includes women and many ethnicities and races, though some biologists have cautioned that race is no longer an appropriate category in which to place humans.

The contents range from 16,000 BCE to the present. The reader encounters familiar developments, crises, and events: sectionalism and the Civil War, industrialization and labor history, urbanization, the Great Depression and New Deal, World War II, the Cold War, liberalism and the counterculture, and the more recent rise of conservatism. The text begins with a brief introduction that focuses on the lives of the Amerindians, whose settlements predated the arrival of Europeans by millennia. The introduction concentrates on the slave trade in Mesoamerica, an important strand that traditional U.S. history textbooks too often ignore. In this context the authors narrate the experiences of a girl sold into slavery, a focus that accentuates the importance of gender and coerced labor.

The authors then turn to the question of when humans migrated to the Americas, citing dates between 16,000 and 14,000 BCE. It is worth noting, however, that some anthropologists favor a date as distant as 40,000 years ago, while others select a date as recent as 10,000 BCE. The authors rightly focus on the importance of the Columbian Exchange. With the coming of Europeans intensive agriculture arose: particularly tobacco in Virginia and sugarcane in the Caribbean. The addition of cotton and rice, along with tobacco and sugarcane, would fuel the growth of slavery dependent on labor from Africa. Within this context the authors treat agriculture insightfully.

The primary use of *Exploring American Histories* will be as a textbook, a purpose for which it is well suited. The instructor, eager to convey the layers of meaning about an event, should highlight the multiple primary sources in each chapter. These sources might be the greatest strength of *Exploring American Histories* and should help

students appreciate the interpretive nature of history. The student who reads *Exploring American Histories* will learn not only history but also the methodology of history. Both are necessary for a full understanding of the past. Highly readable and insightful, this book should serve well both instructor and student. True, the frugal student might wish for a more moderately priced text, but *Exploring American Histories* is worth the asking price. One should keep in mind that the price includes treatment of American histories from prehistory to modernity. It is therefore suitable for both halves of the U.S. survey. In this case the student need not buy two texts. This single volume suffices to cover all of American histories.

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