

## BOOK REVIEWS

Victoria Bissell Brown and Timothy J. Shannon. *Going to the Source: The Bedford Reader in American History*. Third ed., vol. 1: To 1877. Boston: Bedford/St. Martin's, 2012. Pp. 416. Paper, \$54.95; ISBN 0-312-65278-X.

Victoria Bissell Brown and Timothy J. Shannon. *Going to the Source: The Bedford Reader in American History*. Third ed., vol. 2: Since 1865. Boston: Bedford/St. Martin's, 2012. Pp. 416. Paper, \$54.95; ISBN 0-312-65279-8.

When students begin taking the American history survey series, they are challenged to re-image the traditional historical narrative of revolutionary colonial pursuits and American political heroes. Even if students have a strong understanding of the chronological narrative, including the horrors of American slavery, the treatment of Native Americans, or the exclusion of women and minorities from the larger American citizenry, it is often difficult for students to unpack seemingly contradictory interpretations presented in more complex histories. From the very first document in this collection, *Going to the Source: The Bedford Reader in American History*, it becomes evident that this is not the usual collection of historical documents. It would be the exceptional student who had engaged American history using this type of method prior to the college classroom. The editors have collected both primary and secondary sources that emphasize what they describe as "the American struggle to realize democratic ideals out of undemocratic realities." Employing a method that combines social, political, cultural, economic, and transnational history, students can begin to analyze critically many of the contradictions evident in the U.S. historical narrative.

In the first document, "Monsters and Marvels: Images of Animals from the New World," sketches of animals from European colonialists along with brief narrative explanations engage students on the critical issue of representation of the New World for European immigrants in the seventeenth century. This document explains how European descriptions of the New World actively interweaved fact and fiction in order to generate interest for the region, which resulted in not only large-scale immigration but also indentured servitude and the creation of race-based slavery. The result of these images, however, was that many colonialists, indentured servants, and immigrants had not only exaggerated ideas of the landscape and available wealth, but were unprepared for the realities of colonial life. The editors also include a useful chart to help students analyze this material by dissecting the language of the captions and interrogating the images. This suggested exercise gives students a deeper understanding not only of the imagery of these animals but a more thorough appreciation of the ideas of the colonial traveler.

The third chapter, which explores the development and proliferation of race-based slavery in colonial America, explains the growth of black labor in terms of white participation in retrieving bounties for runaway slaves. This type of historical interpretation is not only more aligned with social and economic explanations evident

in current American historiography (both Eric Foner's and Eric William's work on race and the development of capitalism due to race-based slavery, respectively) but also engages students with charts and examples of how to analyze and interpret the language of the advertisements. This helps to underscore the economic imperative of slavery, in terms of how each slave was translated into actual monetary values and why whites were eager to participate in the capturing of peoples for money in colonial America. With this information, the dehumanizing effects of slavery can be discussed while also conceptualizing the development of capitalism with the spread of race-based slavery.

The chapter on the colonial era is quite interesting and unexpected. Instead of including the obvious documents of this era editors often use (such as Thomas Paine's *Common Sense* or excerpts from the Stamp Act), students read an article from the *Journal of American History* on germ warfare and a collection of revolutionary toasts and songs to examine the rhetoric of the colonial movement. Again, this collection offers a counter-narrative to the traditional rendering on the Revolutionary War, one that demonstrates how popular songs help to create support from political movements and how the colonial militia did indeed engage in a type of biological warfare against the Native American participants of Pontiac's Rebellion in 1763.

The second volume continues in the same method of the first, including the use of more visual texts to underscore chronological historical issues. The method in the second volume goes further beyond the political turn by borrowing from current trends in American Studies by examining photographic evidence to discuss the dissolution of Native American culture in the nineteenth century, newspaper advertisements for African American products to examine race and consumerism in the early twentieth-century, and political cartoons to examine the reemergence of Cold War fears in the 1980s in relationship to the Reagan Revolution. Again, students are also provided useful exercise guides on how to unpack the information and place it into a contextualized framework, but instructors should also include lecture material to provide a stronger understanding of historical context.

For American history survey students, *Going to the Source* does offer a more complex and current historical narrative from a multitude of active voices. Furthermore, this series could be used for upper-division methodology courses that examine current trends in historical scholarship. Additionally, this edition also demonstrates to students how to use these documents, which is a task frequently omitted by publishers as well as instructors alike. Students often speak of the difficulties they have with document readers, not only having difficulty understanding the language but also having enough historical understanding to place documents in context. But this collection minimizes those issues tremendously.

Just as significant as these documents are for students of history, not only in terms of providing students a glimpse into how history is currently constructed, the editors include another guide to help students analyze, assess, and organize this complicated rendering of information in terms of method and approach. Students are offered a more nuanced examination of the time period, going beyond the political turn

to understand that history is made by a variety of actors, not just the men in government. However, for students with limited knowledge, a more conservative or traditional supplement text might be useful to aid in the understanding of the chronology. Nonetheless, *Going to the Source* achieves what it sets out to do for students—to enhance a student's ability to analyze historical documents critically and provide an avenue for a deeper understanding of U.S. history.

Clark Atlanta University

Aubrey Underwood

**James A. Duthie.** *A Handbook for History Teachers.* Lanham, MD: University Press of America, 2012. Pp. 312. Paper \$36.99; ISBN 978-0-7618-5990-1.

James Duthie, an historian and recently retired teacher, has done great service to working and aspiring history teachers through this important handbook. If not exhaustive, it is most certainly comprehensive in its treatment of various essential areas of “doing” and teaching history, from philosophy to practice. Seventeen chapters in length, the first four chapters address the rationale, nature, and logic of history, while the bulk of the book examines the theory and practice of teaching and learning history as a discipline. Virtually no stone has been left unturned by the author: data processing and acquisition, reading (including images and artifacts), research and writing, evaluation, testing, and even classroom management are covered in a very thoughtful and eminently readable and accessible form.

Importantly, Duthie is clear at the outset about a couple of things: one, about the crucial distinction between teaching and learning history as a subject versus teaching it as a discipline, the latter of which he correctly views as essential and imperative; secondly, that his methodological emphasis is based on his own experiences as a teacher. As any historian should know, infinitely more than a mere subject or a body of immutable facts, history is a living process, an ongoing dialogue with the past, rife with revision and competing interpretations, some more accurate and more valid than others. As Duthie points out, therefore, the objective of history education should be to prepare students to evaluate these competing interpretations in order to determine which have merit and which come the closest to that ever elusive objectivity; in other words, to teach critical thinking. Toward this end, what appears in this volume is an effective combination of ideas and praxis derived in part from the author's own teaching experiences but also from a critical review of the research that, while not comprehensive, is relevant, current, and solid.

The author offers a range of exercises, assignments, and other practices, elaborated with specific techniques for teaching students all of the skills for every step in the process of understanding and doing history. This includes easily accessible explanations of key concepts and theories as well as, of course, the skills to be applied. The areas of proficiency addressed range from reading and note-taking to the

understanding and preparation of research papers. More than this, as an historian, Duthie practices what he preaches. He approaches the teaching of skills such as analysis, evaluation, and argumentation in a lucid, imaginative, and thoughtful way, making effective use of empathy and synthesis, for example, in his appreciation of the perspectives of both the teacher and student in questions of classroom application. Further, the author takes into careful consideration the fact of cultural diversity in the contemporary classroom, demonstrating a level of sensitivity too often absent or lacking in the curriculum and teaching handbooks: the cultural complexity and extent of competing interpretations of the past.

*A Handbook for History Teachers* is an important and welcome contribution to the literature on the teaching of history, accessible for middle-years but probably most effective for high school teachers. It is also most certainly a resource from which post-secondary instructors of first-year college or university history students could benefit.

University of Winnipeg

Jason M. Yaremko

**David Ludvigsson, ed. *Enhancing Student Learning in History: Perspectives on University History Teaching*. Uppsala, Sweden: Swedish Science Press, 2012. Pp. 139. ISBN 978-91-506-2294-2.**

This slim volume of essays is derived from papers presented at a 2010 conference in Sweden that focused on history teaching and learning in higher education. While many of the authors focus on challenges in the Swedish system, their research conclusions and pedagogical strategies are broadly applicable for a general audience of teaching professors. David Ludvigsson opens the collection by posing a question that many readers of *Teaching History* ask ourselves on a regular basis: "How do [I] enhance student learning in history?" He answers his question by positing that it is through discussions of pedagogy with colleagues and students, as well as conducting research in the field of teaching and learning, that history instruction and student learning improve.

In his essay entitled "Making Teaching Public: The Scholarship of Teaching and Learning in History in Perspective," British scholar Alan Booth offers a brief history of the scholarship of teaching and learning with particular focus on developments in the United States and United Kingdom. He calls for a "journal or e-journal for teaching history in higher education [that] would provide a central focus and greater opportunities for scholars in this area to share their findings."

David Pace of Indiana University is the lone U.S. representative in the collection. In his essay, "Decoding Historical Evidence," Pace laments "students' inability to effectively use evidence to support a historical argument." He offers eight "moves" that students should master in order to employ evidence to craft a plausible argument. These range from "[understanding] that there is more than one plausible explanation of

a historical phenomenon” to “[demonstrating] to a reader how the existence of this evidence would make the argument in question more likely to be true.” Pace’s essay details his quest to help students develop these skills.

Ludvigsson’s essay, “Student Perceptions of History Fieldwork,” is rooted in the results of the author’s studies about what most of us would call fieldtrips. His students’ reflections about their experiences, and particularly what they gained or did not gain and why, offer insight into best practices. Of particular note, he found that fieldwork was beneficial for helping students achieve objectives at the middle and upper levels of the cognitive domain of Bloom’s Taxonomy.

Peter Ericsson’s essay, “Spanning the Gulf,” details the challenges and successes of designing case studies for use in history courses at Sweden’s Uppsala University. While the case-method approach is not a novel pedagogy in the history classroom, the author offers valuable insights and cautions into the implementation of a department-wide program.

Finally, “Promoting Procedural Knowledge in History Education,” an essay contributed by K.G. Hammarlund of Halmstad University in Sweden, offers pedagogical tools for helping students develop skills required of good historians.

The reader seeking novel pedagogical approaches to history will find the volume disappointing. While teaching tools are discussed at some length, the essays focus on providing an apologetic for the scholarship of teaching and learning in history. The most glaring and disappointing omission is a lack of discussion of the application of technology in the history classroom. Although the conference from which the essays are drawn took place in the same year that the iPad was introduced, the fact that the authors ignored the use of computers in the classroom and did not address web-enhanced learning is surprising. The greatest value of this collection is to prompt further research and to make a case for the importance of the scholarship of teaching and learning in history.

Geneva College

Jeffrey S. Cole

**Robert Blackey.** *History: Core Elements for Teaching and Learning.* LaVergne, TN: The Borge Press, 2011. Pp. 256. Paper, \$22.19; ISBN 978-1-4344-1229-4.

The introspective history professor who wants to consider time-tested ideas for improving classroom lectures, writing assignments, and exams will appreciate much in this short, accessible but patchy volume. Part reference guide, part professional memoir, *History* mixes practical advice with anecdotes from forty years of teaching European history at Cal State San Bernardino. Robert Blackey also draws upon his time with the Educational Testing Service (ETS) for recommendations on carefully constructing multiple-choice questions. Upfront about the book’s limitations, Blackey makes no pretense about providing “magic formulas” or “everything about history

teaching and learning that teachers will need to know.” Rather, here is a veteran sharing classroom techniques that he has found successful. The value of each nugget of wisdom depends on the interests of the reader, who should skim in places and read more closely in others. Flow problems do surface, as most chapters were published previously as articles (three in *Teaching History*) with minimal editing for book format. Unfortunately, clunky transitions, repeated details, and references to various chapters as “this paper” or “this essay” often distract from otherwise solid writing.

Most readers will prefer the first two of the book’s three sections to influence their own course revisions. These relate lecturing and paper assignments to Blackey’s broader educational philosophy, which prizes the development of critical judgment and thoughtful analysis over content knowledge and rote memorization. He warns against turning the lecture into “a paper delivered at a professional meeting” or the teacher into “an abridged version of a talking textbook.” The teacher must engage the ever-shrinking attention spans of students, even falling back on the occasional dramatic gesture, though he need not be “a student of Stanislavski.” The teacher should communicate more effectively, eliminating vocal pauses and nonverbal ticks, varying speech for emphasis. Such general advice might seem like a no-brainer at times, but this is when *History* is most helpful. At other times, Blackey’s suggestions come from more unusual experiences. For instance, a chapter titled “Early Bird Specials” advises making the most out of the five minutes before class when students are finding their seats. To whet their appetites, Blackey shows his early birds slides of exotic sights related to that day’s lecture. Most teachers can probably take this one or leave it.

The final section, which explores framing the best test questions, contains useful points about employing appropriate language, but Blackey overburdens readers by reporting too much of the ETS process in selecting exam topics. Understandably, he wants to demonstrate the logic behind this process and show it in action and for most of the book Blackey gives enough explanation for readers less initiated in European history to understand his illustrative details. Yet, this part quickly grows esoteric. Before long, readers get swamped in a tedious inventory of how often some historical figures are named on Advanced Placement exams in any given year—all information repeated in an appendix no less. Most professors, hardly concerned with such minutia, can spend their time better investigating on-line resources or recent advances in textbook ancillaries than reading the last 100 pages here. Ultimately, however, *History* never claims to be comprehensive, and it makes for thoughtful contemplation from an esteemed career, which should have at least a little tidbit for everyone.

**Kenneth Campbell.** *Western Civilization: A Global Comparative Approach.* Vol. 1: To 1715. Armonk, NY: M.E. Sharpe, 2012. Pp. 496. Paper, \$47.95; ISBN 978-0-7656-2253-2.

Kenneth Campbell, a professor of History at Monmouth University in New Jersey, has written an appealing, thoughtful, and much needed comparative history text, which would work well in any first-year college-level history course on Western Civilization. To fit 5,000 years of history into a scant 496 pages is an enormous (and perhaps impossible) task, yet Campbell convincingly succeeds with his synthesis, and he does so with elegance. The work is masterly and thought provoking, without lapsing into the encyclopedic blandness of many history textbooks.

Campbell wants to distance himself from more Euro-bound discourses by comparing the traditions of Western Civilization with those of different parts of the world, in hopes that students might gain “understanding of some of the underlying similarities of the human experience.” His success along these lines is mixed. He is particularly effective when discussing the peoples of Mesoamerica—the Incas and the Aztecs. As well, the influence of Islam on the West is not ignored, and the topic fits nicely with the discussion on the shaping of Medieval Europe. His effort to integrate the Han Dynasty of China into the discussion on Ancient Rome should be applauded, as there is a great deal of historiography comparing the two empires. Still, the discussion here is much too brief and adds little to the understanding of the Roman world. This particular segment (along with some others, e.g. Kangxi) reveal the limits of Campbell’s approach: The attempt is to append Western Civilization (with interesting comparisons to other parts of the world) rather than reframe Western Civilization into a broader world context.

The inclusion of excerpts from primary source documents not only enhances the authority of the text, it also provides material to stimulate classroom participation. The selections are not arbitrary: They fit well with the main text, yet are open ended enough to allow students to interpret history for themselves, providing insights into the craft of the historian. The excerpt on Francis Bacon, for example, clearly reveals the social potential of the scientific revolution, cementing Bacon’s reputation as the greatest early propagandist of the scientific method. The text is replete with maps, illustrations, photographs, and artwork. The maps are too small to be of much use in the classroom, but they do complement the text well. Disappointingly, the artwork is all reproduced in black and white. While this is acceptable for the maps and illustrations, it means that some cheapness appears in an otherwise quality tome and does a real disservice to the images.

This work is in some ways quite personal. But it is also meant to serve as an eminently teachable undergraduate classroom text. In conjunction with the author’s online *Instructor’s Manual*, the text is a compelling exposition of the history of Western Civilization. One can only regret that “Western Civilization,” as a historical

construct, has not been abandoned for a far more inclusive "World Civilization." Campbell, nonetheless, provides a workable compromise.

Metropolitan State University, Denver

Matthew Maher

**Kenneth Campbell. *Western Civilization: A Global and Comparative Approach*. Vol. 2: Since 1600. Armonk, NY: M.E. Sharpe, 2012. Pp. 520. Paper, \$49.95; ISBN 978-0-7656-2254-9.**

With a multitude of texts available, Kenneth Campbell offers a refreshing and new approach to his subject in *Western Civilization: A Global and Comparative Approach*. Campbell does not attempt to give the reader a laundry list of names, dates, and facts, but offers a narrative interpretation of what is both successful and what has failed in the past. The text guides the readers to where we are today, encouraging them to analyze past methodology while concurrently giving them the tools to informatively evaluate the collective "global future."

The book is a pleasure to read with a clear and concise single-voice narrative that avoids academic jargon and exhibits a consistent writing style. It does not limit its focus to politics and the military, but offers a broader, balanced examination with the inclusion of social, cultural, intellectual, economic, and religious history. Woven together chronologically, although with some necessary overlapping of periods, each chapter has a different focus on one of the above topics based on world events of the time. The author does a solid job of laying ideas and building blocks in early chapters that are revisited later in the text, leading to a continuity of facts.

This text would serve well as an undergraduate textbook, but only for those who wish to incorporate the wider world into their classroom discussions and are interested in placing the West within a global context. The ideas and information are easily accessible and contain a nice equilibrium of clear and understandable text that will not overwhelm those in an introductory survey course, yet at the same time encourage critical analysis and thought. Each chapter contains review questions that look at the global integration of the West as well as provoking thought on political, social, and cultural issues that promote deeper understanding, discussion, and critical analysis.

Three variant themes are revisited throughout the book, the first being the importance of religion to the modern world and how early religious wars influenced later political struggles. Secondly, unlike other current Western civilization texts, Campbell places solid emphasis on social history without neglecting other areas. The final theme that Campbell reiterates is what the author calls "the shaping of the past" and how individual decisions and actions shape history. These themes will engage the non-expert reader and encourage discussion within the classroom as the reader is challenged to personalize past conflicts and decisions.



One of the great strengths of this text is its uniqueness of approach, seeking to put the West within the context of a more global look at the world. Campbell's choice of "case studies" outside the Western world meets the stated "global and comparative" approach of the text. Those who believe that, as Campbell states in his introduction, "it is important that students broaden not only their knowledge of Western civilization, but also their awareness of different parts of the world and their understanding of some of the underlying similarities of the human experience," will be delighted at this inclusion. Campbell successfully serves to illustrate the point that the West did not develop independently of the rest of the world, but within a global framework, while challenging readers to come to the modern conclusion that the entire world is interrelated.

Red Rocks Community College

Toni Nicholas

**Candice Goucher and Linda Walton.** *World History: Journeys from Past to Present*. Second ed. London and New York: Routledge, 2013. Pp. 394. Paper, \$64.95; ISBN 978-0-415-67004-3.

When considering a textbook for a college survey course, it is quite logical to conclude that the history of the world, in any given period, is far too vast to condense into a manageable narrative. The question of balance between delivering overwhelming historical detail and writing a text for an undergraduate survey class poses a formidable problem of scale. Authors Candace Goucher and Linda Walton have come up with a concise readable narrative of world history from 1300 CE to the present that works well for a survey course. The text solves the problem of a world history survey course that attempts to cover it all, yet gives both instructor and student a big picture overview that includes the major themes of historical inquiry.

In addition, the text provides an important ingredient in today's multimedia-driven educational environment, a well done website as an ancillary course tool. Many schools, especially on the community college level, require instructors to use internet-driven course enrichment tools or ancillaries. This website works well for the student who is a visual learner and prefers to navigate thru a website menu of timeline, chapter outlines, and a wealth of academic URLs for further student research. The study aids also assist in the learning process.

The textbook is organized in a chronological manner that works well. Each chapter starts with a timeline and introduction to a chapter theme that is tied into what is happening on a global scale, rather than dealing with individual areas. This is an important tenant of teaching a world history course, avoiding the theme of history occurring in a vacuum. This text does not miss the historical theory of cause and effects on a truly global scale. Other textbooks present a world history course as a simple linear narrative. The simple historiographical theme of civilizations seemingly

just marching thru time is avoided in this textbook. Instead, the interactions of civilizations are presented true to the Annales School of historiography. No traditional time breaks here, instead the flow of history moves along its course.

Some instructors might find the brevity of the text somewhat challenging in regard to what history is included and what is left out. However, for the high-level high school or college survey course this brevity works hand-in-hand with the reading level. To counterbalance the reading level, each chapter provides a primary document offered up for analysis. In regard to the decision of what history to include and what not to include, the authors choose wisely.

This book might work for college audiences, but it would be problematic to use in an AP World History curriculum due to changes in how the program covers the themes in world history and the current emphasis on non-European history. Still, this textbook is a good comprehensive narrative history replete with good maps and a writing style that draws students in and makes the study of world history relevant.

John Tyler Community College, L.C. Bird High School

Joseph Stoll

**William Harris. *Lebanon: A History, 600-2011*. New York: Oxford University Press, 2012. Pp. 400. Hardback, \$34.95; ISBN 978-0-19-518111-1.**

The history of Lebanon remains culturally and religiously complex, and with this work, *Lebanon: A History*, William Harris presents the reader with both a blueprint and a roadmap. With well-written prose and clear evidence, the author enables readers to navigate and unlock the labyrinth of Lebanese history—its people and its culture. Harris appropriately begins by defining Lebanon in geographical terms with the coastal mountain range of Mount Lebanon forming its central core. However, the country's modern borders extend south of Beirut to include the Shi'ite Jabal Amil region and north of Tripoli to the coastal plains of Akkar, a religiously diverse province with Greek Orthodox and Catholic Christians, Sunnis, Maronites, and Alawites.

Harris aptly quotes the Syrian Lebanese novelist Ghada Samman in his introduction: "I see a cat giving birth to a mouse, a tiger, a squirrel, a snake, and a kitten—all from the same womb." The chapters that follow seek to unravel the multifaceted and seemingly oppositional forces that have created both conflict and peace in Lebanon. The first three chapters outline the foundations of Lebanese history beginning with the Orthodox and Maronite Christians of the Byzantine Empire and the Shia and Sunni Muslims of the Umayyad and Abbasid Dynasties. The ascension of the Druze lords in the late thirteenth century, operating within the Mamluk and Ottoman Empires, remains essential to understanding the formation of the modern geopolitical state of Lebanon. The final three chapters build on this historical context, giving the reader a firm foundation as Harris coherently articulates the influences of the Maronite-Druze Civil War (1860), World War I, French colonialism, and World War II on

Lebanon. The final two chapters reveal the “cross-sectarian” strains exacerbated by internal conflict, Lebanese independence, Syrian occupation (1976-2005), Hezbollah, and Lebanon’s precarious relationship with Western powers since 1945.

In terms of teaching, *Lebanon* would be quite a challenge for undergraduate surveys, but not because the book is too arduous in its own right. Rather, students likely would not have the background knowledge needed to fully appreciate and appropriately place Lebanon’s religious and political history within the region. The multitude of maps, timeline, and glossary of terms certainly provides much needed reference for readers, allowing for better comprehension of the rich content found within the text. However, certain key terms and figures are omitted from the glossary such as Maronite, Druze, Alawite, and Twelver Shia. An additional reference will still be necessary to keep the many religious and political groups, family dynasties, and other nomenclatures from becoming chaotic for the non-specialist student. For classes specifically studying the Muslim world, this synthesis will fit nicely—not only placing Mount Lebanon within the eras of pre-Ottoman and Ottoman rule but also explaining why and how its trajectory differs from other Middle Eastern countries since the nineteenth century. Students of religious studies will also benefit tremendously from *Lebanon* as Harris carefully traces the intricacies and intersections of history and religion in a country imbued with both.

Harpeth Hall School; Belmont University

Mary Ellen Pethel

**Emily S. Rosenberg, ed. *A World Connecting: 1870-1945*. Cambridge: Harvard University Press, 2012. Pp. 1168. Cloth, \$39.95; ISBN 978-0-674-04721-1.**

Emily S. Rosenberg, professor of history at the University of California, Irvine, has edited a sweeping, original collection of essays that comprise a compelling if unusual history of the world between 1870 and 1945, unusual in not having the traditional array of chapters that one expects of a world history, such as chapters on the world wars and the Great Depression. Although the United States and Europe bulk large in this study, it would not be fair to say that the focus is Eurocentric. It is rather a truly global history.

The book begins with Rosenberg’s invaluable introduction. In turn, each chapter opens with an equally helpful introduction. In her introduction, Rosenberg makes the interesting assertion that about 1870, as people became more mobile and technology—steamship, railroad, automobile, telephone, telegraph, and airplane—shrank distance and time, there arose people who took delight in traveling the world. The date 1870 strikes me as a bit artificial. Darwin had traveled the world in the 1830s. Before Darwin, Magellan and Cook undertook similar voyages.

The book might have focused more tightly on rural life given the importance of agriculture to this volume, particularly to chapter four, where rubber, cotton, wheat,

rice, coffee, and tea receive from several words to several pages. The connection between rural life in the American South and cotton culture and manufacture into clothing, though hinted at, is a point worth making. Like cotton—rubber, wheat, rice, coffee, and tea had emerged as world staples before 1870.

Rosenberg and her coauthors are right to focus on warfare, which seems to be an expression of the primitive, irrational drives in the reptilian center of the human brain. They emphasize the point that science, technology, and engineering have played a role in making warfare more lethal, but the reader must not lose sight of the fact that during this period science also taught farmers to grow more food. At the risk of offering too many generalizations, applied science aspires to improve the world. The fact that it sometimes fails is due to the fallibility of humans. The authors are right that when warfare becomes charged with imperialism, the death rate among indigenous peoples is appalling.

This book, to its credit, does not shy away from history's extreme events: Stalin's purges, genocide, the murder of millions in the Congo, and other horrific events. The Holocaust was the extreme consequence of eugenics. This book also explores human brutality toward the biota, an experience familiar to the American West, where bison nearly succumbed to extinction.

The reader must come to the book knowing a fair amount about world history, and for this reason it might not be ideal as an undergraduate textbook. It is probably not ideal for upper-division courses either. Graduate students, however, should find this study engaging. It is ideal for a course that focuses on modernity in a global context. An instructor might assign any of the five chapters, depending on his or her inclinations. It might be possible to assign the entire book, but at a daunting 1168 pages, the reader might become lost in detail. All readers should begin with Rosenberg's excellent introduction before deciding whether the book will reward their efforts. The reader will gain much from the experience of reading this book because of its insights and lucidity. The complexities of the past receive full treatment in *A World Connecting*.

Independent Scholar, Canton, OH

Christopher Cumo

**Philip Jenkins. *A History of the United States*. Fourth ed. New York: Palgrave Macmillan, 2012. Pp. 368. Paper, \$27.00; ISBN 978-0-230-28287-2.**

A brief history of the political, economic, religious, demographic, and cultural dimensions of a "separate continent no less than merely another nation" is provided successfully in Philip Jenkins' *A History of the United States*. This is the fourth edition of the book, completed fifteen years after the original edition appeared in 1997. Each subsequent edition has followed events of significant historical change, including second edition revisions after September 11, 2001, the third following a period of

“intense partisanship” in 2007, and the fourth following “a global economic crisis.” In this most recent edition, Jenkins includes prescient analysis of the roots of the economic recession in the United States by examining the policy failures of the previous three decades.

The book is organized by chronological chapters addressing seven distinct periods from 1492 to 2011. The narrative is fluid and analytical and succeeds in presenting an “overview of the major themes and patterns of American history.” It would be useful as a supplementary text to an introductory political science or U.S. history course. The book includes a broader historical context than most introductory political science texts and would bridge narrative gaps for students taking only one section of a U.S. history survey. A minor stylistic drawback is Jenkins’ inconsistent reference of Supreme Court cases. He refers variously to “*McCulloch v. Maryland*,” “*Plessy and Ferguson*,” “*Brown versus the Board of Education*,” and “*Griswold v Connecticut*.” A student taking an introductory course would benefit from the use of a uniform format of Court citations.

While the fourth edition succeeds in presenting a compelling introductory analysis of economic history from the 1980s, Jenkins’ narrative of foreign policy developments since 2001 is less nuanced, other than an extended analysis of the evolving role of the State and the military-industrial complex. While Jenkins admits that the brevity of the book will result in the omission of some essential topics, his foreign policy narrative more often confuses rather than contributes to a better understanding of the subject. As part of his narrative of post-September 11 events, Jenkins writes about an “extremist [who] killed 13 U.S. personnel at Fort Hood,” even though the on-going case of Army psychiatrist Nidal Hasan is just as likely the result of a mentally disturbed individual, as it is part of a “wave of Islamist plots on U.S. soil.” In another instance, Jenkins unconvincingly links the U.S. role in Libya in 2011 to a narrative of intervention in Iraq and Afghanistan during the previous decade, while failing to contextualize the Libyan intervention within the paradigm of the Arab Spring and without noting the significant differences in the length and type of military engagement.

Jenkins, an expert on religion at Baylor University, dedicates more space to religion than other similar survey texts. At length, he writes about religious diversity in the colonial era, the Great and Second Awakenings, religious radicalism, Christian fundamentalism, Millennial debates, the Pentecostal movement, and the Moral Majority. Indeed, the reader would benefit from Jenkins’ analysis of the continuing evolution of religion in American society into the twenty-first century. Additional tables depicting changing religious affiliations into the twenty-first century would be instructive, considering that Jenkins already includes tables demonstrating political and demographic change throughout American history.

Despite the book's few limitations, Jenkins ultimately presents a clear and compelling narrative of U.S. history that would benefit students embarking on an introductory study of the subject.

Pulaski Technical College, National Park Community College William L. Lindsey

**Emily West. *Family and Freedom: People of Color in the Antebellum South*. Lexington: University Press of Kentucky, 2012. Pp. 256. Cloth, \$50.00; ISBN 978-0-8131-3692-9.**

Emily West's book examines a set of 181 free people of color in the antebellum South who petitioned either for continued residency in their state or for their own enslavement. The two categories of petitions at first glance seem starkly different, but West writes that both in fact flowed from similar motives. Other historians who have looked at enslavement petitions in particular have suggested that those seeking voluntary enslavement were seeking refuge from impoverishment or, alternately, that they had been convinced by pro-slavery literature that Africans should prefer slavery over freedom. However, West argues that these traditional explanations better reflect the views of modern historians than they do the motives of the petitioners themselves. For example, antebellum slave owners celebrated enslavement petitions as proof that blacks loved being in bondage. However, West contends that free people of color who asked to be enslaved were not seeking some idealized master-slave relationship that existed only in southern fiction, nor were most petitioners driven to slavery as a last refuge from poverty. Instead, petitioners were pursuing every possible means of staying in their current locations for personal reasons: the proximity of friends, family, and communities. During the antebellum period, southern states began requiring newly emancipated slaves to leave their borders. Residency petitions were one way of fighting to stay in place, and enslavement requests were the most extreme manifestation of this unwillingness to move. The idea of voluntary enslavement contradicts the modern narrative that slaves sought freedom at any cost. West shows that some free people of color did not see such a sharp dividing line between slavery and freedom, but instead saw only differing degrees of racial oppression. Therefore, some of these freed men and women were willing to subject themselves to slavery again in order to stay near their enslaved families, near loved ones (even in some cases white lovers), or in their long established communities.

Overall, *Family or Freedom* is written gracefully and builds its arguments logically. One small criticism stems from the long introduction that presents but only briefly discusses five tables with demographic data about petitioners. This information might have been more useful if interspersed throughout later chapters where petitions are analyzed in greater depth. Indeed, West seems to recognize this by sometimes telling the reader to turn back to the introduction to see various tables relevant to the

analysis in later chapters. Aside from this minor drawback, the book is filled with intriguing case studies and stories of free people of color who went to great lengths to stay near their communities and loved ones. The book contains dozens of gripping human stories of people facing a decision between, as the title of the book indicates, family or freedom. Teachers will find ample material for use in lectures or assignments. West's study as a whole would be very valuable reading in undergraduate and graduate courses that examine race relations in the antebellum South, concepts of slavery and freedom, or family history.

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**Jonathan Rees. *Industrialization and the Transformation of American Life: A Brief Introduction*. Armonk, NY: M.E. Sharpe, 2013. Pp. 160. Paper, \$26.95; ISBN 978-0-7656-2256-3.**

In his concise and insightful book, *Industrialization and the Transformation of American Life*, Jonathan Rees has provided teachers of survey courses a handy guide for teaching the period from the Civil War to the 1920s. Correctly subtitled *A Brief Introduction*, Rees provides not only a useful tool for teaching the period, but also advances the view that the era is best dealt with topically, encouraging historians to consider a review of their thoughts, lectures, and lesson plans for the topic.

Central to Rees's presentation are the effects of industrialization on human beings, which, Rees asserts, have not received the attention the subject deserves in history texts and survey courses. He submits that we will reach a better understanding by studying the effects of the machine on man by organizing our study to address one trend (topic) at a time, which will then better inform our understanding of the phenomenon of industrialization.

Rees begins treatment of his thesis by painfully introducing us to the nervous disorder Neurasthenia. Rees based his discussion of Neurasthenia on psychologist George Beard's 1881 book, *American Nervousness*. Beard is credited with being one of the two people who coined the term, but more important is his description of what industry's machines do to the human machine. For Beard and others focused on the effects of industry on the individual, humans were fueled by "nervous energy" and "Neurasthenia was a sign that that energy had been entirely expended while trying to cope with the other machines that came to define the age." Rees reminds the reader of this dreadful diagnosis throughout the book. In doing so, he fosters an increased empathy for the hapless and twitching factory worker who is enslaved and tortured by the speed of the assembly line in Charlie Chaplin's *Modern Times*.

At the beginning of each chapter, Rees asks questions such as "Why didn't the political system do more to limit the excesses of industrialization?" and answers the question. The answer is then followed by three pithy examples related to the overall

topic of how industrialization affected life. For example, his chapter on the environment examines the Justice Field's creation of corporate personhood which at the time essentially validated industry's right to pollute at will. He continues then to examine the effects of industrialization on oysters in New York, the devastation of the long leaf pine east of the Mississippi, and the deleterious effects of factory-generated smoke on Pittsburgh in the late nineteenth century and its relation to the origins of the conservation movement.

The scope and succinctness of Rees's work are complemented by the clarity of his writing. This work was written with the student in mind: Its brevity, the simplicity of expression, and organization of the material are clear and straightforward. This book can be assigned by instructors of history in freshman and sophomore courses. Perhaps the most useful aspect of the text is the ordering of the topics in such a way that teachers who are less familiar with the era can increase their awareness easily and find useful anecdotes for lectures and presentations.

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